SOCIAL JUSTICE AND COMMUNICATION IN 12 ANGRY MEN



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Master Syllabus For ENG 101 (12 Angry Men)

This section of ENG 101 will focus entirely on the film and play *12 Angry Men*, analyzing its perspectives on social justice and communication through a recursive process of prewriting, evaluating, and drafting.

There will be three major essays written for this class.

1. Compare and Contrast Essay
2. Rhetorical Analysis
3. Multisource Argumentative Essay

Link to document with all information: https://docs.google.com/document/d/1...it?usp=sharing

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1: 12 Angry Men - Prewriting-- Lesson Plan and Assignments

Pre-Writing

SLO: *Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading.*

In addition to diagnostic essays, class introductions, reviewing the syllabus, etc., the teacher will assign the reading of the play *Twelve Angry Men* by Reginald Rose on the first day of class. This will set an early baseline for the rest of class. Students will be given a comprehension quiz to ensure that they have completed the reading.

The lesson associated with this module will cover the various methods students can take to prepare themselves to write, including:

- Basic Brainstorming
- Journaling
- Free Writing
- Diagramming/Clustering
- Outlining

The lesson will also discuss the use of Cornell Notes where students organize their thoughts on lectures, film viewings, audio recordings, etc. in a format that categorizes main ideas and content questions that lead into elaborations of minor details.

The next class will present a viewing of the Sidney Lumet film *12 Angry Men* (1957) where they will actively record notes on the Cornell Notes template, leading into small group discussions in the next class.

Small groups will discuss the answers to these questions, obviously subject to change:

- Based on the information presented in the film, do you think the accused is guilty or innocent of this crime?
- Was it appropriate for the jury to take the case in their own hands? Whether it was “legal” or not, was it WORTH it for them to take the case into their own hands?
- This film could have accurately been titled *12 Angry White Men*. How might the perspectives changed if the jury included any people of color and/or women?
- Is this film still relevant today? Why or why not?

The formative homework assessment linked to this module will be the choice of outlining or diagramming.

Students can:

- Create an outline where, based on a hypothetical thesis about *12 Angry Men* assigned by the instructor, the students will organize three main reasons to support the thesis with subpoints of evidence taken directly from the film.
    - The purpose of this assignment would be to acclimate the student to organizing their ideas and evidence to serve future essays. Ideas from the outline could serve future assignments in this class.
    - This assignment fulfills the SOL: *Establish a clear framework of organization appropriate to the writing task and the thesis.*
- Create a Venn Diagram comparing the bare bones script of *12 Angry Men* to the 1957 feature film. Students will also be asked to brainstorm two lists of at least fifteen attributes each to gather an appropriate amount of data to insert into the diagram.
    - The purpose of this assignment would be to give the student an opportunity to practice with a more visual means of organization for those who are likewise more visual learners.

Another formative continuous assignment will be launched at the end of this module:

Students will write a twelve week long weekly journal, writing one page per week profiling each member of the eponymous jury from the film. Each entry will reflect on their contributions to the discussion in the film, and analyze what elements shifted their respective mindsets.

Students will reference the article "*Twelve Angry Men* Produces Critical Thinking" by Henry F. Nardone (found on the Internet Archive) in each journal entry. The article profiles each character from the film, which gives students the opportunity to synthesize their own ideas with perspectives from secondary sources.

https://archive.org/details/readingsontwelve0000unse/page/84/mode/2up?view=theater

This ongoing assignment fulfills several SLO's including:

- Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
- Achieve the purpose of the writing task
- Formulate and support an explicit or implied thesis
- Integrate students' own ideas with those of others, using appropriate documentation

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2: 12 Angry Men- Thesis Statements- Lesson Plans and Activities

Thesis Statements

SLO: *Formulate and support an explicit or implied thesis.*

The professor will discuss the basic definition of a thesis statement:

". . .the one sentence [in your essay] that encapsulates the result of your thinking, as it offers your main insight or argument in condensed form." (Excelsior OWL)

In other words, the main idea of the idea of the essay that the writer actively supports with evidence throughout the essay.

It is composed of two parts:

1. Topic
2. Controlling Idea

The professor will explore more nuances of what makes a strong thesis statement by presenting these other tenets from the McClean edition of *Writing for Success*:

https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Writing_for_Success_(McLean)/9%3A_Writing_Essays_-_From_Start_to_Finish/9.1%3A_Developing_a_Strong_Clear_Thesis_Statement

- **Specificity.** A thesis statement must concentrate on a specific area of a general topic. As you may recall, the creation of a thesis statement begins when you choose a broad subject and then narrow down its parts until you pinpoint a specific aspect of that topic. For example, health care is a broad topic, but a proper thesis statement would focus on a specific area of that topic, such as options for individuals without health care coverage.
- **Precision.** A strong thesis statement must be precise enough to allow for a coherent argument and to remain focused on the topic. If the specific topic is options for individuals without health care coverage, then your precise thesis statement must make an exact claim about it, such as that limited options exist for those who are uninsured by their employers. You must further pinpoint what you are going to discuss regarding these limited effects, such as whom they affect and what the cause is.
- **Ability to be argued.** A thesis statement must present a relevant and specific argument. A factual statement often is not considered arguable. Be sure your thesis statement contains a point of view that can be supported with evidence.
- **Ability to be demonstrated.** For any claim you make in your thesis, you must be able to provide reasons and examples for your opinion. You can rely on personal observations in order to do this, or you can consult outside sources to demonstrate that what you assert is valid. A worthy argument is backed by examples and details.
- **Forcefulness.** A thesis statement that is forceful shows readers that you are, in fact, making an argument. The tone is assertive and takes a stance that others might oppose.
- **Confidence.** In addition to using force in your thesis statement, you must also use confidence in your claim. Phrases such as *I feel* or *I believe* actually weaken the readers' sense of your confidence because these phrases imply that you are the only person who feels the way you do. In other words, your stance has insufficient backing. Taking an authoritative stance on the matter persuades your readers to have faith in your argument and open their minds to what you have to say.

The professor will then assign several different thesis statements from the *Readings on Twelve Angry Men* text and discuss the strengths and weaknesses of each one. Certain students will be assigned different thesis statements, given 5-10 minutes to write

down their thoughts, then share these thoughts with the rest of the class when the time has run out.

https://archive.org/details/readingsontwelve0000unse/page/84/mode/2up

Since the class will discuss the idea of a thesis being "debatable", students will also express whether they agree or disagree with the thesis as well as defend their position.

The thesis statements presented will be:

- "*Twelve Angry Men* is a reflection of the political climate of the 1950s, in which Cold War Liberals. . . and corporate capitalists formed an alliance in the name of pluralism to allow for the survival and continuation of American society." (Biskind 56)
- "*Twelve Angry Men* is not a story of just one jury but of the entire jury system. While some see the story as an intentional attack on the jury system, most see it as a tribute to the system." (Nardone 84)
- "The 1957 film version of *Twelve Angry Men* is a good, entertaining piece of cinematography, but it has multiple, inaccurate portrayals of real justice." (Smith 97)
- "Although the screenwriter's criticism of the jury system is insightful, the story's reliance upon coincidences and unconvincing changes in characters' attitudes mars its believability." (Harris 102)

Students will also have an opportunity to draft what they believe is the thesis for *Twelve Angry Men* itself.

