Adaptation

By:
Peter Abboud

Adaptation

By:
Peter Abboud

Online:
< http://cnx.org/content/col11331/1.1/ >

C O N N E X I O N S

Rice University, Houston, Texas

This selection and arrangement of content as a collection is copyrighted by Peter Abboud. It is licensed under the Creative Commons Attribution 3.0 license (http://creativecommons.org/licenses/by/3.0/).
Collection structure revised: June 17, 2011
PDF generated: October 29, 2012
For copyright and attribution information for the modules contained in this collection, see p. 33.

Table of Contents

1 Project Documents and Instructions
1.1 Entry Document 1
2 Project Related Resources and Links
2.1 Night Script Instructions 3
2.2 Night Terms Handbook 4
2.3 Script Sample 1 5
2.4 Section Summary Assignment 6
2.5 Subject Verb Agreement Exercises 6
3 Assignments and Homework
3.1 Write a Book Review 8
3.2 Write a Movie Review 9
4 Assessment and Evaluation
4.1 Adaptation Rubric - Miramax 11
4.2 Adaptation Rubric - New Line Cinemas 17
4.3 Adaptation Rubric - Paramount 23
4.4 Adaptation Rubric - Sony Pictures Group 30
4.5 Night Movie Rubric 30
Attributions 33

Chapter 1

Project Documents and Instructions

1.1 Entry Document[1]

Figure 1.1

HILL AND WANG
19 Union Square West
New York, NY 10003
April 27, 2006
Screenplay Adaptation Group
1400 Dickson Street
Sacramento, CA 95822
Dear writers:

During a recent visit to your site, our publishers were extremely impressed with your knowledge of the causes and consequences of World War II. We have been looking for a group of writers with a deep understanding of this subject matter, and we believe this understanding was displayed in the results of your recent project.

What we are requesting is the creation of a screenplay adaptation of the tragic, yet riveting novel, *Night*, written by Nobel Peace Prize winner Elie Wiesel. This incredibly important book has never been translated for film until now. We believe that the time has come to attach a visual image to the powerful words that have informed millions of the atrocities that occurred during Hitler's reign.

Due to the short timeline (the screenplay must be completed by the end of next week), we have divided the book into sections. Each group will receive one section that they will convert into a written screenplay. All of the elements of a screenplay must be addressed (description of the scene / location, camera angle and distance, character dialogue, narration, soundtrack, etc.). Also, you must write an additional section for the book / screenplay that provides a modern and historical context for the memoir.

We are only willing to publish a screenplay that would demand a rating of PG or lower on the MPAA scale. A model of a screenplay has been provided for you and will be available during your work time. Be

[1] This content is available online at <http://cnx.org/content/m38050/1.1/>.

sure that you understand any unfamiliar terms found in your section and that you have a clear understanding of the historical context before the writing process begins.

We trust that you will respect the pain, suffering, loss, and incredible courage that this text represents. A high level of professionalism will be expected, but we are sure that you are all quite capable of meeting or exceeding these expectations.

Sincerely,
Arthur W. Wang
President, Hill and Wang Publishers

Chapter 2

Project Related Resources and Links

2.1 Night Script Instructions[1]

NIGHT Script Writing Instructions

Directions: When you first start writing your script, you may want to write it paragraph by paragraph. That means that you will read one paragraph and write the script for that, then read the next paragraph and write the script for that portion.

They called him Moche the Beadle, as though he had never had a surname in his life. He was a man of all work at a Hasidic synagogue. The Jews of Sighet—that little town in Transylvania where I spent my childhood—were very fond of him. He was very poor and lived humbly. Generally my fellow townspeople, though they would help the poor, were not particularly fond of them. Moche the Beadle was the exception. Nobody ever felt embarrassed by him. Nobody ever felt encumbered by his presence. He was a past master in the art of making himself insignificant, of seeming invisible.

Physically he was as awkward as a clown. He made people smile, with his waiflike timidity. I loved his great, dreaming eyes, their gaze lost in the distance. He spoke little. He used to sing, or, rather, to chant. Such snatches as you could hear told of the suffering of the divinity, of the Exile of Providence, who, according to the cabbala, awaits his deliverance in that of man.

