

Sequencing Assignments

Start at the back end. Determine your goals. Build forward.

- 6) Use informal writing techniques (freewrites, responses, field notes, postings): writing to learn for every book & film.
- 7) Use editing/revision techniques, including responding to advice from peer review and conferences with the instructor for every paper.
- 8) Follow and contribute to in-class and online discussions for every book/paper/film.
- 9) Lead a discussion or present work orally: two formal presentations, two or three informal presentations

***Persuasion* paper**

Demonstrate understanding of film and novel genres; able to handle complex topics; able to compare & contrast .
Shape unified paragraphs .
Form arguments; summarize, analyze arguments of others; cite sources (1, 3, 5).

***Emma* paper**

Demonstrate understanding of film and novel genres; able to handle complex topics; able to compare & contrast.
Shape unified paragraphs .
Form arguments.
Formulate appropriate topics (2).

***Pride & Prejudice* paper**

Demonstrate understanding of film and novel genres; able to handle complex topics (12); able to Compare & contrast;
shape unified paragraphs;
form arguments.

***Sense & Sensibility* paper**

Shape unified Paragraphs.
Form arguments.
Demonstrate understanding of novel genre and film genre; able to compare & contrast (11).

Northanger

***Abbey* paper**

Shape unified paragraphs (4).
Form arguments(1).
Demonstrate understanding of novel genre (10).

M.E.Bertolini Writing Program

Goals for FYSE 1144

By the end of the first semester, students should be able to:

1. Identify, summarize, and analyze the arguments of others; and summarize, paraphrase, and quote the ideas of others in support of their own arguments.
2. Formulate topics appropriate to writing assignments.
3. Find and cite appropriate sources for an assignment.
4. Shape unified paragraphs and connect them to achieve flow.
5. Control a five-page critical/analytical essay using more than one source.
6. Use informal writing techniques (freewrites, responses, field notes, postings): writing to learn for every book & film.
7. Use editing/revising techniques, including responding to advice from peer review and conferences with the instructor for every paper.
8. Follow and contribute to in-class and online discussions for every book/paper/film.
9. Lead a discussion or present work orally. Formal 10 min. oral presentation. Formal 3-5 min. presentation. Two or three informal presentations.
10. Demonstrate understanding of novel and film genres.
11. Able to compare & contrast in a formal paper.
12. Able to handle complex topics in a formal paper.

M.E. Bertolini ~ Office: Ext. 3182, Home: 388-2689; Office: Library Suite 225E
Email: mbertoli@middlebury.edu

Fri. 9/30 workshop-paper #1 due (3 copies)

- Write a well-organized, well-argued four to five-page paper on the novel and the film of Sense and Sensibility using one of the topics below.
- Make sure you focus tightly and specifically on your topic.
- Your paper should have a coherent thesis statement that you support with specific references to the text.
- Bring three copies of your paper to class Friday.
- Drop your paper electronically in your folder in SHARE before 9:00 am.

1. Consider in detail one scene that appears in the novel and in the film of Sense and Sensibility. How are these scenes portrayed differently and/or similarly in the different genres? What is the narrator's role in this section of the novel? What is the camera's role in this section of the film? What similar or different information is conveyed in these two scenes? What similar or different emotions are aroused in the reader or viewer in these two scenes? What might you have done differently if you had been the screenwriter or the narrator? The scene you pick in the novel should be between one to five pages, and in the film between two and 10 minutes.

2. Obviously, a two-hour film cannot portray everything that happens in a novel of over 300 pages, and yet some scenes exist in the film that do not appear in the novel. Discuss **either** one scene in the novel that does not appear in the film, or one scene in the film that does not appear in the novel. Why have the filmmakers added or deleted a scene? Do you agree or disagree with the addition or deletion? Why? How do the strengths and weaknesses of each genre account for this difference?

- Papers are due at the beginning of class. Avoid computer crises by printing out the night before and uploading to Segue by midnight before class.
- Pay close attention to due dates and to special instructions, such as the number of copies of your paper to bring to class.
- Papers should be double-spaced and printed in a 12 pt font.
- Do not ask for an extension on a paper or miss a workshop unless you or a member of your immediate family is hospitalized.

Fri. 10/12 workshop-Draft 1, paper #3 due (3 copies)

Write a well-organized, well-argued **four to five-page paper** on the novel and the miniseries of Pride and Prejudice using one of the topics below. Your paper should have a coherent thesis statement, which you support with specific references to the text. **Bring three copies of your paper as well as the computer disk with your paper on it to class Friday.**

1. In Jane Austen's novels, many characters are seen performing (or are referred to as having at one time performed) in one of the arts: music, drawing, dancing, and reading aloud. Some characters, in fact, seem to make a "performance" out of their lives. Consider the idea of performance in the novel and the miniseries of Pride and Prejudice. For example, how do other characters respond to these performances? How does a character's ability (or inability) to "perform" affect the opinions other characters (or the reader or viewer) hold of him/her? When you consider this topic in the miniseries of Pride and Prejudice, make sure to discuss how the idea of performance is handled visually.

