**UNIVERSITY OF MARY WASHINGTON – NEW COURSE PROPOSAL**

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

**COLLEGE (check one):**  
- Arts and Sciences  
- Business  
- Education

Proposal Submitted By: Zach Whalen  
Date Prepared: 9/22/2014

**Course Title:** Literature and Adaptation  
**Department/discipline and course number:** ENGL 252

*This course number must be approved by the Office of the Registrar before the proposal is submitted.*

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a <strong>new, repeatable</strong> “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
</tr>
</tbody>
</table>

**Date of first offering of this **new** course:** FALL SEMESTER, year  
**Date of first offering of this **new** course:** FALL SEMESTER, 2015

**Proposed frequency of offering of the course:** Alternating academic years

**List the faculty who will likely teach the course:** Zach Whalen

**Are ANY new resources required?**  
- NO  
- X | YES | Document in attached impact statement

**This new course will be (check all that apply):**  
- Required in the major
- General Elective  
- Elective in the major  
- General Education**  
- X

**Catalog Description:**

An introduction to media studies focusing on literary works that have been adapted in non-textual genres.

**COURSE HISTORY**

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 251Y: Adaptation</td>
<td>Spring 2012</td>
<td>20</td>
</tr>
<tr>
<td>ENGL 251Y: Adaptation</td>
<td>Fall 2014</td>
<td>37</td>
</tr>
</tbody>
</table>

**CHECK HERE** if the proposed course is to be **equated** with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

**Department Chair Approval:** Mary Rigsby  
**Date:** 11/12/14

**CCC Chair Approval:**  
**Date:** 11/20/14

**UCC Chair Approval:**  
**Date:**

New Course Proposal Cover Sheet (July 2013)
New Course Proposal
ENGL 252: Literature and Adaptation

Rationale
This course will serve as an introduction to the study of media, focusing on classic literary works that have been adapted in other media. For example, Lewis Carroll's *Alice's Adventures in Wonderland* (1865) has been adapted dozens of times in various media, so a unit on animated film and one on video games will focus respectively on Walt Disney's *Alice in Wonderland* (1951) and American McGee's *Alice* (1999) as primary texts. Similar triadic units traverse a range of media forms and genres including serial television, comics, radio drama and fan fiction. Along the way, readings of specific media are supported through critical texts on specific forms as well as foundational texts from the field of media studies. Besides introducing students to media studies as a discipline, this course is intended to motivate and strengthen students' critical engagement with popular cultural texts.

ENGL 252, like the special topics course it is replacing, will meet ALPA credit and provide an optional elective for the Communication and Digital Studies Major and the Minor in Digital Studies. As a contribution to the department's general education service and these specific programs, ENGL 252 encourages students to engage with the complex, mashed up, remixed and re-purposed media ecology of the 21st century.

Impact Statement
This course will not require any new resources, but it will benefit most by taking advantage of the opportunities available in the new ITCC.
Sample Syllabus: ENGL 252: Literature and Adaptation  
(formerly ENGL 251Y: Adaptation)  

ENGL 251Y: Adaptation

Syllabus

What: ENGL 251Y: Adaptation  
Where: Combs 114*, 3:30 – 4:45 TR  
Who: Zach Whalen (@zachwhalen, www.zachwhalen.net, zwhalen@umw.edu)

Course description

This general education literature course considers the question of "adaptation" as an aspect of literary texts that are in some state of media transition; from book to film, from film to videogame, from novel to graphic novel, we are prone to taking for granted the very strange idea that the character we read in a book is somehow the same entity as the one we see portrayed on screen. This is the kind of idea we'll pursue as we chart a path through various media channels, following the traces of intertextuality that comprise our contemporary textual media ecology, particularly digital media. Along the way, we'll study the unique expressive vocabularies of different media, including film, comics, video games, novels, and more. The work for this class will include close readings of media texts, secondary readings in media studies, and several film screenings.

Objectives

By completing this course, successful students will ...

1. Explore and explain different, divergent, or contradictory perspectives and incorporate the results into one's understanding of creative work.  
2. Evaluate creative processes and products using appropriate criteria.  
3. Analyze and critique media affordances in the diverse, intertextual networks of a contemporary media ecology.

Organization

Triads. A core semantic unit of this class is the textual triad. These will comprise the readings/playings/viewings of our primary texts. I will give you the first two, the class will collectively determine the third, and each individual will create a personal fourth triad for his/her final project.

Films. Screenings will be offered at a time of mutual convenience. If you cannot attend the screen, you'll need to see the film on your own time. Most if not all should be available through Netflix, Amazon or Redbox at a minimal cost.