SCRIPT OUTLINE:

Characters: Moche and Elie

Setting: Sighet, Transylvania

Soundtrack: Happy music, maybe instrumental

Actions: Moche is walking down a street in Sight, Transylvania

Dialogue/Narration: Elie will be talking about Moche

Visual Effects (fade in, dissolve): Camera will be shaking as it follows Moche around the town

ACTUAL SCRIPT

(happy music playing in background)

(close up on sign of Sighet, Transylvania)

(camera bouncing up and down as it follows Moche around the town)

(Moche will be walking, whistling, and singing to himself)

Eli the Narrator: Moche the Beadle is one of the members of our city, Sighet, Transylvania. He was an extremely nice man who is always singing to himself. He is also a very religious man who goes to church regularly.

[1] This content is available online at <http://cnx.org/content/m38052/1.1/>.

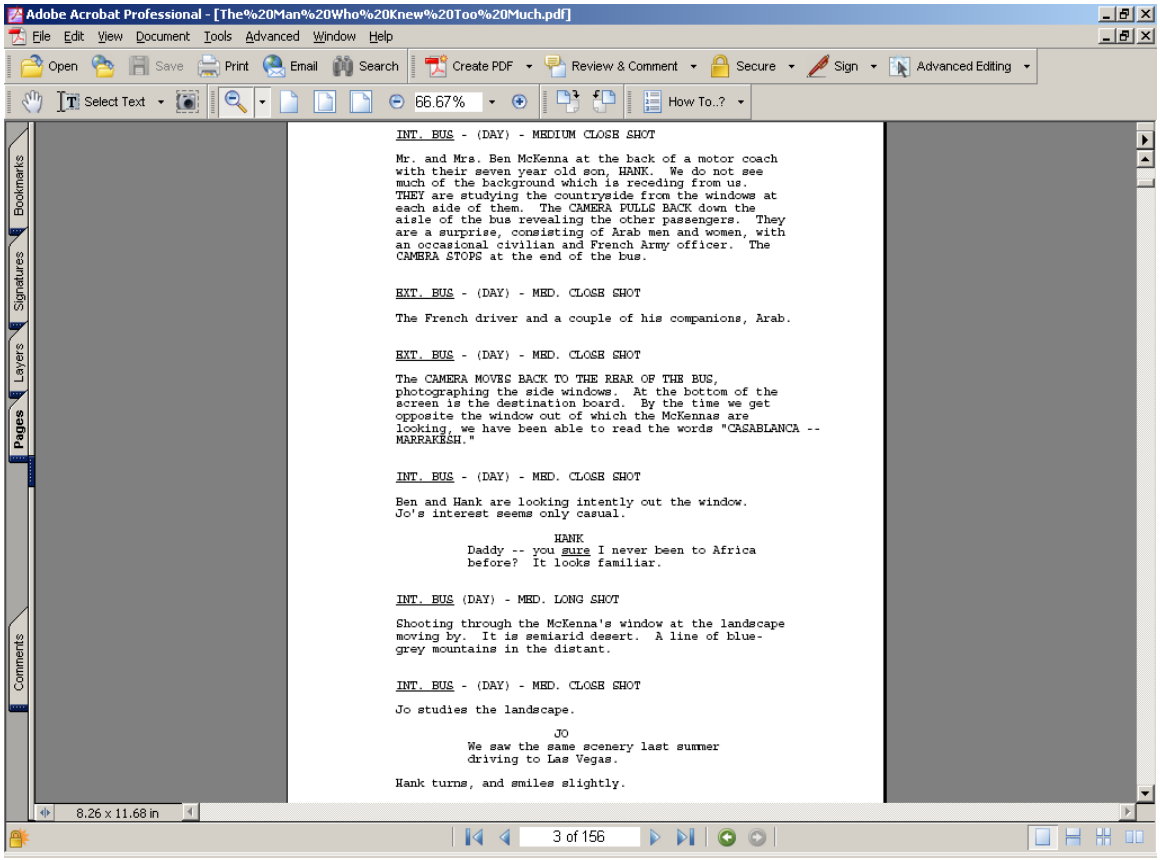
2.2 Night Terms Handbook[2]

Directions: Define or describe each of the following terms or names. Make sure that your definition is IN YOUR OWN WORDS. Copying and pasting the answers from a source will get you a ZERO. Also, include graphics when appropriate!