For example, a thesis for *Twelve Angry Men* might read "Any jury can legitimately compensate for an incomplete or weak legal representation of the accused if it makes an effort to analyze the case beyond what was presented in court."

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3: 12 Angry Men- Argumentation/Body Paragraphs- Lesson Plans and Activities

Argumentation/Body Paragraphs

SLO: *To develop students' abilities in critical thinking, college-level reading, and integrating source material into their compositions.*

To expand students' use of techniques of exposition and argumentation.

The instructor will present a hypothetical scenario in class:

A student has missed twelve out of twenty three classes in ENG 101. This has lowered the student's grade substantially even though they have submitted all the required homework and out of class essays. However, they have also missed more than half of in class activities, including peer reviews which the instructor made clear was essential to the writing process.

The student claims that all absences are for legitimate reasons such as family emergency, illness, employment, sporting events, and transportation issues. In the syllabus, the instructor states that they "drop the three lowest attendance scores to accommodate issues like family emergency, illness, employment, sporting events, transportation issues, etc." and that anything beyond that could only be made up at their discretion through extra credit opportunities.

The student insists that since their absences were all beyond their control that all of them should be dropped, not just three. However, the student did not provide any documentation confirming any of these conflicts and did not reach out to the instructor until the last week of the semester. The student claims that their phone was stolen for a period of time during the semester and that a billing issue prevented internet access at home. Unlike the other conflicts, the student provides a copy of a police report for the phone and a notice from Xfinity about terminating their internet and wi-fi.

Beyond a reasonable doubt, is the student entitled to earn these attendance points back?

The instructor will divide students up into groups (or "juries"), twelve members apiece ideally but groups could be smaller depending on class size. The instructor will assign one student to the be the foreman to tally the votes, take charge of the group, note who is participating, etc.

Unlike an authentic legal jury, each student will be required to defend their position to the rest of their jury. If the results are not unanimous, the jury must talk among themselves until the verdict is fully unanimous. If the juries are not unanimous when their meeting time has expired, they will be branded as "hung".

The foreman from each jury will report back to the entire class with their verdict and some of the reasoning members gave to support their position. The foremen will also identify the students who changed their votes (if any), which will give the instructor an opportunity to spotlight these to students to inquire about why they changed their votes.

This will segue into a lecture about how, just like a trial case, a writer sustains arguments in an essay by providing evidence.

The instructor will then present this information about evidence in college composition, taken directly from the textbook Integrated Reading and Writing:

https://human.libretexts.org/Courses/Evergreen_Valley_College/Integrated_Reading_and_Writing

"Quantitative data, such as statistics

Example: Present the percentage of a specific ethnic population in low-income housing units when making a claim related to racial poverty.

Empirical evidence from scientific research

Example: Provide data from qualitative research when comparing the effectiveness of different methods for teaching young children to read.

Quotes, paraphrases, and summaries from experts and specialists

Example: Use a quote from General Petraeus of the U.S. Army when discussing the withdrawal of troops from Iraq and Afghanistan.

Anecdotal evidence and relevant narrative

Example: Interview a health food store owner to learn more about his or her experience with vegetarian food choices; include relevant narrative about personal experience with choosing a vegetarian lifestyle.

How can you find additional support?

Search reputable academic databases: These databases, such as Academic Search Premier and JSTOR, include searchable collections of scholarly works, academic journals, online encyclopedias, and helpful bibliographies that can usually be accessed through a college library website.

Search credible news sources: Databases, such as NexisUni, can be used to locate news articles from around the world. Articles from reputable news sources may also be found through careful Internet searches.

Search academic peer-reviewed journals: Journal articles that have been peer-reviewed are generally considered reliable because they have been examined by experts in their field for accuracy and quality.

Search Google scholar: This Internet search engine helps the user locate scholarly literature in the form of articles and books, professional societies' websites, online academic websites, and more.

Ask for help at the library research desk: Library staff can provide useful services, such as assistance with the use of library research tools, guidance with identifying credible and non-credible sources, and personalized assistance with the selection of reliable sources."

For homework, students will be assigned to read "*Twelve Angry Men* Presents an Idealized View of the Jury System" and tasked to identifying the evidence author David Burnell Smith uses to support his claim that "The 1957 film version of *Twelve Angry Men* is a good, entertaining piece of cinematography, but it has multiple, inaccurate portrayals of real justice." (97) (Found on the Internet Archive)

https://archive.org/details/readingsontwelve0000unse/page/96/mode/2up?q=12+angry+men&view=theater

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4: 12 Angry Men- Body Paragraph Structure- Lesson Plans and Activities

Body Paragraph Structure

SLO: *Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis.*

Incorporate reasoning and explanations appropriate to the thesis and its supporting claims.

This class will be more lecture based, going over the structure of a body paragraph, once again using *Twelve Angry Men* as a model.

The instructor will start by presenting this video:

Essay Writing | Body Paragraphs | 07 Topic Sentences

The instructor will present the basic body paragraph structure:

- Topic Sentence
- Introduce Evidence
- Present Evidence
- Analyze Evidence
- Closing Sentence

Instructor will clarify that these five parts of the body paragraph do not necessarily equate five sentences, and that especially the presentation and analysis of the evidence is often developed over multiple sentences.

The instructor will then present explanations for each part of the body paragraph with examples.

Topic Sentence

- **A clear sentence that begins a body paragraph which states a reason to support the overall thesis.**
- **States what the body paragraph is about**
- **From Integrated Reading and Writing: "The job of the topic sentence is to control the development and flow of the information contained in the paragraph. The topic sentence takes control of the more general topic of the paragraph and shapes it in the way that you choose to present it to your readers. It provides a way through a topic that is likely much broader than what you could ever cover in a paragraph, or even in an essay. This more focused idea, your topic sentence, helps you determine the parts of the topic that you want to illuminate for your readers—whether that's a college essay or a thank you letter to your Aunt Martha."**

https://archive.org/details/readingsontwelve0000unse/page/96/mode/2up?q=12+angry+men&view=theater

Introduce Evidence

- **Sometimes called a "lead in", this step acknowledges what source the evidence comes from.**
- **The first part of a "Quote Sandwich"**

- States the name of the article/book/interview/editorial, etc., the author's name, and a signal/reporting verb ("states", "says", "writes", "argues", "asserts," "claims," etc.
    - Example: "In the article 'Twelve Angry Men Presents an Idealized View of the Jury System', David Burrell Smith states, . . ."

