How to work with the literature and film assignments
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Internationalize Writing Assignments with World Literature and Film

Overview: Stories are one of the primary vehicles for creating awareness and understanding about other cultures and cultural perspectives. Literature and film invite us inside the imaginations of other people and allow us to see the world through their eyes. This project is designed to expose students to international literature and film and to build their knowledge about other cultures. I developed this project as part of an Intermediate College Composition class (WR 122) in which students learned to make an argument about a work of literature and a film that demonstrates an awareness of its cultural context. While this project is aimed to develop assignments for a WR 122 class, the lesson plans, activities, and assignments can be used for other humanities classes. There are two separate assignments around a work of literature and a film that I chose, with options for instructors to tailor the assignment to texts of their choice. The goal of each lesson is to generate discussion and research around an author and director from a different country and their work, and prepare students to demonstrate both analytical and cultural competency through a structured writing assignment.

Text Selection: Using our community resources and connections can be a productive way to choose texts for these assignments. It encourages students to connect to the global from within a local context by making them aware of resources at PCC as well as Portland's connection to cities abroad. PCC Library's African Film Collection is an excellent resource for teachers and students. Sharing this resource with students also provides an opportunity to make students aware of the Cascade Festival of African Films that takes place at PCC every February. Another way to make a connection from the local to the global is to choose a text by an author from one of Portland's sister cities to use in teaching students how to write a literary analysis paper.[1] An alternative is to choose authors from the countries where Portland has a sister city (e.g. Japan, Mexico, Russia). These options keep the lessons adaptable for other instructors.

CONTENTS OF THIS FOLDER:
I have created two folders for each of the assignments in this project: one folder for the literature assignment materials and one folder for the film assignment materials. Each folder contains two assignment prompts and a set of response questions. One of the prompts is specific to the texts that I chose to use in my WR 122 classes. The other prompt is open-ended and adaptable for various disciplines. The writing class prompts are also adaptable for other writing or literature instructors. Instructors have the option to use the texts I chose for my class, substitute texts of their choice, or have their students choose texts individually.

[1] Portland's sister cities include: Sapporo, Japan, Guadalajara, Mexico, Ulsan, South Korea, Ashkelon, Israel, Suzhou, China, Kaohsiung, Taiwan, Khabarovsk, Russia, Mutare, Zimbabwe, and Bologna, Italy ("About Sister Cities." Office of Government Relations, The City of Portland Oregon).

LITERATURE ASSIGNMENT FOLDER:
There are three folders in the literature assignment folder.
Literary text and assignment prompts (in Word format):

- One open-ended assignment prompt about an author from one of Portland's sister cities.
- One Analysis Essay assignment on Tsitsi Dangarmebga's novel *The Book of Not* designed specifically for my WR 122 class. Dangarembga is an author from Portland's sister city Mutare, Zimbabwe.
- One set of Response Questions on Tsitsi Dangarmebga's novel *The Book of Not* designed specifically for my WR 122 class.
- Ch. 5 Analysis – a textbook chapter on writing analysis papers from *A Brief Guide to Writing from Readings* by Stephen Wilhoit. This can be assigned to students to help them structure their essay.
- Excerpt from the novel *The Book of Not* by Tsitsi Dangarmebga as a pdf file.

Background Reading on Country and Author:

- Background research materials on Zimbabwe, African literature, and the author Tsitsi Dangarmebga associated with my WR 122 class assignment.

PPTs for the Literature Assignment:

- PPT slide presentation on the author and country I chose for my WR 122 assignment.
- PPT slide presentation on how to teach students to write a Literary Analysis Essay.

FILM ASSIGNMENT FOLDER:
There are three folders in the film assignment folder.
Film assignment prompts (in Word format):

- One open-ended assignment prompt about a film and director from PCC Library's African Film Collection.
- One Film Critique Essay assignment on *La Pirogue: Goor Fitt* (2012) by Senegalese director, Moussa Touré designed specifically for my WR 122 class. **Note:** this film is available online through the PCC library and is linked in the assignments.
- One set of Response Questions on *La Pirogue* (The Pirogue) designed specifically for my WR 122 class.
- "Ch. 7 Critique" – a textbook chapter on writing critiques from *A Brief Guide to Writing from Readings* by Stephen Wilhoit. This can be assigned to students to help them structure their Film Critique essay.

How to analyze and critique film:

- Two handouts on film terms and how to analyze film.
- One PPT presentation on Film Critique.

Cultural Resources for the Film:

- A review of La Pirogue from the journal Black Camera.
- An article about African migration to Europe by J O Moses Okello, Former Director and Country Representative of UNHCR (United Nations High Commissioner for Refugees) in Ethiopia.
- An encyclopedia article about Senegal, the country of origin for the film I chose for my writing class.
- All readings are in pdf format.

STRUCTURING YOUR LESSON PLAN:

Instructor chooses texts

- Decide which film and literary text you will use.
- Present the assignment prompt to students.
- Present information on how to create a literary analysis/film critique.
- Present background information on the author/director and their country of origin.
- Assign response questions to prepare in advance and discuss in class.
- Ask students to generate questions about the texts in groups or individually.
- Share thesis statements in class for each of the assignments and discuss support strategies for the thesis statements using examples from the texts.

Students choose texts

- Present the assignment prompt to students.
- Present information on how to create a literary analysis/film critique.
- Guide students on how to use PCC Library resources for researching their primary text and country and author background information.
- Reserve time for student presentations on the author, country, and text they have chosen.
- Follow with a Q & A.
- Assign general response questions to help students prepare in advance to write analytically about their topic.
- Students can share their analysis and response papers in groups.