

Adaptation Presentation / Mini-Lesson

This assignment is designed to push you to consider the course's strategies for thinking beyond the walls of the classroom and the texts we read together. During the two-week period of April 6th – April 13th, each of you will be introducing and leading discussion on one pair of texts, an original text and its adaptation, of your choosing. What you choose to develop your presentation/mini-lesson on is entirely up to you – you might include films, television shows, comic books, podcasts, video games, novels, maybe even digital project such as a webcomic or webseries. **What is most important is that, on that day, you will be the expert in the room on that pair of texts and will be sharing your expertise with your classmates.**

During your half of the class period (which you will sign up for after Spring Break), you will be responsible for the following:

- **A brief introduction** to the pair of texts you are presenting (creators, background information about the pair of texts – including rough plot summaries – where you encountered them, why you think they're interesting)
- **At least THREE discussion questions** to guide our engagement with your pair of texts. We may not answer them all, but they will serve as a guide for our shared discussion and should frame the interactive activity. They should be open-ended, analytical questions. Students will also prepare provisional answers to these questions.
- **At least one interactive activity** of about 10 minutes designed to engage your peers in analyzing the pair of texts. This will likely mean choosing specific passages / clips to share and focus on, and some way of getting your peers to look closely at the pairing to analyze the decisions that went into the adaptation.
 - Think about the different kind of activities we've done in class. You might consider a close-reading comparative exercise or a creative reimagining, etc. Either way, it should be text-based – have us look directly at the pair of texts.

Reminder: you will only have half a class session, or roughly 30-35 minutes. Plan carefully, and make sure to include time for discussion after the activity.

You will submit your introduction notes, your discussion questions (and your own provisional answers to them), and your idea for the interactive activity **AT LEAST FOUR DAYS prior to your selected class period.**

(Sunday 4/3 for the Wednesday 4/6 slots, Tuesday 4/5 for the Friday 4/8 slots, Sunday 4/10 for the Wednesday 4/13 slots)

You will also submit your finalized plan the day of your presentation.

Bring 3 potential pairs of text (and brief annotations – just some notes about what's interesting about them to you and/or why you would like to share them) to class to workshop proposals with your classmates on Wednesday, March 16th (the first class after Spring Break). **Print out at least one copy of your ideas to hand to me on your way out of class.**

Presentation Rubric		
Pre-Planning	<p>Student brings at least 3 options to discuss in class on March 16th, and hands me a hard copy of their notes on the way out of class.</p>	2 pts
Presentation Plan	<p>Student submits presentation plan at least four days in advance, and a final version the day of their presentation.</p> <p>Plan includes:</p> <ul style="list-style-type: none">- Summary of both texts and relevant background information- Three Discussion Questions & Provisional Answers- A plan for an interactive activity <p>Plan can be shared in either .doc form, or as a Powerpoint / slideshow.</p>	3 pts
Summary / Intro	<p>Presentation plan includes relevant information about the pair of texts, including but not limited to: context of production, info about author/creator, relevant plot summary, and any other information necessary to understand the basic content and context of the pair of texts.</p>	4 pts
Discussion Questions	<p>Discussion Questions should be open-ended and designed to encourage and direct discussion. Questions are not simply descriptive (“What’s going on in this scene?”) but are rather analytic or evaluative (“Why did this adaptation make x change?” “What is the effect of keeping y consistent but changing x?” “How x change influence or change our way of thinking about either or both texts?” etc.).</p> <p>Questions should be designed to get students to consider the formal, media-specific elements of both texts – close-reading of individual passages from written texts, visual elements for visual texts, audio elements for audio texts, etc.</p> <p>Students provide provisional answers in their plan to each question they pose, which will help guide class discussion.</p>	4 pts
Interactive Activity	<p>Presentation time includes one specific interactive activity, designed for students to directly engage with the text. This could include things like active note-taking, visual analysis, creative rewritings, whatever. Think about the best individual class sessions of English that you’ve participated in before – design a lesson element that helps your peers engage in your pair of texts in a similar way.</p>	7 pts