

Course Evaluation
ENG2326 Fiction and Film
Fall 2014
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1. Course overview

Content and scope: Discussing a selection of literary texts and film adaptations of these texts, this course gives an introduction to problems, and possibilities, concerning the transition from literary fiction to fiction presented through the medium of film. It also explores each text on its own terms as a window into the culture that produced it. Although literature and film are very different media, operating in dissimilar ways and producing various kinds of artistic effect, they are both narrative forms of communication. Thus, narrative theory forms part of the theoretical basis for discussion not only of the literary texts but of the corresponding film versions as well. The course also primarily emphasizes critical theoretical issues and debates related to race, class, gender, sexuality, and species.

Teaching: Seminar, two hours per week for ten weeks, 20 hours in all. Attendance is obligatory in at least 8 out of 10 seminars.

Examination: The exam form is a portfolio, which consists of a five-page essay and a two-hour classroom exam. The student is given an opportunity to submit a draft of the paper, or a summary of the proposed argument, and receive individual feedback on both the form and content of the draft.

2. Course objectives

I believe the learning objectives adequately describe the knowledge that students should have acquired after finishing the course, although I put less emphasis on narrative theory than previous versions of the course did.

Learning outcomes:

After completing this course you will have:

- acquired a good general understanding of the relationship between narrative fiction and film;
- developed skills in literary and cultural analysis, engaging closely with key texts, while connecting those texts to theoretical debates related to race, class, gender, sexuality, and species;
- developed skills analyzing texts in relation to dominant discourses and historical and cultural contexts;
- developed skills in analyzing the structure and narrative techniques of both novels and film adaptations;
- learned to understand how and why filmic versions differ from their literary sources;
- learned to understand why and how films can be evaluated in accordance with the conventions of their own medium even if they happen to be 'based on' literary texts.

3. Assessment

Grades, dropouts, complaints : 44 registered, 1 stryk, 2 ikke møtt, 1 legeattest;

grade distribution: 4 A, 19 B, 9 C, 3 D, 5 E, 1F

Appropriate content, level, prerequisites: yes

Student evaluations (mid-term): (43 surveys)

Professor rating (1-5, 5=highest): avg.=4.65; 67%=5

Course rating (1-5, 5=highest): avg.=4.35; 40%=5

These mid-term ratings and evaluations were generally higher and better than what I have received for previous courses. A few students were concerned about the changes made to the

course in relation to previous versions of the course, such as more of an emphasis on literary and cultural theory, new texts, and different exam questions. But the comments also included many students indicating that the professor and the course were among the very best they've taken at UiO.

Student evaluations (end of course): (23 responses out of 50 invitations; not very representative). A few of the comments reflected frustration that the course was not identical to previous versions of it, while also wanting more information earlier about the exam. Information about the course and the exam, however, was provided at the beginning of the term and reinforced throughout. Many of the comments also indicated strong praise for both the professor and course.

4. Changes since the last periodic evaluation

All of the texts were changed, with the exception of Jakob Lothe, *Narrative in Fiction and Film*. This is the first time I have taught this course.

5. Suggestions for improvement

I will make sure that information about future courses is updated and accurate on course web pages as much in advance as possible. I also think it can be useful to provide more information about exams and papers earlier in the term, but various pedagogical issues influence what might be best in any particular course.