

CO301(L) – LESSON PLAN: UNIT 1; WEEK 1

Preparation/Homework (for student & teacher)

Teacher: Day 1: Optional Readings: (1) *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*, Asao B. Inoue - review of labor-based/contract grading is an interesting concept, particularly for a law-based writing class. Legal writing and law school grading is very structured and traditional, but it would be interesting to implement an alternative policy while asking students why such distinctions may be important and overall principles forwarded by such strategies (justice ideally applies to everyone equally; this grading strategy would quickly compare "social" justice principles to the classroom). If I chose this strategy, I would quickly delineate the distinctions between this and law school grading. (2) "Behind the Curve: Rethinking Norm-Referenced Grading in First-Year Legal Writing Courses" L. Danielle Tully - review of grading schemes and issues with traditional practices in first-year law school legal writing class. **Day 2:** review discussion post with different definitions of justice, anonymize those and create slide of at least to show variety.

Student: Day 1: Review Syllabus, email with questions; buy your journal (spiral notebook) bring to class; post definition of justice to discussion post; buy and begin *To Kill a Mockingbird* at your own pace (finish by week 4). **Day 2:** Read the following two articles: <https://www.hawaiinewsnow.com/story/37344278/state-says-it-will-provide-hawaiian-interpreters-in-courts-to-those-who-request-them/> and <https://www.civilbeat.org/2018/02/interpreter-incident-illustrates-invisibility-of-native-hawaiians/> - Please take notes on what issues this case raises about access to justice and its connection to language.

Lesson Objectives

1. Introduce Course: Purpose, Policies and Syllabus
2. Identify law as a rhetorical concept for different audiences
3. Recognize law is often constructed through language (access and understanding of *that* language is essential for access to power).

Journal (beginning of class) &/or Discussion Prompt (prior to class)

I have students write for 5 minutes at the beginning of every class period in a journal by hand, the prompt deals directly with what we will cover and discuss in class that day (gives them something to say when we begin class discussion in class). However, these prompts could easily be combined or turned into Discussion Posts due before class as homework.

1. **Day 1:** On your name card (see activity below) draft your own definition of justice
2. **Day 2:** How much do you feel ideas of justice evolve over time? Whose definition matters most? Whose should? Why? Who is impacted most by changing definitions of justice?

Activity in Class/Discussion

1. **Day 1:** Handout blank pieces of paper to each student (I like to give them markers). Ask students to write their names largely on the name card (if folded into thirds – this should face the front). Then write 3 symbols that represent themselves, with one that represents their major. On the back of the paper, they can sketch out initial ideas of justice if they like. As we cover the syllabus, students can write and draw. I make my own here for an example. Introductions at end of day or beginning of class on Day 2.
2. **Day 2:** Different definitions of justice on board. Ask and discuss: "lessons to be learned from variety?" Journal: "What are keys to good writing? **Discussion/Mini-Lecture:** get to: clarity (definition of key terms), conciseness, audience awareness (ask: who are we trying to serve/help/educate through legal writing?), logical reasonings, evidence/facts.

Connection to Course Objectives

1. Introduce law and legal writing as a rhetorical exercise
2. Introduce fundamentals of strong writing and communication
3. Introduce importance of audience and distinctions within our own ideas

Reflections (draft notes below)