

Preparation/Homework (for student & teacher)

Teacher:

1. Review Major Assignment #1. This assignment centers around Harper Lee's, *To Kill a Mockingbird*, specifically Lee's main character Atticus Finch. This work holds both positive and, upon review, negative connotations of the law through Finch's representation. Consider how an understanding of the rhetorical situation may or may not have changed Finch's delivery and character in the Jim Crow south vs. now (much like Bobby's Kennedy's language in his speech on the Assassination of MLK Jr. To prepare: Read/review key elements the novel as well as: Cynthia Bond's "To Kill a Lawyer-Hero: Atticus Finch in the Law School Classroom" and Julia Frank's NCTE statement, "Let's Stop Pretending *To Kill a Mockingbird* is Progressive on Race." However, Claudia Johnson's: *To Kill a Mockingbird: Threatening Boundaries* explains how rarely Lee's work (specifically as a woman from the south) has been the subject of a dissertation or graduate study.
2. This week is set up to interrogate the assignment and underlying work during one class and for students to have peer review on the second day of classes. Since I require students to write in their journals every day (in lieu of out of class discussion posts) I check their journals on peer review days and count that as the largest in class/out of class homework/process grade of the semester. While checking journals on peer review days I also check in to see if they have any questions about the assignment for me.

Student:

1. Prepare Major Assignment #1; Bring Rough Draft for Peer Review

Lesson Objectives

1. Students consider the distinction between a spoken and written argument.
2. Students consider how a change in the rhetorical situation over time can change audience's interpretation of a text.
3. Students apply Toulmin and Rogerian approaches to evaluate argument to a legal text.

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

1. How did your impressions of reading *To Kill a Mockingbird* change once you read the modern critiques of the novel, if at all? Atticus' character is often seen by modern audiences as a type of "white savior complex" character – thoughts on that? When we call something a "classic" or a "foundational text" what are we saying about that genre generally? List any questions you have about the assignment prompt.

Activity in Class/Discussion

1. **Video:** Watch Gregory Peck's closing as Atticus Finch https://youtu.be/tNxrnOC_WTs?si=gHxNMReRQlpMRzoa As you watch: jot down notes that cross your mind the methods of argument analysis we spoke of in class together: the rhetorical situation, Rogerian and Toulmin approaches.
2. **Discussion:** After watching Gregory Peck's closing, encourage students to think of the distinction between reading legal writing (whether fiction based or not) and how it is portrayed (or acted out). What are the benefits of reading over watching?
3. **Prompt Review:** put the prompt for Major Assignment #1 up and go over it in detail together. If students have questions, answer them. If identifying Rogerian argument approaches is difficult, encourage them to look for compromise (e.g. Atticus' mentioning he understood and felt empathy for Tom Robinson's accuser). Review citation expectations.
4. **Peer Review, one-on-one check ins, and journal check.**

Connection to Course Objectives

1. Students extend rhetorical knowledge through deep application of principles from Toulmin, Rogerian, and Bitzer to outside text.
2. Students extend experience in writing and critique through peer review; and use sources and evidence to strengthen their work.

Reflections (draft notes below)