Present Evidence

- Types of evidence (from Integrated Reading and Writing)
    - Facts. Facts, such as statistics, are the best kind of evidence to use because they often cannot be disputed. They can support your stance by providing background information on or a solid foundation for your point of view. However, facts still need explanation. For example, the sentence "The most populated state in the United States is California" is a pure fact, but it will require some explanation to make it relevant to your specific argument. Always be sure you gather your facts from credible sources.
    - Judgments. Judgments are conclusions drawn from the given facts. Judgments are more credible than opinions because they are founded upon careful reasoning and examination of a topic. Use judgments from experts in the field as they are the more credible sources for the topic.
    - Testimony. Testimony consists of direct quotations from either an eyewitness or an expert witness. An eyewitness is someone who directly observed an instance of what you are writing about; testimony adds authenticity to an argument based on facts. An expert witness is a person who has extensive experience with a topic. This person studies the facts and provides commentary based on either facts or judgments, or both. An expert witness adds authority and credibility to an argument.
    - Personal observation. Personal observation is similar to testimony, but personal observation consists of your testimony. It reflects what you know to be true because you have experiences and have formed either opinions or judgments about them. For instance, if you are one of five children and your thesis states that being part of a large family is beneficial to a child's social development, you could use your own experience to support your thesis.

Analyze the Evidence

- Explain why the evidence is relevant
- Explain why the evidence support the thesis
- From Integrated Reading and Writing: "In addition to supporting details, college level paragraphs add quite a bit of explanation and elaboration in body paragraphs. Development of explanation and elaboration is one of the big differences between high school and college-level writing. Rather than just appearing in one paragraph all by itself -- possibly in a conclusion -- explanation and elaboration should appear through your essay. Some sentence stems you can use to help you develop your explanation and elaboration appear in the following list."
- Sentence Stems for Elaboration
    - X matters because _____.
    - X is important because _____.
    - X is crucial in terms of today's concern over _____ because _____.
    - Ultimately, what is at stake here is _____.
    - These points have important consequences for the broader discussion about _____.
    - The discussion of X is in fact addressing the larger matter of _____.

- **These conclusions have significant implications for _____.**
- **X should in fact concern anyone who cares about _____.**

Concluding Sentence

- Last sentence in body paragraph that wraps it up
- Often starts with transition words/phrases like “Therefore.” “To sum up,” “As a result,” etc.
  - Example: “Therefore, justice is served by Reginald Rose’s fictional jury because they consider and reflect on every possible detail presented to them.”

The instructor will then project or hand out an example modeling a body paragraph:

https://docs.google.com/document/u/0/d/1xskG6BrlPncI3au6raJ1fbmSMueQ6wp7Y9qE-EHJoZ0/edit

Overall Thesis Statement:

Despite the film/play’s often inaccurate portrayal of how the criminal justice actually operates, the jurors of *Twelve Angry Men* still serve appropriate justice to the accused, realistically or not.

First and foremost, the jurors are able to appropriately exonerate the accused because they establish clear reasonable doubt. While it is unclear if the young man accused of murdering his father is innocent exactly, the jurors analyze and uncover enough details about the evidence that compromise any certainty of his guilt. In his article, “*Twelve Angry Men* Produces Critical Thinking About the Jury System”, Henry F. Nardone claims, “The jury’s inability to recognize that the evidence against the defendant is in some ways ambiguous, capable of generating a reasonable doubt, is perhaps the moral of the story. . .their certainties dissolve into a reexamination of the ‘facts’. The film is practically a primer in the definition and clarification of those important words ‘reasonable doubt.’ The entire action is concerned with establishing it” (85,86). Nardone acknowledges that the jury is so positive about the verdict at face value that they initially do not bother to examine possible uncertainties; once they do, however, the uncertainties pile up and it becomes impossible to convict someone on that evidence alone. Their own prejudices created reasonable doubt because they did not bother to uncover the flaws in the evidence presented to them. For example, Juror # 4 (E.G. Marshall) maintains his vote of “guilty” due to the eye witness testimony of a woman across the street who claimed to have gotten “a good look” at the boy killing his father. This juror labels this “unshakable testimony” (1:22:19). However, this testimony is shaken when the elderly Juror # 9 (Joseph Sweeney) points out how Juror #4 rubbing the pockmarks created by his glasses reminded him of the same eyewitness doing the same on the stand. This implies she might usually wear glasses herself, and, since she was coming from bed wear she likely was not wearing them, there is a high chance she was not wearing them when she witnessed the crime as well. This creates considerable reasonable doubt because the eyes of the eye witness are now in question. Even if one dismisses all the circumstantial evidence that comes before, this compromise erases any certitude that the boy is a hundred percent guilty. “You can’t send someone off to die on evidence like that,” the soft spoken Juror #2 (John Fiedler) exclaims (1:28:14). Therefore, the jury could not ignore all the reasonable doubt they discovered through out and came to a suitable conclusion as a result.

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5: 12 Angry Men- Introductions- Lesson Plans and Activities

Introductions

SLO: *Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis.*

The instructor will replay the first three minutes of *12 Angry Men*.

https://archive.org/details/12AngryMen1957

After the viewing, the instructor will project/write these questions on the board:

- In what ways does the filmmaker catch the audience's attention?
- What information is established in the first three minutes of this film?
- What does the judge say about "reasonable doubt" in the opening minutes of this film?
- Based on purely visuals, what does the audience know about the accused?

Instructor will tell students to write down the answers then share them after ten minutes.

Instructor will then segue into a lecture about introductions, going over the basic structure:

- Hook/Attention Grabber
- Response to the Hook
- Introduce the General Information/Background Information
- Bridge Sentence
- Thesis Statement

Instructor will also share this information from Integrated Reading and Writing

https://human.libretexts.org/Courses/Evergreen_Valley_College/Integrated_Reading_and_Writing/03%3A_Building_the_Academic_Essay/3.04%3A_Introductions

"Open with an attention grabber. Sometimes, especially if the topic of your paper is somewhat dry or technical, opening with something catchy can help. Consider these options:

1. an intriguing example (for example, the mistress who initially teaches Douglass but then ceases her instruction as she learns more about slavery)

2. a provocative quotation (Douglass writes that "education and slavery were incompatible with each other")

3. a puzzling scenario (Frederick Douglass says of slaves that "[N]othing has been left undone to cripple their intellects, darken their minds, debase their moral nature, obliterate all traces of their relationship to mankind; and yet how wonderfully they have sustained the mighty load of a most frightful bondage, under which they have been groaning for centuries!" Douglass clearly asserts that slave owners went to great lengths to destroy the mental capacities of slaves, yet his own life story proves that these efforts could be unsuccessful.)

4. a vivid and perhaps unexpected anecdote (for example, "Learning about slavery in the American history course at Frederick Douglass High School, students studied the work slaves did, the impact of slavery on their families, and the rules that governed their lives. We didn't discuss education, however, until one student, Mary, raised her hand and asked, 'But when did they go to school?' That modern high school students could not conceive of an American childhood devoid of formal education speaks

volumes about the centrality of education to American youth today and also suggests the significance of the deprivation of education in past generations.")

5. a thought-provoking question (given all of the freedoms that were denied enslaved individuals in the American South, why does Frederick Douglass focus his attentions so squarely on education and literacy?)

Pay special attention to your first sentence. Start off on the right foot with your readers by making sure that the first sentence actually says something useful and that it does so in an interesting and error-free way.