1. Nazi
2. Anti-Semite
3. Rabbi
4. Zionism
5. Billeted
6. Passover
7. Ghetto
8. Pentecost
9. Talmud
10. Tommy gun
11. Truncheon
12. Dr. Mengele
13. Kaddish
14. Auschwitz
15. Buchenwald
16. Buna
17. SS Men
18. Rosh Hashanah
19. Yom Kippur
20. lorrie

[2]This content is available online at <http://cnx.org/content/m38056/1.1/>.

2.3 Script Sample 1[3]



INT. BUS - (DAY) - MEDIUM CLOSE SHOT

Mr. and Mrs. Ben McKenna at the back of a motor coach with their seven year old son, HANK. We do not see much of the background which is receding from us. THEY are studying the countryside from the windows at each side of them. The CAMERA PULLS BACK down the aisle of the bus revealing the other passengers. They are a surprise, consisting of Arab men and women, with an occasional civilian and French Army officer. The CAMERA STOPS at the end of the bus.

EXT. BUS - (DAY) - MED. CLOSE SHOT

The French driver and a couple of his companions, Arab.

EXT. BUS - (DAY) - MED. CLOSE SHOT

The CAMERA MOVES BACK TO THE REAR OF THE BUS, photographing the side windows. At the bottom of the screen is the destination board. By the time we get opposite the window out of which the McKennas are looking, we have been able to read the words "CASABLANCA -- MARRAKESH."

INT. BUS - (DAY) - MED. CLOSE SHOT

Ben and Hank are looking intently out the window. Jo's interest seems only casual.

HANK
Daddy -- you sure I never been to Africa before? It looks familiar.

INT. BUS (DAY) - MED. LONG SHOT

Shooting through the McKenna's window at the landscape moving by. It is semiarid desert. A line of blue-grey mountains in the distant.

INT. BUS - (DAY) - MED. CLOSE SHOT

Jo studies the landscape.

JO
We saw the same scenery last summer driving to Las Vegas.

Hank turns, and smiles slightly.

Figure 2.1

[3] This content is available online at <http://cnx.org/content/m38075/1.1/>.

2.4 Section Summary Assignment[4]

Section Summary Assignment

Directions: Be prepared to give a *detailed* summary of your group' s section to the class on the date listed on the class calendar. Each summary must include at least one quote from the book along with an explanation as to why that quote is significant. Summary presentations will take place at the beginning of class and must be between 3 and 10 minutes in length.

2.5 Subject Verb Agreement Exercises[5]

2.5.1 Making Subjects and Verbs Agree: Exercises

Brought to you by the Purdue University Online Writing Lab[6] .

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greets, greet) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.

[4]This content is available online at <http://cnx.org/content/m38076/1.1/>.
[5]This content is available online at <http://cnx.org/content/m38077/1.1/>.
[6]http://owl.english.purdue.edu/index.htm

Chapter 3

Assignments and Homework

3.1 Write a Book Review[1]

You have been asked to write a review of the book, *Night* , that includes the following elements:

1.) a summary of the book's story,
2.) a description of the major themes and recurring images in the book,
3.) a list and description of the major characters,
4.) whether or not you would suggest this book to someone else and why or why not.

This assignment is due by email at the beginning of class Tuesday. It is expected to be at least one page in length.

[1] This content is available online at <http://cnx.org/content/m38080/1.1/>.

3.2 Write a Movie Review[2]

Once you have seen the movie, write a review as though you were a visitor to the classroom and had not read the book.

Include the following pieces of information:

- Summarize the story, as told in the movie.
- Describe the most important or most moving scene from the movie and explain why it worked so well.
- Explain what could have been done differently to improve the movie.
- Rate the movie from 1 to 4 "stars" (one - lowest, four - highest) and explain your rating.

