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<tr>
<th>Course</th>
<th>English 108T – Fall 2018</th>
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<tr>
<td><strong>Course title</strong></td>
<td>Tolkien: From Book to Film</td>
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<tr>
<td><strong>Meetings</strong></td>
<td>Tuesdays and Thursdays, 1:00-2:20, DWE 1502</td>
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<td><strong>Instructor</strong></td>
<td>Neil Randall</td>
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<tr>
<td><strong>Office and Hours</strong></td>
<td>EC1 1327, x30134, Tuesdays 2:30-4:00</td>
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<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:nrandall@uwaterloo.ca">nrandall@uwaterloo.ca</a> (contact by email highly recommended)</td>
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<td><strong>Required Texts</strong></td>
<td>[novel], J. R. R. <em>The Lord of the Rings</em>. Any post-1965 edition of the single volume or all three volumes (<em>The Fellowship of the Ring</em>, <em>The Two Towers</em>, <em>The Return of the King</em>).</td>
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<td>Tolkien, J. R. R. <em>The Silmarillion</em>.</td>
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<td><strong>Assignments (detailed below)</strong></td>
<td><strong>A (35% of grade)</strong> — Essay: The Unfilmable Tolkien. Due November 6.</td>
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<td><strong>B (40% of grade)</strong> — Essay: Tolkien from Book to Film. Due December 5.</td>
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<td></td>
<td><strong>C (25% of grade)</strong> — Assignment C displays. The class of Nov 29 is reserved for displays of Assignment C. Propose a topic by November 3 for my approval. Materials are due via LEARN by December 4.</td>
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</table>
| **Schedule** | Sep 6 | Syllabus
Introduction: The Tolkien legendarium |
<p>| | Sep 11 | Introductions: World-building, High fantasy, Adaptation studies |
| | Sep 13 | <em>The Silmarillion</em>; The sound of Tolkien’s words - Audio readings from JRRT and others |
| | Sep 18-Oct 11 | <em>The Fellowship of the Ring</em>: For this section of the course, you are responsible for reading the FOTR novel, watching the FOTR film, and listening to the FOTR radio drama. We have five classes to cover it all. Each class, come prepared to offer one comparative scene across two or three of the versions, for discussion in groups or with the class as a whole. |
| (Sept 25, no class) | |
| (Oct 9, no class) | |</p>
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<tr>
<td>Oct 9</td>
<td>No class- Study break</td>
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<td>Oct 16-Nov 6</td>
<td>The Two Towers: For this section of the course, you are responsible for reading the TT novel, watching the TT film, and listening to the TT radio drama. We have five classes to cover it all. Each class, come prepared to offer one comparative scene across two or three of the versions, for discussion in groups or with the class as a whole.</td>
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<td>(Oct 30, no class)</td>
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<tr>
<td>Nov 8-27</td>
<td>The Return of the King: For this section of the course, you are responsible for reading the ROTK novel, watching the ROTK film, and listening to the ROTK radio drama. We have five classes to cover it all. Each class, come prepared to offer one comparative scene across two or three of the versions, for discussion in groups or with the class as a whole.</td>
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<tr>
<td>Nov 29</td>
<td>Assignment C displays</td>
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Assignment A (35% of grade)

Essay: The Unfilmable Tolkien (due November 6 on Learn)

One of the primary reasons the Tolkien novels remained incompletely and unsatisfactorily filmed before the Peter Jackson trilogy was that they were widely considered unfilmable. The reasons for this assumption are many, and they related to more than simply the difficulty, in pre-CGI days, or portraying supernatural creatures and otherworldly settings and characters. In his letters, Tolkien stated that he considered the Elves to be visually unrealizable both thematically and mythologically, this despite the appearance of artwork on calendars and elsewhere during his lifetime. But that was far from the only thing he could not see made into the medium of film.

For this assignment, you are to write a 2000-word (8 pages, double-spaced) essay outlining what you consider to be the unfilmable aspects of The Lord of the Rings. Discuss at least five aspects of the novels, with at least one from each of the works (consider LOTR as three works for this). Don’t restrict yourself to only the visual difficulties; determine the various aspects that others, including Tolkien if you wish, would have considered impossible (or unlikely) to film in a satisfactory way. From an adaptation standpoint, one question here is fidelity, of course, but not just the obvious kind (visual, linguistic, aural) – think of history, mythology, and more.

You will be graded according to the strength of your argument, including your thesis statement and your support for that thesis. Do NOT simply retell parts of the story, nor simply describe what is already in the book. Analyze, and assert your own viewpoint. You will also be graded for university-level academic prose, but only in the sense that precision and sophistication will support your argument. That said, I do not restrict your use of the first-person pronoun, of contractions, or other such informalities (although slang rarely works); your task is write a solid argument and interpretation, and to display your own voice.