Be straightforward and confident. Avoid statements like "In this paper, I will argue that Frederick Douglass valued education." While this sentence points toward your main argument, it isn't especially interesting. It might be more effective to say what you mean in a declarative sentence. It is much more convincing to tell us that "Frederick Douglass valued education" than to tell us that you are going to say that he did. Assert your main argument confidently. After all, you can't expect your reader to believe it if it doesn't sound like you believe it!"

The instructor will then model the example paragraph below:

"The invention of Braille was a major turning point in the history of disability. The writing system of raised dots used by visually impaired people was developed by Louis Braille in nineteenth-century France. In a society that did not value disabled people in general, blindness was particularly stigmatized, and lack of access to reading and writing was a significant barrier to social participation. The idea of tactile reading was not entirely new, but existing methods based on sighted systems were difficult to learn and use. As the first writing system designed for blind people's needs, Braille was a groundbreaking new accessibility tool. It not only provided practical benefits, but also helped change the cultural status of blindness. This essay begins by discussing the situation of blind people in nineteenth-century Europe. It then describes the invention of Braille and the gradual process of its acceptance within blind education. Subsequently, it explores the wide-ranging effects of this invention on blind people's social and cultural lives."

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6: 12 Angry Men- Conclusions- Lesson Plans and Activities

Conclusions

SLO: *Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis.*

Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others

The instructor will replay the last three minutes of *12 Angry Men*.

https://archive.org/details/12AngryMen1957

After the viewing, the instructor will project/write these questions on the board:

- Even without the timestamp, how would the audience know this was the end of the film?
- What feeling does the filmmaker leave the audience with?
- What imagery is showcased at the end of the film?
- What are the last few lines of dialogue exchanged in the film? Why do you think the writer/director included them? What does it say about the rest of the film?

Instructor will ask students to write down their answers and share them after ten minutes.

Instructor will then segue into a lecture about conclusion paragraphs, going over the basic structure:

- Restated Thesis Statement
- Brief Summary of Body Paragraphs
- End Hook/Memorable Statement
    - Quote
    - Statistic
    - Call to Action- Suggestion about what action the readers can take about the essay's topic
    - Prediction- What might happen in the future related to topic, possibly using "If. . . then. . ." statements.

Instructor will also share this information from Integrated Reading and Writing

https://human.libretexts.org/Courses/Evergreen_Valley_College/Integrated_Reading_and_Writing/03%3A_Building_the_Academic_Essay/3.05%3A_Conclusions

"Strategies for Writing a Good Conclusion

One or more of the following strategies may help you write an effective conclusion.

Play the "So What" Game. If you're stuck and feel like your conclusion isn't saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, "So what?" or "Why should anybody care?" Then ponder that question and answer it. Here's how it might go:

> You: Basically, I'm just saying that education was important to Douglass.
>
> Friend: So what?

You: Well, it was important because it was a key to him feeling like a free and equal citizen.

Friend: Why should anybody care?

You: That's important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally.

You can also use this strategy on your own, asking yourself "So What?" as you develop your ideas or your draft.

Return to the theme or themes in the introduction. This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding. You may also refer to the introductory paragraph by using key words or parallel concepts and images that you also used in the introduction.

Synthesize, don't summarize: Include a brief summary of the paper's main points, but don't simply repeat things that were in your paper. Instead, show your reader how the points you made and the support and examples you used fit together. Pull it all together.

Include a provocative insight or quotation from the research or reading you did for your paper.

Propose a course of action, a solution to an issue, or questions for further study. This can redirect your reader's thought process and help her to apply your info and ideas to her own life or to see the broader implications.

Point to broader implications. For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists."

Teacher will also model this example:

"*Technology surely isn't going anywhere. If anything, we will become more and more dependent on the capabilities of our smartphones and other devices in the future. However, we have to make sure that this dependence on technology isn't making us lazier or less curious about the world around us. With more knowledge available than ever before with today's technology, people are less discerning about what kind of materials they read and whether or not those materials are factual. People are also less likely to make a personal connection with someone while they're out in the world, which can increase levels of depression, anxiety, and stress. Ultimately, we have to learn how to co-exist with technology in a way that is both healthful and constructive.*"

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7: 12 Angry Men- Compare and Contrast- Lesson Plans and Activities

Compare and Contrast

SLO: *Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis*

Employ rhetorical strategies consistent with the purpose of the writing task

Instructor will show a clip from the 1954 made for television version of *Twelve Angry Men* (5:55 - 11:22) https://archive.org/details/12angrymen1954tvbroadcastmaster

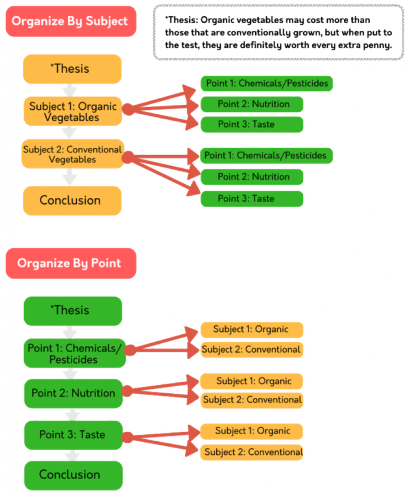
The instructor will show a clip of the same scene from the 1957 theatrical version of *Twelve Angry Men* (9:29 -18:29) https://archive.org/details/12AngryMen1957

After the viewing, the instructor will project/write these questions on the board:

- What are the similarities between the two clips?
- What are the differences between the two clips?
- Which clip do you prefer?
- Which clip is clearer?

Instructor will ask students to write down their answers and share them after ten minutes.

The instructor will then segue into a discussion/lecture about Compare and Contrast in academic writing. They will share the image below from ACC: English 121- Composition 1. https://human.libretexts.org/Courses/Arapahoe_Community_College/ACC%3A_English_121-_Composition_1/08%3A_Rhetorical_Modes_(Boylan_et_al)/8.6%3A_Compare_and_Contrast#The_Structure_of_a_Comparison_and_Contrast_Essay



The instructor will then model an example of a compare and contrast essay.

https://docs.google.com/document/d/1KzMS2xu2xaLIQWxzHqqjdJnCMrVH9vFSGIsF12KNZ1Q/edit?usp=sharing

From “12 Angry Men: Comparison Of The Play And The Film Adaptation” from the Gradefixer free website.

Throughout history, our country has always given someone a fair trial by jury where 12 random U.S. citizens are chosen to serve on the jury. The play *Twelve Angry Men* by Reginald Rose examines the dynamics at play in a United States jury room in the 1950's. It revolves around the opinions and mindsets of twelve diverse characters that are tasked with pronouncing the guilt or innocence of a young man accused of first degree premeditated homicide. In 1957, *Twelve Angry Men* was made into a movie that was directed by Sidney Lumet. Although the play and the movie had similarities, there were also many differences. The three most significant differences between the play and the movie were the evidence, stage directions, and characters and their actions.