[2]This content is available online at <http://cnx.org/content/m38083/1.1/>.

Chapter 4

Assessment and Evaluation

4.1 Adaptation Rubric - Miramax[1]

Name of Person Being Evaluated**Adaptation (Miramax Films)**
World Studies

[1]This content is available online at <http://cnx.org/content/m38091/1.1/>.

Criteria	Weight	Unsatisfactory	Proficient	Advanced
English Content Standards3.0 Literary Response and Analysis-3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature-3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.-3.12 Analyze the way in which a work of literature is related to the themes and issues of	100%	• The screenplay lacks 2 or more of the required genre conventions • The screenplay violates the MPAA PG-13 rating requirements • The screenplay is not true to the content of the novel or contains historical anachronisms 0——————-50——————-80	• The screenplay includes all 5 of the following genre conventions: 1. setting description 2. camera position / distance 3. dialogue / narration 4. soundtrack 5. visual effects (fade in, dissolve, etc.) • The screenplay follows a PG-13 rating, creatively expressing the disturbing content of the novel in a way that does not violate MPAA rules • The screenplay is extremely faithful to the novel and to history, utilizing the film conventions listed above as a means for expressing the parts of the book that do not easily translate on film 81——————-100——————129	The screenplay includes all 7 of the following genre conventions: • setting description • camera position / distance • dialogue / narration • soundtrack • visual effects (fade in, dissolve, etc.) • prop descriptions • actor directions (facial expressions, movement, etc.) • The screenplay follows a PG-13 rating and includes specific notes to the director about how your screenplay evokes the ambiguities, subtleties, contradictions, ironies, and incongruities in the text. • The screenplay is extremely faithful to the novel and to history, creating visual symbols that connect the movie to the themes of the text. 130——————140——————-150

Table 4.1

Written ProficiencyCA English Language Arts Standards**Grammar and Mechanics of Writing**1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. **Manuscript Form**1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations	25%50pts		Each error, from any of the following areas, will result in a 5% reduction in score: • Capitalization · Proper Nouns · Titles / Headings · 1st Letter in Sentences • Punctuation · Ends of Sentences · Quotes / Citations · Apostrophes • Spelling • Word Choice · Homonyms (There, Their, They're; Its, It's, etc.) · Each Word Fits the Intended Use (ex. "I cheer **fore** the Kings.") • Grammar - Subject / Verb Agreement - Verb Tense - No Run-On Sentences - No Sentence Fragments • Audience	

Table 4.2

Historical Write-up

Criteria	Weight	Unsatisfactory	Proficient	Advanced
History Content Standards**10.8.5** Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.**10.9.6** Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	80%	Historical write-up lacks elements from the proficient column or: • Lacks citation • Is historically inaccurate • Contains personal biases of group members 0——————-50——————-80	Historical write-up includes • An explanation of the Nazi policy of racial purity against the Jews • An overview of the Jewish experience during WWII • An interview with an American citizen or resident containing their opinion on the creation of the State of Israel • A non-American perspective on the creation of the State of Israel (a cited quote or interview) • A group hypothesis on how the Holocaust/Shoah affected world	In addition to all of the elements of the proficient column, historical write-up includes: • Middle Eastern response to the Creation of Israel • Religious importance of the territory of the State of Israel • A connection between current political events and the Creation of the State of Israel 130—————— 140—————— -150

Table 4.3

4.2 Adaptation Rubric - New Line Cinemas[2]

Name of Person Being Evaluated**Adaptation (New Line Cinemas)**
World Studies

[2]This content is available online at <http://cnx.org/content/m38092/1.1/>.