Assignments

• [100] Creative Essay. A creative essay (or other creative genre) written within the universe and idiom of one of our textual universes.

• [150] World Building. Working with a group of peers, create a digital resource, virtual world, or other text that comprises, conveys or extends the universe of one of our core texts.

• [200] Vectors. 10 micro-essays annotating specific, new additions to our grand map of intertextuality.

• [150] Participation. By blogging, tweeting and speaking up in class, demonstrate your engagement with the material and the intellectual tasks of the course. Evaluated thrice this semester.

• [250] Final Project. Introduce a new textual triad and advance an argument anchored in a comprehensive understanding of its unique properties.

Grading

Philosophy

As of right now (January), you are failing this class. If you’d like to finish the class with a passing or higher grade, you’re going to need to earn points by completing the assignments in the syllabus. To earn an A, do excellent work on your assignments so you can earn as many points as possible. At the conclusion of the semester, your final grade will be calculated according to the delineation of point totals in the table below.

Your work this semester will fall into several different categories, but generally speaking, you can earn an A in this class by completing all of the work in a timely manner, and paying close attention to the published rubrics for each assignment. After I grade your work, make sure to view my comments and your rubric score to see how you can improve your efforts for future assignments. As far as I am concerned, an A grade is reserved for work that demonstrates the highest intellectual engagement, creativity and attentiveness to detail. Note: some technical proficiency will be necessary to complete some assignments, but technical skill is a relatively minor consideration in all of my grading rubrics.

Grade Calculations

In cases where assignments are awarded a letter grade, the point value will calculate according to the chart on the left. At the end of the semester, the sum total of your points will determine your final grade, as delineated in the chart on the right.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage of Points Possible</th>
<th>Total Points Earned</th>
<th>Resulting Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 94%</td>
<td>0 - 609</td>
<td>F</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94% to 90%</td>
<td>610 - 639</td>
<td>D-</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90% to 87%</td>
<td>640 - 669</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87% to 84%</td>
<td>670 - 699</td>
<td>D+</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84% to 80%</td>
<td>700 - 739</td>
<td>C-</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80% to 77%</td>
<td>740 - 769</td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77% to 74%</td>
<td>770 - 799</td>
<td>C+</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74% to 70%</td>
<td>800 - 839</td>
<td>B-</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70% to 67%</td>
<td>840 - 869</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67% to 64%</td>
<td>870 - 899</td>
<td>B+</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Percentage of Points Possible</td>
<td>Total Points Earned</td>
<td>Resulting Final Grade</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 64% to 61%</td>
<td>900 - 939</td>
<td>A-</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 61% to 0%</td>
<td>940 - 1000</td>
<td>A</td>
</tr>
</tbody>
</table>

**Policies and Expectations**

**Contacting the Professor**

I am generally available through a variety of channels: email (zwhalen@umw.edu), Twitter (@zachwhalen) and Canvas. Please feel free to contact me at any time with questions about the class or your work specifically. However, to make the best use of my time and yours, I’d like to establish a few parameters about technical questions. Often, I will assign a videogame or other piece of software for you to play with. Sometimes, it’s not going to work as expected. When that happens, you may contact me with your question, but ONLY if you have first done some due diligence:

1. review the instructions I’ve provided,
2. Google any error messages,
3. Make sure you're not using Internet Explorer (for web-based readings),
4. try again.

If you do these things and you still need to contact me, please include the following information in your message:

1. the software/game/thing in question,
2. the unexpected behavior (e.g. won’t install, can’t save work, other errors),
3. your operating system and (if applicable) browser software,
4. the steps you've already taken to try and solve the problem.

If you follow these steps and provide the information I’ve requested here, there’s a much better chance that I can help you figure it out. For more general or non-technical questions about the class, feel free to contact me at any time. I do my best to respond quickly, but please note, however, that I tend to fall asleep shortly after 10:00 PM. In any case, **if I haven’t replied to you within 24 hours, please send me a reminder.**

**Late Work**

Unless otherwise noted, assignments may be submitted after their due date, but your work will be worth fewer points, equal to a 10% deduction for the first 24 hours after the specified due date and time, followed by a 20% reduction for each 24-hour period following. Effectively, this means work that is more than 5 days late will not be graded.

**Academic Dishonesty**

The UMW Honor System is in effect for our course. I will authorize specific assignments as collaborative work, but all other work must be your own, as per Article 1, Sections 1 and 2 of the University of Mary Washington Student Honor Code.
Disability Resources

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Resources and require accommodations for this class, get in touch with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.