The first main difference between the play and the movie is the evidence. In the play, Juror Eight states that the boy who kills his father is “nineteen years old.” The important piece of evidence is not the same in the movie. In the movie, it is still Juror 8, but he says that the boy was eighteen years old. Another difference in evidence between the play and the movie is when they talk about the boy’s father. In the play the author doesn't mention his father at all, but in the movie they decided to say that the boy’s father was in jail for forgery. This is an important piece of evidence because not having a positive father figure in this boy’s life can have greatly affected his actions that he made when he was older. Another important piece of evidence was about the old woman and her eyeglasses. In the movie, Juror Nine uses Juror Four as an example by talking to him about the marks on either side of his nose. Juror Nine asks him why he scratches the sides of his nose and Juror Four says “it’s because of my eyeglasses.” Juror Nine makes the point that the women who testified who saw the killing had the same marks on the sides of her nose. He also adds that she kept rubbing her nose in court and that is another piece of evidence that shows that she wore eyeglasses. He says how the women made the effort to look younger than she was by wearing new clothes, lots of makeup, and no eyeglasses. In the play, there is no reference to this conversation between Juror Nine, Juror Four, and the other jurors about the glasses. In the play Juror Eleven says “The woman wore bifocals. I remember this very clearly. They looked quite strong.” This piece of evidence was switched between the play and the movie. In the play they said that she wore glasses to court while in the movie the jurors came to the conclusion that she had no glasses on, but had the little marks on the side of her nose that showed she wore them but just not to court that day.

Another difference between the *Twelve Angry Men* movie and play was the difference in stage directions and the staging of the play. One thing about the stage directions that is important is the heat. After the jury retires to the jury room, the heat is the first subject amongst the men. The fan doesn’t work, so they open the windows, and one man explains that the news said today is the hottest day of the year, but he doesn’t say the temperature. This is significant, as the movie represents pressure as heat. We can therefore see that this day will have the most pressure on the jury too, out of all the days taken up by the trial. At the end of the movie the broken fan starts to miraculously start working again and this shows that the pressure starts to come off the men as they come to a decision whether the boy is guilty or not guilty. In the beginning of the play the fan is never mentioned, but the heat is. When the men first enter the room after being in the juror box Seven states’ “Y’ know something? It’s hot. You’d think they’d at least air-condition the place. I almost dropped dead in court.” Another difference at the end of the movie and play is that in the movie Juror Three is explaining to the other jurors why he thinks the boy is guilty, but then he stops, and looks down at the photo of him and his son. Juror Three then declares how “you work your life out” for them and then he precedes to rip up the photo and cry at the table. He then says out loud “Not guilty, not guilty” and the men are finally dismissed because they came to a unanimous decision. This scene can differ from what happened in the play because in the play Juror Three made his speech and then the other jurors pressured him into voting not guilty by acknowledging to Juror Three how he is “all alone”.

The final important difference between the play and the movie was the characters and their actions. First, when the jurors went from the juror box to the separate room some turned around and looked at the convicted boy. This action does not occur in the play but I think it is an important aspect that was added into the movie because with the play we are able to come up with our own unbiased conclusions about the boy, who we know is nineteen year old boy from the slums. Seeing his worn face in the movie changes all of that and it engages the audience deeper into the trial and allows the audience also to sympathize with him and it can allow the audience to gain some insight into why someone like Juror Eight would sympathize with him. Another difference in the characters actions in the play versus the movie is in the movie there is a scene of Juror Seven combing his hair and singing in the bathroom while Juror Eight is washing his hands. Juror Seven wanted to know why Juror Eight was making such a mess of everything in the courtroom. When Juror Seven leaves Juror Six comes in to chat with Juror Eight. Juror Six tries to steer Eight’s opinions by talking about what a “murderous” day it is outside. Six asks Eight what it would feel like if they found the kid “not guilty” and later learned that he killed his father. This makes an impression on Juror Eight and when they get back to the courtroom Eight talks more about the facts of the case. This scene was not included in the play version, but it is important because it shows how the other jurors were trying to persuade Eight so much, but he stuck to his own beliefs and didn’t change his vote just because everyone was telling him too, he stuck to his morals and his beliefs about what he thought really happened with the boy and his father. A final importance of the characters actions were at the very end of the movie Juror Eight and Juror

Nine, as they were leaving the courthouse, introduced themselves to each other. This doesn't occur in the play, but it is important because it helps show that the men weren't all just about business and that they cared about each other even though they didn't really know each other.

In the play *Twelve Angry Men* by Reginald Rose and the film version directed by Sidney Lumet both show many similarities but also a lot of differences such as evidence, stage directions, and finally the characters actions. By reading this play and watching this movie shows the importance of something like jury duty in our country. Twelve random people from different societies, ethnicities, religions, and just overall lives come together to determine the guilt or innocence of another human being. By not even knowing each other twelve strangers can come together and form one opinion.

The class will then discuss the samples with the following questions:

- What is the most significant difference the writer acknowledges? Why?
- How could the writer have further developed their points by explaining the relevance of the difference (rather than just acknowledging that a difference exists)?
- Why do you think the writer chose not to discuss any similarities from the play and the film?

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8: 12 Angry Men- Compare and Contrast Essay Assignment- Lesson Plans Activities

Compare and Contrast Essay Assignment

SLO: *Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis*

Employ rhetorical strategies consistent with the purpose of the writing task

The instructor will walk the students through the first major essay prompt:

Compare and Contrast Essay

Out of Class Essay # 1



Assignment: Write an essay comparing and contrasting two of the juror characters in *12 Angry Men*.

Write your one sentence thesis is response to these questions:

Which of these two jurors is more logical/reasonable?

Which of these two jurors is more emotional?

Which of these two jurors is more trustworthy?

Be sure to include the juror numbers and the title of the film in your thesis.

Refer to your journal entries about the individual jurors directly in this essay as well as the movie and/or the playscript for specific details. Also, use "*Twelve Angry Men* Produces Critical Thinking" by Henry F. Nardone as outside support. You may also use personal experience sparingly and only in addition to not instead of outside sources.

Organization

Paragraph 1- Introduction

- **Hook/Attention Getter**
- **Briefly Summarize *Twelve Angry Men***
- **Briefly introduce both jurors to which you will be writing**
- **Any Other Relevant Background Info**
- **Bridge Sentence**
- **Thesis Statement**

Paragraph 2/Body Paragraph 1- Similarities

- **Topic Sentence**
- **Present one significant similarity**
- **Discuss both jurors and explain how this similarity connects them**
- **Discuss why each similarity is relevant**
- **Concluding Sentence**

Paragraph 3/Body Paragraph 2- Similarities

- **Topic Sentence**
- **Present one significant similarity**
- **Discuss both jurors and explain how this similarity connects them**
- **Discuss why each similarity is relevant**
- **Concluding Sentence**

Paragraph 4/Body Paragraph 3- Similarities

- **Topic Sentence**
- **Present one significant similarity**
- **Discuss both jurors and explain how this similarity connects them**
- **Discuss why each similarity is relevant**
- **Concluding Sentence**

Paragraph 5/Body Paragraph 4- Differences

- **Topic Sentence**
- **Name a significant difference between the two jurors**
- **Discuss why the difference is relevant**
- **Concluding Sentence**

Paragraph 6/Body Paragraph 5- Differences

- **Topic Sentence**
- **Name another significant difference between the two jurors**
- **Discuss why the difference is relevant**
- **Concluding Sentence**

Paragraph 7/Body Paragraph 6- Differences

- **Topic Sentence**
- **Name another significant difference between the two jurors**
- **Discuss why the difference is relevant**
- **Concluding Sentence**

Paragraph 8- Conclusion

- **Restate Thesis**
- **Briefly Summarize Body Paragraphs**
- **End Hook**

You are more than welcome to add additional body paragraphs if need be. For instance, you could write two paragraphs devoted to similarities and two devoted to differences if you like.