Criteria	Weight	Unsatisfactory	Proficient	Advanced
English Content Standards3.0 Literary Response and Analysis-3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature-3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.-3.12 Analyze the way in	100%	• The screenplay lacks more than one of the required genre conventions • The screenplay violates the MPAA PG-13 rating requirements • The screenplay is not true to the content of the novel or contains historical anachronisms 0——————-50——————-80	• The screenplay includes 4 out of the 5 following genre conventions: a. setting description b. camera position / distance c. dialogue / narration d. soundtrack e. visual effects (fade in, dissolve, etc.) • The screenplay follows a PG-13 rating. • The screenplay is true to the content of the novel and to the historical context. 81——————-100——————129	• The screenplay includes all 5 of the following genre conventions: 1. setting description 2. camera position / distance 3. dialogue / narration 4. soundtrack 5. visual effects (fade in, dissolve, etc.) • The screenplay follows a PG-13 rating, creatively expressing the disturbing content of the novel in a way that does not violate MPAA rules • The screenplay is extremely faithful to the novel and to history, utilizing the film conventions listed above as a means for expressing the parts of the book that do not easily translate on film 130——————140

Table 4.4

Written ProficiencyCA English Language Arts Standards**Grammar and Mechanics of Writing**1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. **Manuscript Form**1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations	25%50pts		Each error, from any of the following areas, will result in a 5% reduction in score: • Capitalization · Proper Nouns · Titles / Headings · 1st Letter in Sentences • Punctuation · Ends of Sentences · Quotes / Citations · Apostrophes • Spelling • Word Choice · Homonyms (There, Their, They're; Its, It's, etc.) · Each Word Fits the Intended Use (ex. "I cheer **fore** the Kings.") • Grammar - Subject / Verb Agreement - Verb Tense - No Run-On Sentences - No Sentence Fragments • Audience	

Table 4.5

Historical Write-up

Criteria	Weight	Unsatisfactory	Proficient	Advanced
History Content Standards**10.8.5** Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.**10.9.6** Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	80%	Historical write-up lacks elements from the proficient column or: • Lacks citation • Is historically inaccurate • Contains personal biases of group members 0——————-50——————-80	Historical write-up includes • An explanation of the Nazi policy of racial purity against the Jews • An overview of the Jewish experience during WWII • An interview with an American citizen or resident containing their opinion on the creation of the State of Israel • A non-American perspective on the creation of the State of Israel (a cited quote or interview) • A group hypothesis on how the Holocaust/Shoah affected world	In addition to all of the elements of the proficient column, historical write-up includes: • Middle Eastern response to the Creation of Israel • Religious importance of the territory of the State of Israel • A connection between current political events and the Creation of the State of Israel 130—————— 140—————— -150

Table 4.6

4.3 Adaptation Rubric - Paramount[3]

Name of Person Being EvaluatedAdaptation (Paramount Films)
World Studies

[3]This content is available online at <http://cnx.org/content/m38094/1.1/>.

Criteria	Weight	Unsatisfactory	Proficient	Advanced
English Content Standards3.0 Literary Response and Analysis-3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature-3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.-3.12 Analyze the way in	80%	• The screenplay lacks more than one of the required genre conventions • The screenplay violates the MPAA PG-13 rating requirements • The screenplay is not true to the content of the novel or contains historical anachronisms 0——————-50——————-80	• The screenplay includes 4 out of the 5 following genre conventions: a. setting description b. camera position / distance c. dialogue / narration d. soundtrack e. visual effects (fade in, dissolve, etc.) • The screenplay follows a PG-13 rating. • The screenplay is true to the content of the novel and to the historical context. 81——————-100——————129	• The screenplay includes all 5 of the following genre conventions: 1. setting description 2. camera position / distance 3. dialogue / narration 4. soundtrack 5. visual effects (fade in, dissolve, etc.) • The screenplay follows a PG-13 rating, creatively expressing the disturbing content of the novel in a way that does not violate MPAA rules • The screenplay is extremely faithful to the novel and to history, utilizing the film conventions listed above as a means for expressing the parts of the book that do not easily translate on film 130——————140