2. Few intimate relationships are portrayed as fully and deeply in Jane Austen's novels as the relationships between sisters. In the novel and the miniseries of Pride and Prejudice, consider the sets of sisters Austen presents to the reader. Discuss the relationships these sisters have with each other as a reflection of the relationships these women have or will have with their spouses. When you discuss this topic in the miniseries of Pride and Prejudice, note how the camera treats the relationship between the Elizabeth and Jane.

3. Consider in detail one scene that appears in the novel and in the miniseries of Pride and Prejudice. How are these scenes portrayed differently and/or similarly in the different genres? What is the narrator's role in this section of the novel? What is the camera's role in this section of the film or miniseries? What similar or different information is conveyed in these two scenes? What similar or different emotions are aroused in the reader or viewer in these two scenes? What might you have done differently if you had been the screenwriter or the narrator? The scene you pick in the novel should be between one to five pages, and in the film or miniseries between two and ten minutes.

4. In the miniseries of Pride and Prejudice, the audience sees some different aspects of Darcy not seen (especially, at first) in the novel. Discuss the way Darcy is depicted in the miniseries of Pride and Prejudice. In particular, note scenes that exist in the miniseries that do not appear in the novel. Why are these scenes there? Are they successful or not? Why have miniseries makers added more visual information about Darcy? How do the strengths and weaknesses of each genre account for this difference?

- Papers are due at the beginning of class. Avoid computer crises by printing out the night before a paper is due and by saving each draft frequently.
- Pay close attention to due dates and to special instructions, such as the number of copies of your paper to bring to class.
- Papers should be double-spaced and printed in a 12 pt font.
- Do not ask for an extension on a paper or miss a workshop unless you or a member of your immediate family is hospitalized.

Fri. 11/9 workshop-paper #5 due (3 copies)

Write a well-organized, well-argued **four to five-page paper** on the novel, the Miramax film and the BBC film of Emma . Your paper should have a coherent thesis statement which you support with specific references to the text and films. **You will create your own topic**, but you may take inspiration from previous topics assigned in this course. If you wish to use a secondary source, you may choose from articles in the Norton Critical Emma. If you use a secondary source, please use correct citation (Refer to Norton Handbook). **Bring three copies of your paper to class Friday.**

- Papers are due at the beginning of class. Avoid computer crises by printing out the night before a paper is due and by saving each draft frequently on disk.
- Pay close attention to due dates and to special instructions, such as the number of copies of your paper to bring to class.
- Papers should be double-spaced and printed in a 12 pt font.
- Do not ask for an extension on a paper or miss a workshop unless you or a member of your immediate family is hospitalized.

Persuasion

Monday 11/26 workshop-paper #6 due (3 copies)

Write a well-organized, well-argued **four to five-page paper** on both the novel and the film of Persuasion using one of the topics below. Your paper should have a coherent thesis statement that you support with specific references to the text and the film. Your paper should have a title that provokes the reader's interest. In addition, Use one secondary source from the Norton Critical Persuasion for this paper. Review rules for citation in Troyka. Your paper should include a Works Cited section that includes the novel, the film and the article. **Bring three copies of your paper to class Monday.**

1. Jane Austen does not use a first person narrator in her novels; yet, as readers we are intimately acquainted with the inner workings of her heroines' minds. Even so, Austen often chooses to put distance between us and her heroines by pulling herself back from these heroines and allowing us to look at them fairly objectively. How does she achieve this? In Persuasion, investigate the role of the narrator. How does Austen move us into and out of the heroine's mind? What is the effect of Austen's style or narration on our involvement with the characters? In the film version of Persuasion, we cannot see inside the mind of Anne Elliot. How then, do the filmmakers convey what Anne is thinking and feeling? In the film version of Persuasion are they able to successfully substitute for the role of the narrator in the novel?
2. Persuasion has more pure description than any other Austen novel. The fields around Uppercross, the Cobb at Lyme, the streets of Bath--Austen renders them vividly and in detail. Why are these settings important in the novel, and how do the filmmakers use settings to express the changes that take place in Anne?
3. Three sets of characters dominate the action in both the novel and the film of Persuasion: the formally polite Elliots (with Lady Russell), the easy-going, gregarious Musgroves (with the exception of Mary who is an Elliot), and the big-hearted, active and eager Navy families (Harvilles and Crofts). Anne and Captain Wentworth move among and borrow characteristics from all three groups, yet neither Anne nor Wentworth remains exclusively with one group. Rather, Anne and Wentworth stand out as different in some way from the members of all three groups. Discuss which characteristics Anne and Wentworth share with members of the three groups and what ways they are different from members of these groups. What characteristics do Anne and Wentworth share that make them particularly suited for each other?
4. Read the "Original Ending of Persuasion" (168-177). Consider the original and revised endings of the novel, and compare them to the ending of the film, which incorporates some of both endings but adds its own new material. Discuss and evaluate all three endings.