Parameters:

- **Typed**
- **Double-Spaced**
- **Times New Roman**
- **12 Point Font**
- **1 Inch Margin**
- **4 pages (not even a word shorter)**
- **Typed on Microsoft Word or Google Docs**
- **Submitted to Turnitin on Brightspace**
- **A visit to the Writing Center (room 1435) is highly encouraged but not required.**

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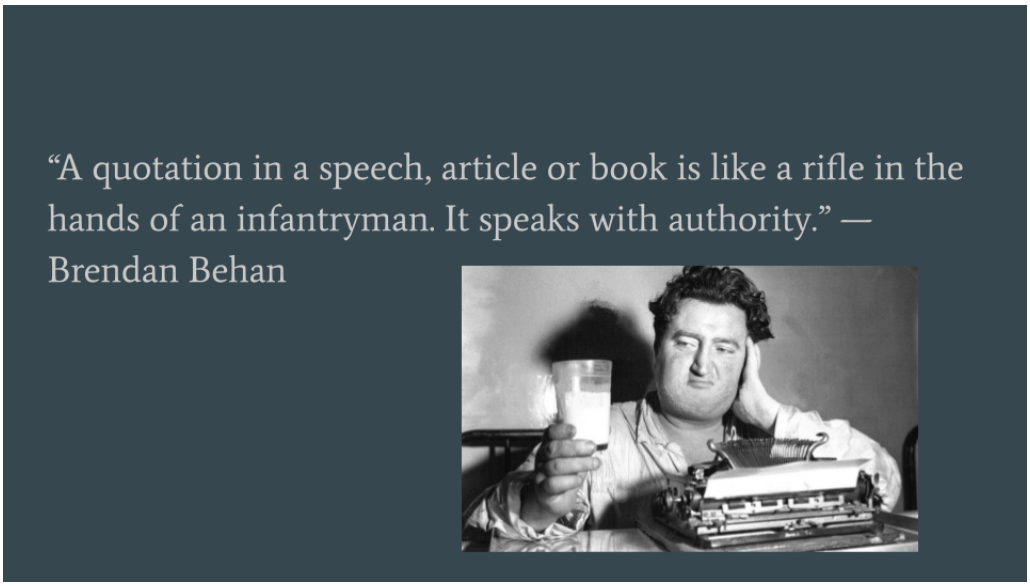
9: 12 Angry Men- Using and Evaluating Quotes- Lesson Plans and Activities

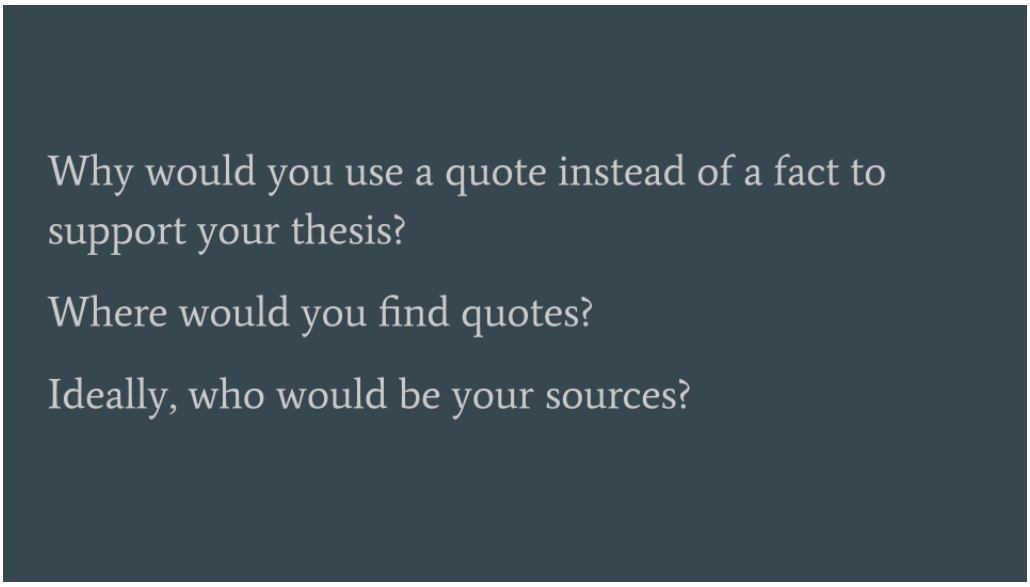
Using and Evaluating Direct Quotes

SLO: *Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others.*

Instructor will present a powerpoint presentation on the use and evaluation of direct quotes in academic essays.

https://docs.google.com/presentation/d/17bSSSoRC3yq5PH1heN8Zc4jcDd9PFZvSbVNnoAYTvlI/edit?usp=sharing





Types of Quote Sources- Authoritative Source

- Authoritative Source- Experts on the topic, often well educated with power.
  - Judge, Attorney, Professor, Scholars, Doctors, et.c



Types of Quote Sources- Witness

- Witness Source- Someone with direct experience with the topic but not necessarily an expert.
  - Witness, Juror, Patient, Employee, Prisoner, Immigrant, etc.



QUOTE SANDWICH

- Introduce Quote
- Present Quote
- Analyze /Explain Quote

QUOTE SANDWICH

*Introduce the quote

Pulitzer prize winning poet Robert Frost says. . .

*Present Quote

"A jury consists of twelve persons chosen to decide who has the better lawyer."

*Analyze/Explain Quote

In other words, Mr. Frost believes that the jury is not always evaluating whether the accused is guilty or not, but more likely how the case was presented by representation.

Pulitzer prize winning poet Robert Frost says, “A jury consists of twelve persons chosen to decide who has the better lawyer.” In other words, Mr. Frost believes that the jury is not always evaluating whether the accused is guilty or not, but more likely how the case was presented by representation.

Templates for Presenting Quotes

Templates for Introducing Quotes

- _____ states/says/argues/claims. . .
- As the prominent philosopher/writer/attorney, etc. puts it. . .
- According to _____, . . .
- He himself/she herself/they themself writes. . .
- In his/her/their book, _____ states. . .

Templates for Presenting Quotes

Templates for Explaining Quotes

- Basically, _____ suggests. . .
- In other words, _____ believes
- In making this comment, _____ urges us to. . .
- _____’s point is that. . .
- The essence of _____’s argument is. . .