Work Ethic-NTF Learning Outcome"Citizenship and Ethics"	20%	• Student does not have any assignments or notes written in Lotus To Do or calendar • Student did not turn in daily assignments more than 60% of the days • Student did not meet deadlines set by group • Student is missing several daily group checks • Student did not complete majority of work for project • Student did not bring the required materials to class on a regular basis 0——————150——————250	• Student has assignments written into personal Lotus calendar • Student has many entries into Lotus To Do list • Student completed most of assignments on a daily basis and met most of the deadlines set by the group • Student completed majority of daily group checks • Student was on task 80% of the time or more • Student almost always came to class prepared (paper, pencil / pen, book section, etc.) 250——————-275——————350	• Student has daily assignments written into personal Lotus calendar • Student has daily entries in Lotus journal • Student turned in assignments on a daily basis and met all of deadlines set by the group • Student completed daily group check for each day in class • Student helped others in the group and was on task almost all of the time • Student always came to class prepared to work 350——————375——————-400

continued on next page

Table 4.7

Written ProficiencyCA English Language Arts Standards**Grammar and Mechanics of Writing**1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. **Manuscript Form**1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations	25%50pts		Each error, from any of the following areas, will result in a 5% reduction in score: • Capitalization · Proper Nouns · Titles / Headings · 1st Letter in Sentences • Punctuation · Ends of Sentences · Quotes / Citations · Apostrophes • Spelling • Word Choice · Homonyms (There, Their, They're; Its, It's, etc.) · Each Word Fits the Intended Use (ex. "I cheer **fore** the Kings.") • Grammar - Subject / Verb Agreement - Verb Tense - No Run-On Sentences - No Sentence Fragments • Audience	

Available for free at Connexions <http://cnx.org/content/col11331/1.1>

Table 4.8

Historical Write-up

Criteria	Weight	Unsatisfactory	Proficient	Advanced
History Content Standards**10.8.5** Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.**10.9.6** Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	80%	Historical write-up lacks elements from the proficient column or: • Lacks citation • Is historically inaccurate • Contains personal biases of group members 0——————-50——————-80	Historical write-up includes • An explanation of the Nazi policy of racial purity against the Jews • An overview of the Jewish experience during WWII • An interview with an American citizen or resident containing their opinion on the creation of the State of Israel • A non-American perspective on the creation of the State of Israel (a cited quote or interview) • A group hypothesis on how the Holocaust/Shoah affected world	In addition to all of the elements of the proficient column, historical write-up includes: • Middle Eastern response to the Creation of Israel • Religious importance of the territory of the State of Israel • A connection between current political events and the Creation of the State of Israel 130—————— 140—————— -150

Table 4.9

4.4 Adaptation Rubric - Sony Pictures Group[4]

4.5 Night Movie Rubric[5]

Night **:** *The Movie* **Rubric**

[4] This content is available online at <http://cnx.org/content/m38097/1.1/>.
[5] This content is available online at <http://cnx.org/content/m38095/1.1/>.

CRITERIA	WEIGHT	UNSATISFACTORY	PROFICIENT	ADVANCED
Structure and Organization of Content IntroductionMain IdeasConclusionLength requirement	**50%**	• The transition from one section to the next is choppy or confusing • Narrative leaves out important passages or alters the story as told in the book • Time requirements not met • None of the themes present in the book are represented 0————————50————————-110	• Smooth transition for segments that proceed and follow the group's section • Story line is true to the book / screenplay section • Time requirement is met (between 8 and 15 minutes) • One major theme from book is present (loss of innocence, father and son, denial, etc.) • The scene begins with a description of what is happening with WWII during this portion of the story 110————————125————————-170	In addition to meeting the PROFICIENT criteria has... • Creative problem-solving strategies related to film and time constraints • **Multiple themes from the book are represented and in creative and compelling ways** • Recurring images from the book are creatively integrated **170————————-185————————200**
DialogueRate and Volume of SpeechPitch, Articulation, and Pronunciation	**25%**	• Performer(s) hard to her hear or understand • Voice or tone distracts from purpose • Excessive use of verbal fillers • No memorization of lines • Accent or di-	• Performer(s) are easy to hear and understand • Performer(s) "act" appropriately and inject appropriate emotion • The roles (character names) are made clear to the	In addition to meeting the PROFICIENT criteria has... • Performer(s) enjoyable to hear; use expression and emphasis or accent/dialect • Performer(s) use voice to create and emotional response in