You need not include a bibliography, and your citations can simply be page numbers in parenthesis unless you are citing a secondary source (and secondary sources are not needed).
Assignment B (40% of grade)

Essay: Tolkien from Book to Film (due December 5 on Learn)

This course is about the Jackson adaptations of Tolkien’s work, and here you will assemble your most compelling arguments about the adaptations. But beware: this is an essay about understanding how adaptation works and not your personal evaluation of the success or failure of the adaptation(s). Be analytic, be interpretive, and demonstrate your understanding. Do so by showing your understanding of the differences between the media of literature and film, of the audiences for the different media, and of the conventions of film in an adaptation role.

You may present your thesis in a format other than a traditional essay, upon my approval via email (please email a proposal by Nov 8). Possibilities include:

- Series of blog entries (private until graded)
- Multimedia website (private until graded)
- Text and image presentation on Tumblr, Pinterest, etc. (private until graded)
- Podcast (private until graded)
- Other

The essay is to be 2500 words in length (10 pages double-spaced), and is due on LEARN on Dec 5. For formats other than the traditional essay, the principle is to write/create the equivalent of 2500 words, and this is to be determined through negotiation with me. In your Nov 8 email, include how you see such equivalency working.

What you choose to write about is largely up to you. Here are several possible topics, but do not feel constrained by them:

1. Jackson’s vs Tolkien’s depictions of evil
2. Jackson’s attempt to preserve Tolkien’s insistence on the importance of history in Middle Earth
3. Sexuality and gender: serving the audience 50 years after the books
4. Realism in a fantasy setting – Jackson vs Tolkien
5. The lure of the Ring – how the film treats the essential element of ring command/addiction
7. The elves
8. Dragons, Ents, Mumaki, and Eagles
Assignment C (25% of grade)

Special Project (Display in Nov 29 class – at the Games Institute in EC1)

This assignment is open to your interests and imagination. The class of November 29 is reserved for the displays of Assignment C. These displays must treat the subject matter of the course – The LOTR novels and the two adaptations – but the specific topic and how you present it are for you to determine.

Note: This class will be held in the Games Institute (EC1, main floor), in the Collaboration Space. This space will be available an hour before class-time to allow for setup if needed.

Submit a short (c. 100 words) proposal via email (nrandall@uwaterloo.ca) by Nov 8, outlining what you plan to do and how it fits the course. Note that this proposal is mandatory.

Possibilities include, but are by no means limited to:

- Discussion of other LOTR adaptations
- Creative work, including songs, stories, art, poetry, drama, and interpretive dance
- Game design
- Re-interpretation of scenes or dialogue
- Subversion of the Tolkien legendarium
- Whatever
Statements and links to be included on all course outlines

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity and Discipline

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the Office of Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievances and Appeals

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.
If you are using Turnitin® in your course

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course. Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. See guidelines for instructors for more information.

Optional statements that may be included on course outlines

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**
- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

**Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).
**Academic freedom at the University of Waterloo**

Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, ‘academic freedom’ refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

**Other points about student discipline and academic integrity**

- Please see the set of guidelines for how to approach potential discipline cases at the end of this memo.
- Not every error in citation constitutes a full-fledged case of plagiarism. Be judicious, especially in the case of first year students. **Do report all occurrences to the Associate Dean – Undergraduate Students.** Please refer to the comments at the end of this memo for detailed guidance, and **do not attempt to devise your own remediation without consultation.**
- Instructors should make their policies about using Turnitin® clear to students at the beginning of the term. Please review the Turninit® Guidelines for Instructors provided by the Office of Academic Integrity.

**Tests and examinations**

Look closely at the University Regulations on Assignments, Tests, and Final Exams for the official regulations governing examinations. Especially important to remember:

- The period (typically 2-3 days) between the end of classes and the start of exams is sacrosanct: lectures, tests, and other course activities may not be scheduled during this period.
- A final exam is any test worth more than 25%, and that covers all or most of a term’s course content. A final exam may not be scheduled in the last 5 lecture days of the formal lecture period for the term.
- Courses with final exams may not have other course assignments due during the final examination period.
• Courses without final exams may have an assignment due during the final examination period.

• **Instructors are expected to be available** for all scheduled final exams for their courses.

• Accommodations for deferred final exams are made only under specific conditions and time restrictions. It is the student’s responsibility to make him/herself available for the entire examination period, and **travel plans are not a sufficient reason to have a final exam deferred**. Please see the [examination regulations](#), and refer any request with which you are not comfortable to the Associate Dean – Undergraduate Students.

• Any student may review their final exam under supervised access without initiating a formal appeal procedure.

**Grades**

• The system accepts any number as the course grade; however, any grade from 0 – 32% will be calculated at 32% for the purposes of determining an Arts student’s average(s).

• Public posting of final grades is not permitted.

• **The INC (Incomplete) form** (online) must be completed if you are planning to submit an INC grade for a student. The form, and instructions on how to use the form, may be found at [Registrar Resources for Staff and Faculty website](#), under academic rules and forms.