Partial Quote

Emerita Professor of English and Film & Video Studies from the University of Oklahoma Joanna E. Rapf states that ,"[Director Sidney Lumet and cinematographer Boris Kauffamn] wanted visually to create a sense of imprisonment. In a narrative in which twelve men must decide whether young Hispanic boy will live or die, be imprisoned or set free, we are presented with characters who are themselves in their own prisons. To establish this, they created what Lumet called a 'lens plot." "As the picture unfolded, I wanted the room to seem smaller and smaller. That meant that I would slowly shift to longer lenses as the picture continued . . . In addition, I shot the first third of the movie above eye level, and then, by lowering the camera, shot the second third at eye level, and the last third from below eye level' (Lumet 81). The effect is to give the viewer the same feeling of claustrophobia that is felt by the jurors. "

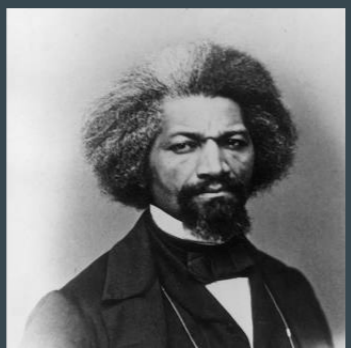
What if we don't want the whole quote, especially the middle part.

Partial Quote

A writer may omit text from the beginning, middle, and/or end of the quote and replace it with an ellipsis. (. . .)

Emerita Professor of English and Film & Video Studies from the University of Oklahoma Joanna E. Rapf states that ,"[Director Sidney Lumet and cinematographer Boris Kauffamn] wanted visually to create a sense of imprisonment. . . The effect is to give the viewer the same feeling of claustrophobia that is felt by the jurors. "

Full Quote Sandwich Integrated into Body Paragraph



THESIS

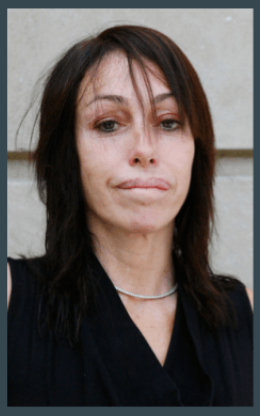
As it will prevent further illegal activities and protect women's rights, sex work should be legalized in the United States.

"The assumption underlying much of the bad press Germany has received is that decriminalization is a boon to the underworld. In fact, the opposite is closer to the truth. Prostitution is like any other industry. Make it illegal, and you give criminals a monopoly. Legalize it, and you give law-abiding enterprises a chance to compete...." -

John Turley-Ewart, PhD, Deputy Comment Editor for *National Post*

"I think the laws on prostitution are archaic. Especially in regards to pornography -- if a camera's there, it's okay. I think if the U.S. decriminalized and regulated it, then everyone would benefit. By making it illegal, this is where murders, and drugs, and nefarious activity comes in. That's why the women always suffer..." -

Heidi Fleiss, former madam



"Nor can we fail, in the name of the respect due to the human person, to condemn the widespread hedonistic and commercial culture which encourages the systematic exploitation of sexuality and corrupts even very young girls into letting their bodies be used for profit."

Pope John Paul II



I'd rather be in Las Vegas 104 degrees than New York 90 degrees, you know why? Legalized prostitution. In any weather that takes the edge off.

Ray Romano



Instructor will assign an exercise where students will complete a quote sandwich of a quote from each character to which they will write.

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10: 12 Angry Men- Peer Reviews (Compare/Contrast)- Lesson Plans and Activities

Peer Reviews # 1

SLO: *Engage in a reflective process of evaluating their own drafts and those of others.*

Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Students will engage in peer reviews for the rough draft of their Compare and Contrast Essay.

Students will be paired up, swap essays, and read each other's essays to each other respectively.

They will then fill out peer review sheets for each other.

https://docs.google.com/document/d/1pooHY54IgX0lyF2hbCE3Lm9DKwEZ7FVZLIAMtl_6S1c/edit?usp=sharing

ENG 101

Truman College Writer:_____

Fall Semester 2024 Reviewer:_____

Workshop: Essay #1: Compare/Contrast

Please read through your peer's essay and answer the following:

1. Comment on the author's introduction. Does it grab your attention?

Does the writer set up enough context for the paper and clearly summarize the film? Does the writer provide adequate yet concise thumbnail descriptions of both jurors/characters? Suggestions?

2. Comment on the writer's thesis statement. Is it clear and specific enough? Is it arguable or a statement of fact? Suggestions?

3. Comment on the writer's use of textual evidence from film and article to support their thesis and points throughout. Do they use enough evidence? Are there places where you think there could be more? Explain.

4. Comment on the organization of the draft. Does one paragraph flow smoothly into the next? Suggestions?

5. Comment on the writer's transitions between paragraphs and their incorporation of textual evidence in the draft. Do they link ideas between paragraphs? Do they smoothly incorporate quotes? (Remember: Introduce, Integrate, Interpret) If not, indicate where you think revision would help.

6. Comment on the strengths and weaknesses of the argument as a whole. Do you as a reader feel like the writer and clearly supported, explained, and proved their thesis through use of evidence, analysis, and explanation?

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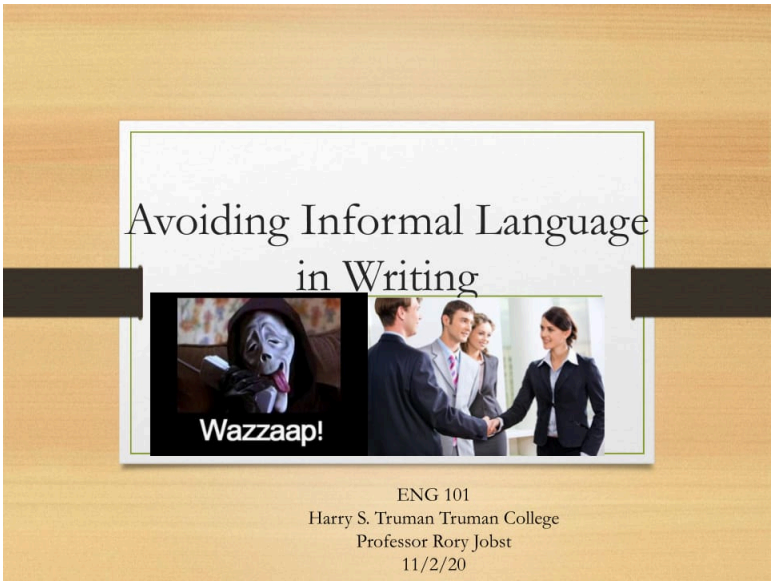
11: 12 Angry Men- Avoiding Informal Language- Lesson Plans and Assignments

Avoiding Informal Language

SLO's: *Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation.*

Instructor will present a powerpoint presentation on methods to avoid using informal language.

https://docs.google.com/presentation/d/1dh8PKoBIYpWVOmlqeHf5nIfgrgvFLX0FaDHxlbZ4aTg/edit?usp=sharing





Avoid Contractions

- Don't → do not
- She's → she is
- They're → they are
- Wasn't → was not
- Can't → cannot





Avoid First Person

- Do not use first person to express an opinion. It weakens your opinion.