Available for free at Connexions <http://cnx.org/content/col11331/1.1>

Technical FeaturesAudio, Credits, Captions, Focus, Lighting, Editing, Camerawork, etc.	25%	• Sound levels (including music) do not allow audience to clearly hear dialogue • Sound or visual effects distract audience • Titles/scrolls/credits overlays are illegible • Lighting is too dark, too bright, or inconsistent • Camerawork is not steady and/or out of focus • Sets/costumes/props are inappropriate or missing **0——————————50——————————-65**	• Camera instructions and Effects follow the screenplay as much as possible • **Soundtrack levels (if used) allow audience to clearly hear dialogue** • **Sound, lighting and special effects enhance purpose of film** • **Titles/scrolls/credits (if needed) are easy to read** • Camerawork is steady and in focus • Sets/costumes/props match theme, content and topic of movie **65——————————-75——————————85**	In addition to meeting the PROFICIENT criteria… • Includes technically advanced transitions (fade in, fade out, wipes, etc.) or effects • Sound is edited to synchronize with each scene • Multiple camera angles or multiple cameras • Location(s) enhance purpose • Sets/costumes/props show careful design **85——————————-90——————————100**

Table 4.10

World Studies

Figure 4.1

Attributions

Collection: *Adaptation*
Edited by: Peter Abboud
URL: http://cnx.org/content/col11331/1.1/
License: http://creativecommons.org/licenses/by/3.0/

Module: "Entry Document"
By: Peter Abboud
URL: http://cnx.org/content/m38050/1.1/
Pages: 1-2
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Night Script Instructions"
By: Peter Abboud
URL: http://cnx.org/content/m38052/1.1/
Page: 3
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Night Terms Handbook"
By: Peter Abboud
URL: http://cnx.org/content/m38056/1.1/
Page: 4
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Script Sample 1"
By: Peter Abboud
URL: http://cnx.org/content/m38075/1.1/
Page: 5
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Section Summary Assignment"
By: Peter Abboud
URL: http://cnx.org/content/m38076/1.1/
Page: 6
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Subject Verb Agreement Exercises"
By: Peter Abboud
URL: http://cnx.org/content/m38077/1.1/
Page: 6
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Write a Book Review"
By: Peter Abboud
URL: http://cnx.org/content/m38080/1.1/
Page: 8
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Write a Movie Review"
By: Peter Abboud
URL: http://cnx.org/content/m38083/1.1/
Page: 9
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Adaptation Rubric - Miramax"
By: Peter Abboud
URL: http://cnx.org/content/m38091/1.1/
Pages: 11-17
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Adaptation Rubric - New Line Cinemas"
By: Peter Abboud
URL: http://cnx.org/content/m38092/1.1/
Pages: 17-23
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Adaptation Rubric - Paramount"
By: Peter Abboud
URL: http://cnx.org/content/m38094/1.1/
Pages: 23-30
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Adaptation Rubric - Sony Pictures Group"
By: Peter Abboud
URL: http://cnx.org/content/m38097/1.1/
Page: 30
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

Module: "Night Movie Rubric"
By: Peter Abboud
URL: http://cnx.org/content/m38095/1.1/
Pages: 30-33
Copyright: Peter Abboud
License: http://creativecommons.org/licenses/by/3.0/

About Connexions

Since 1999, Connexions has been pioneering a global system where anyone can create course materials and make them fully accessible and easily reusable free of charge. We are a Web-based authoring, teaching and learning environment open to anyone interested in education, including students, teachers, professors and lifelong learners. We connect ideas and facilitate educational communities.

Connexions's modular, interactive courses are in use worldwide by universities, community colleges, K-12 schools, distance learners, and lifelong learners. Connexions materials are in many languages, including English, Spanish, Chinese, Japanese, Italian, Vietnamese, French, Portuguese, and Thai. Connexions is part of an exciting new information distribution system that allows for **Print on Demand Books**. Connexions has partnered with innovative on-demand publisher QOOP to accelerate the delivery of printed course materials and textbooks into classrooms worldwide at lower prices than traditional academic publishers.