

CO301(L) – LESSON PLAN: UNIT 3; WEEKS 11 & 12

CONFERENCES ARE THE 2ND HALF OF WEEK 11 AND 1ST HALF OF WEEK 12

Preparation/Homework (for student & teacher)

Teacher:

1. This is a critical week in the course where students take what they have learned so far and apply it in a way that both embraces and encourages the use of their own voice/background to appeal to a lay audience with authenticity. Be clear with student that the embrace of them using their own voice in their written work is not going far enough to combat stereotypes in the legal writing and academia but we do what we can with what we have. All audiences of certain expectations of writers but please review Catherine Savini's. "10 Ways to Tackle Linguistic Bias in Our Classrooms," Ferry's "By Whose Standards? The Gatekeepers of 'Proper' English," "Students' Right to Their Own Language." From the National Council of Teachers of English.
2. Review Opinion Editorial Assignment. Prepare slides to help students brainstorm ways to determine communities who could best be served by their work, I label these communities "at-risk" or underrepresented. There are many disparities when it comes to legal representation and underserved populations. Prepare a slide on ABA 6.1 which encourages lawyers to offer at least 50 hours of pro bono (free) service a year to indigent clients or those in need regarding civil rights (these are the people students should seek to serve through their Op-Ed as well).
3. Prepare and host conferences. Prepare and host peer review upon return.

Student:

1. Review Opinion Editorial prompt and brainstorm what type of audience you would like to serve with your work. What issue will you address and how will you educate them through your own voice? What makes them a community of need? Brainstorm approaches and options. Bring notes to class.
2. Begin and draft Opinion Editorial. Prepare for conferences. Attend Conference with Outline of Opinion-Editorial Assignment. Revise draft and attend peer review.

Lesson Objectives

1. Students investigate how linguistic bias can impact communications on all levels, including in legal discourse.
2. Students identify an audience "in need" that they could help/educate through their Op-Ed work.
3. Review peer's writing and offer concrete strategies for their peers to best serve their target audience
4. Embrace use of authentic voice and tone in order maintain authenticity and connection in their own work.

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

1. What were your ultimate takeaways from last week regarding bias and how you will combat it in your own work? How will you best embrace your own voice to relate to your own audience for the opinion-editorial assignment and relating to all lay audiences you encounter going forward? How does one maintain their own authentic voice in writing? What prevents you from using your own voice and background when you do?
2. Why did you choose the audience you did for your opinion editorial? How are they in need and how do you relate to them? What legal issues will you address to educate them? Do they fit our definitions of "in need" or "underrepresented" if so, how?

Activity in Class/Discussion

1. **Lecture:** Introduce the concept of linguistic justice to the class. Ask them to think about the significant gap between legal language and linguistic justice. Brainstorm ways students can use their own voices to advocate for those in need and remind students of the case covered in the very beginning of the class related to Hawaiian language.
2. **Assignment Overview** – spend as much time as needed to review the opinion editorial prompt. Display slide with rule 6.1 and ask students to consider how this work can serve an audience they may seek to formally support in the future.
3. **Peer Review** engage in peer review for Opinion Editorial Assignment. Check in with students one on one while they review one another's work.

Connection to Course Objectives

1. Students deep skills in critical and creative thinking through appeals to specific audiences using legal discourse.
2. Extend experience in writing through drafting, revision, and editing their own and others' work.
3. Students increase rhetorical knowledge by developing more ways to translate legal knowledge while maintaining voice.

Reflections (draft notes below)