Unit 3 Assignment Sequence**:** Film Analysis Podcast

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| **Genre** | **Purpose** | **Audience** | **Writer’s Role** | **Rhetorical Situation** |
| **Film Analysis NPR Podcast** | To help the general educated listener better understand one Latinx film that explores questions related to Latino/a identity, history, language, and/or culture | The general educated listener | Film critic | You are a film critic who has been tasked with watching and analyzing a Latinx film in order to present an original argument about the film’s themes and/or cultural relevance. |

For our third unit, you and your group members will take on the role of film critics who have been tasked with watching and analyzing a film that explores questions related to Latino/a identity, history, language, and/or culture in order to present an original argument about how the film communicates cultural and/or thematic meaning.

In this unit, you will have two feeders that you will complete individually (a close scene analysis and a film review) that lead to the final project that you will complete as a group: an 8-10 minute podcast on one of the films listed below.

It is your responsibility to secure access to the film you are assigned. Some of the films are available to watch in the Media Design Center in the House Undergraduate Library (<https://catalog.lib.unc.edu/filmfinder/>), and a few may be available to check out. You are welcome to watch it via another platform should you find it available for streaming online:

*Central Station* (Salles, 1998)

*City of God* (Meirelles, 2002)

*El Mariachi* (Rodriguez, 1992)

*I Carry You with Me* (Ewing, 2020)

*Language Lessons* (Morales, 2021)

*Mosquita y Mari* (Guerrero, 2012)

*Nostalgia for the* *Light* (Guzmán, 2010)

*Raising Victor Vargas* (Sollett, 2002)

*Sin Nombre* (Fukunaga, 2009)

*Sleep Dealer* (River, 2008)

Y Tu Mamá También (Cuarón, 2002)

**Feeder 3.1 – Close Scene Analysis - Due Sunday, 4/10, by 11:59 pm**

For this assignment, you are asked to closely analyze a scene from the film you have been assigned. Your analysis must make an argument about how formal techniques employed during the scene (framing, lighting, lens choice, camera movement, cuts, etc.) motivate the thematic content of the scene. Finally, your scene analysis should situate the scene within the film itself and help your reader understand why this scene is crucial to understanding the film as a whole. **Your scene analysis should be 800-1000 words.**

**Feeder 3.2: Film Review – Due Sunday, 4/17, by 11:59 pm**

So that you fully understand the distinction between film analysis/critique and film review, you will review the film you have chosen for a general audience. The purpose of the review is to *evaluate—*to assess the overall quality of your film, and ultimately to recommend whether or not the film is worth viewing. Therefore, you are expected to include personal opinion, but you still need to provide evidence to support that opinion. A good film review will incorporate brief analysis of *formal technique and thematic content*, but readers should come away with a clear sense of whether the film critic believes they should see it. Refer to the Film Review document from the Duke Writing Studio (on Sakai) for suggestions on how to structure your review.

**Your film review should be 500 – 700 words long.**

**Unit 3 Final Project: Film Analysis Podcast - Due Sunday, 4/24 by 11:59 pm**

**Length:** Podcast : 8 -10 minutes

In each podcast

1. Every group member must speak for an equal amount of time (as close to equal as possible)
2. Need to say the title of your podcast and/or segment, and the names of all of your group members
3. Needs to include background information on the film and the director, film reception, film analysis using film terms, an overall review of the film (should we watch it?), and contextual/historical/political context surrounding the film.

Script : Word-for-Word (if you have questions about your scripts/sources, it is your responsibility to seek me out via email, office hours, or by appointment)

**Format:** Podcast : MP3. Turned in to Sakai “Podcasts.”

Script : Double-spaced with MLA formatted citations at the end. 8-10 sources required. At

least 2 must be peer-reviewed journal articles.

**Audience:** Obviously I am your audience, but here I stand in for what’s called a “general educated listener.” This means you can assume your reader 1) is intelligent 2) has already seen the film (so no need to summarize the plot as you did in the film review) and 3) needs help coming up with a rich and plausible idea of what the film is trying to accomplish and how it is accomplishing it.

**Your task:** **To help the general educated listener better understand how one film communicates cultural and/or thematic meaning.** We will discuss a few methodologies you can use to approach this task. You need to bring in primary and secondary sources to support your analysis. Primary sources may include interviews with the cast and crew, screenplays, and “behind-the-scenes” footage/documentation; secondary sources could be reviews, critical articles, biographies (of actors or directors), or reference books on film criticism. You **must include at least two peer-reviewed journal articles** as sources discussed/incorporated into your podcast. We will discuss how to find reliable sources in class.

**\*\*We will listen to all podcasts and have a class discussion on LDOC: Tuesday, 4/26**

**\*\*Note:** Due to popular demand, I assigned *City of God* to watch as homework. Students also read the article, “Violence in the City of God: The Fantasy of the Omniscient Spectator” by Jennie Carlsten in preparation for class discussion. We spent one class applying film terms to scenes from the film and analyzing them in light of Carlsten’s argument.

**\*\***I chose an array of films that span different time periods and cultures. Students ranked their top five films from the list and were then assigned to groups based on their choices.