So---given these goals, what did you learn (if anything) from the list above? How did you learn that?

FYSE 1144a Jane Austen & Film online discussion, December, 2006

Can Celebi: I want to begin with the most recent one, finding and citing appropriate sources for an assignment. After this research project I am so confident on the other unknown researches that are waiting for me in my next 3.5 years. I thought I had a weird topic and I was not expecting to find a lot of sources, but I learned by trying and trying again. Now I can research in any given subject! I mean the writing knowledge I've learned from this class is priceless. Yes I admit the workload was way too much, and I had many sleepless nights but when I look back it was worth it because I learned how to write an organized satisfactory paper. Moreover, until now I've never understood why we had to upload our papers and everything else before midnight. But now when I think a little, I realized that it helped us organize our time and do the job not in a limited time interval. After this class, I feel like I can handle every other class. Besides the workload, we had some great moment. I really enjoyed my media project. Yes, it took a lot of time and energy and everything, but . . . we have our own little movies now. And the dance night was fabulous, what can I say. And . . . now Jane Austen is an unexpected part of me. I do all this alpha male stuff: Water polo, work out, next term crew, and I can throw random quotes from Jane Austen

Tamara Leigh Hilmes: Wow, looking at this list has really made me realize how much we have learned and accomplished in this seminar. I really feel that we have achieved every single goal that is on this list over the course of the semester. Aside from learning how to write deep, well-thought out, analytical papers, I think that the most valuable thing that I have learned is how to present orally in front of the class. Before this class, I really didn't feel comfortable speaking in front of a class or group of people. After presenting several times in this class, however, I really do not mind giving oral presentations. In fact, I have found that I really enjoy crafting my words just so, and seeing the audience's reaction to what I have written. I like anticipating their reactions and playing off of them. My confidence in public speaking is at an all time high thanks to Jane Austen!

Amer Dastgir: It's actually true that we did learn every single one of those items in that list (plus a lot more in way of personal development). I definitely learned to write papers in a new way in this class . . . It not only relates to item 1 on the list but also item 4 in that the topic sentences were definitely important in unifying the paragraphs of the essay and achieving flow. Through writing so many papers and rewrites of the papers, we were definitely able to achieve most of those goals related to the writing. I daresay, we accomplished being able to control a 5-page analytical paper using multiple sources through the Emma and Persuasion papers where we were talking about so many things, it often felt unmanageable! This again links with finding and citing appropriate sources for assignments because we definitely had to do that for our latter papers. The digital media project also contributed hugely to these goals as it forced us to research those appropriate sources and also put them together in such a complex way, which I never thought I myself would ever be able to do, but somehow I managed . . . The meetings with the peer writing tutors were infinitely helpful because they gave us the direction we needed to go in, in order to develop the paper beyond the first draft. Then when we met with Mrs. B, obviously those meetings were wonderful . . . because of the meticulous attention our papers were given. so that I truly felt that once I made those changes . . . I had actually written a decent paper, and I never used to think that way about my writing before . . . And the regency dancing, well that was fantastic! Our FYSE class was doing it at the Holly Ball last night, just so you know! ;)

DaWeon Ryu: We achieved all these goals! Wow, we did learn a lot in this class, didn't we? In retrospect, I am so glad I got into this seminar and wrote/revised papers every week because they really shaped me as a writer. We achieved Goals #1, 2, 6, and 8 through posting online discussions, Goals #2, 3, 4, 5, and 7 through writing papers, and Goal #9 through participating in class discussions and giving oral presentations. I definitely learned how to compare and contrast between the novel and the film and to compare three different things in a paper. We all did an awesome job in our digital media projects, and of course, after Jane Austen dance dinner, we can call ourselves dance masters :)

Syllabus planning Advice

Before you begin:

Establish goals for the class.

Determine which skills students should have at the end of the course.

Ask yourself:

- What rhetorical and critical skills should students have at they end of the course?
- What writing skills do students need for the major?
- Which skills do students need to master before other skills?
- How much material can I cover well?

As you plan:

Work backwards from your goals.

Determine what assignments will lead to successful papers.

Work backwards from the assignments.

Select assignments that fit into the **actual** semester. Use CTLR's semester planner.

Don't overbook the end of the semester. Students are tired and so are you.

Front load assignments as much as possible. Capitalize on beginning-of-the-semester energy.

Ask yourself:

- Can students successfully do the assignments in the times assigned?
- Can I grade and return papers, exams, and other assignments in a timely manner?

During the semester:

Make pedagogy transparent: students who see you plan learn to plan themselves. Devote class time to explaining not only the assignments but also the way those assignments fit into your pedagogical goals.

Try not to add additional assignments part way through the semester. If you have to add because of current events or a speaker on campus, take something else out. Please.

M.E. Bertolini

Center for Teaching, Learning, and Research
Middlebury College