• **IP (in progress) Grades** are for term courses where the final grade will only be entered when an additional required term course has been completed; for example, for an undergraduate thesis project that spans two courses over one academic year. **IP may not be used as a substitute for INC.** Students with IP on their records are not eligible to graduate.
  - The use of the IP grade is normally limited to 400-level courses which are Senior Honours Theses or Senior Seminar courses and which normally require eight months to complete. The grade may be used in other courses only with the prior approval of the Undergraduate Affairs Group of the Arts Faculty.
Group Assignment Checklist

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

Course: _____________________________________________________
Assignment: _________________________________________________
Date: ______________________________________________________

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<tr>
<th>Name (print)</th>
<th>Signature</th>
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Policy 71 (Student Discipline): Procedures

Jurisdiction and authority in UW student disciplinary matters are defined in Policy 71: (1) "Authority to deal with matters under this policy rests with the Undergraduate and Graduate Associate Deans." (2c) "Fairness is fundamental when dealing with students. Students have the right to be informed of policies, procedures or guidelines that may affect their academic progress or their conduct, and have the right to question whether decisions are consistent with those policies, procedures and guidelines."

When an instructor has reason to believe that an academic offence has occurred, the matter must be reported promptly to the Associate Dean, Undergraduate Students. This allows for checking if there are jurisdictional complications (e.g. the student is from another faculty) or if the student has prior offences. The Associate Dean decides whether an attempt to resolve the case informally (i.e., at the instructor/student level) is appropriate.

Once the Associate Dean has been consulted, there are three levels of handling academic misconduct:

- By the instructor, without the official involvement of the Associate Dean.
  - Refer to the Framework for the Assessment of Undergraduate Plagiarism for advice regarding how to consider the quantity and severity of plagiarized material in an assignment. Only cases that clearly fall within 1a or 1b in the Appendix B chart may be considered for this level of resolution, and only upon consultation with the Associate Dean.
  - In such cases, the instructor has clearly determined that:
    - The student demonstrably had no intention to deceive the instructor (e.g. minor verbatim phrases with citation but no quotation marks); and
    - The standard penalty (0 on the assignment) would be too harsh under the circumstances.
  - In consultation with the Associate Dean, it is further determined that:
    - There are no jurisdictional complications (e.g. the student is from another faculty);
    - The student has no prior offences;
    - The student would not otherwise benefit from the Academic Integrity workshop.

1 In this option, the student still gets a 0 on the assignment, but then attends a combined online and in-class workshop the following term that covers all the bases with regards to academic integrity and correct citation practice. In exchange, the student is not placed on disciplinary probation, and the incident is not recorded as a first offence. It’s a centrally-mandated option that is good for students where the apparent inadvertence of a relatively low-level offence is compounded by other factors suggesting that further training is appropriate, and is primarily (though not exclusively) designed for first year students.
- The instructor may impose grade penalties less than those mandated by the guidelines for assessment of penalties in the ordinary way (e.g. as might be imposed for failing to adhere to content, format or structure guidelines).
- The student is not placed on disciplinary probation\(^2\).

\(^2\) Being placed on disciplinary probation makes the offence “official”; subsequent offences are treated more severely, and must include suspension as part of the penalty.
• By the instructor, with the involvement of the Associate Dean (Informal Resolution):
  o In an Informal Resolution, the Associate Dean does not review the evidence, which remains in the possession of the instructor, or meet with the student.
  o In such cases, **all** of the following conditions apply:
    ▪ Commission of the alleged offence seems unambiguous;
    ▪ It appears that Informal Resolution (agreement between instructor and student that an offence has occurred) is possible;
    ▪ The student is a first-time offender;
    ▪ There are no jurisdictional complications;
    ▪ Extremely serious penalties are not involved;
    ▪ The instructor/department/student is willing to handle the case at the Informal Resolution stage, and the Associate Dean agrees that Informal Resolution is appropriate.
  o A UR (Under Review) is placed by the Associate Dean against the course in the student’s Quest record, until such time as the matter is resolved and the final grade with the penalty included has been entered.
  o The standard penalty is applied (typically 0 on the assignment and (often) a further 5 marks off the final grade in the course).
  o The student is placed on disciplinary probation.
  o If the student is unsatisfied in hindsight, s/he may request a Formal Resolution as the next step (as opposed to an appeal under Policy 72).

• By the Associate Dean (Formal Resolution):
  o In a Formal Resolution, the Associate Dean receives the evidence, investigates as necessary, communicates with the student, and determines the penalty.
  o In such cases **one or more** of the following conditions apply:
    ▪ Instructor and student do not agree that an academic offence has occurred;
    ▪ There are jurisdictional complications (e.g. the student is from another Faculty);
    ▪ The alleged offence is likely to warrant severe penalties;
    ▪ The student already has a disciplinary record;
    ▪ The Associate Dean believes it to be necessary.
  o The instructor is not obliged to communicate directly with the student regarding the offence, beyond informing them that there is a Policy 71/academic integrity concern with what has been submitted.
  o A UR (Under Review) is placed by the Associate Dean against the course in the student’s Quest record, until such time as the matter is resolved and the final grade with the penalty included may be entered.
  o The penalty is determined and applied by the Associate Dean.
  o The student is placed on disciplinary probation.