Associated words: I, me, we, us, our, ours, my, mine

- I believe the young boy is guilty of the murder of his father.→ The young boy is guilty of the murder of his father.

First Person vs. Third Person

First Person

I think Shakespeare's play Hamlet is about the relationships between family members. I really liked the play, and in some ways the characters reminded me of my own family.

Third Person

Shakespeare's play Hamlet deals with the relationships between family members. In Examining Hamlet, Arnold Latimer describes these relationships as "conflicted" (2005, p. 327).

Google Drive Examples

[First Person vs. Third Person Examples]

Practice- Convert to Third Person

- Our jury system is flawed.
- We should always take jury duty seriously.
- I am really shocked that the one juror convinced the other eleven to change their minds.

Avoid Second Person

- When you use **you**, your language becomes conversational.
- A formal essay should be from "no one to no one", in a sense



Convert to Third Person

- You should take your vote on this verdict seriously.
- You cannot deny the unshakable eyewitness testimony.
- You and I should go to the library to research group think.

Avoid "SMS" Language



- U → you

b → be
cuz → because

ETA→ What is your estimated time of arrival?

AF→ Well, you probably shouldn't use the full version either in an essay.

- No informal abbreviations of any kind

No Profanity

- Do not use profanity in an academic essay.
- The only exception to this is when profanity is part of a direct quote.



Choose Formal Vocabulary

- English has both Germanic and Latin-based (French) vocabulary
- When you are writing a formal paper, you should choose the Latin-based word

GERMANIC	LATIN
Big	Large
Help	Assist
Speedy	Rapid

Other Examples of Words with Their Germanic and Latin Roots

Examples of Formal Vocabulary

- Get a license → obtain a license
- Finished voting → Reached a verdict
- Must have a degree → requires a degree
- Quit a job → resign from a job
- Talk to the boss → have a conversation with the supervisor

Avoid Conversational Language

Well, the next thing that happened was…

Now, let's talk about this Corona virus. . .

Should we have closed down all businesses in April? Yes!!!!

One dangerous "thing"



The word "thing" can be quite vague.

- We talked about many *things* in class
  - We discussed many *topics* in class.
- Stop focusing on the little *things*.
  - Stop focusing on the more minor problems.

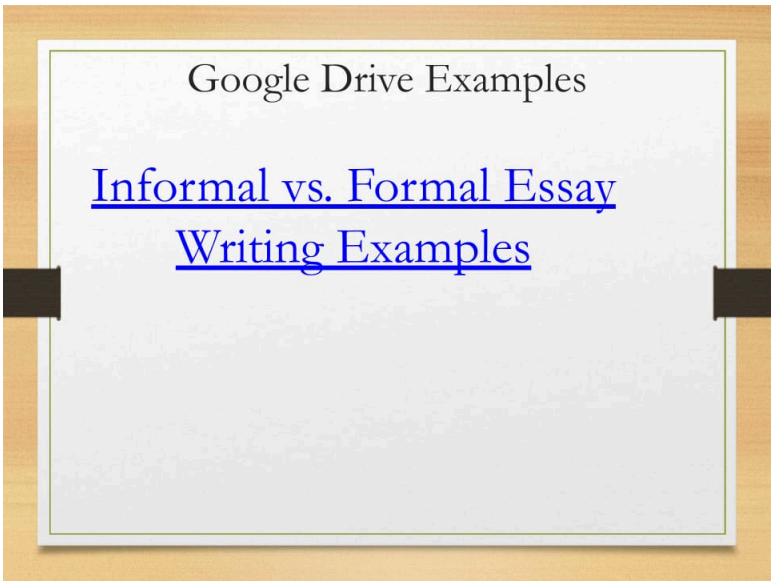
Informal vs. Formal Examples

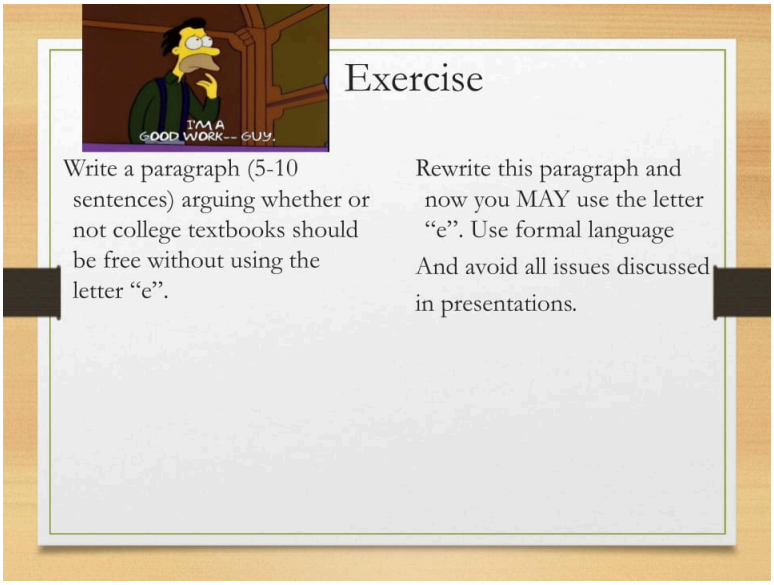
INFORMAL

I decided to write an extended essay on how hip-hop works as protest of the lower classes because I think the music is cool and really gets people dancing, inspiring those people who wouldn't normally think there's any point in being against anything to listen to the message. Being an enthusiastic hip-hop dancer myself, I really wanted to find out some more about this.

FORMAL

This extended essay on how the lyrics of hip-hop developed as a form of protest against a society segregating the working classes is based on the premise of the music having a distinct and energizing rhythm that really inspires people to move, thereby reaching out to audiences who wouldn't normally believe in protest, let alone speak out in public. Thus, the music becomes a vehicle for words of protest that can and indeed have changed the world. My own experience with dancing hip-hop at a relatively advanced and skilled level fuelled my desire to research this topic in more depth.





Instructor will assign the exercise in the final slide of the presentation for either an in class activity or homework.

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12: Twelve Angry Men- Rhetorical Appeals- Lesson Plans and Activities

Rhetorical Appeals

SLO: *Employ rhetorical strategies consistent with the purpose of the writing task.*

Instructor will show Juror #3's last monologue to class (1:29:15 - 1:32:29)

https://archive.org/details/12AngryMen1957

The instructor will ask the students to answer the following questions for discussion (10min):

- Does Juror #3's emotion assist or harm his argument by the end of the film?
- Does Juror #3 make any solid logical arguments in his last monologue?
- Does Juror #3 seemingly tumultuous relationship with his son create any kind of bias that might cloud his judgment of the case? Why or why not?

After ten minutes, the instructor will open up the class for discussion.

After the discussion, the instructor will present a lecture/powerpoint on the rhetorical appeals: ethos, pathos, and logos.

https://docs.google.com/presentation/d/1Rc26O4QiSwDP6riJiHfQRu2SybWzcJg8_VRpp2k8bCI/edit?usp=sharing



ETHOS

The ongoing establishment of a writer's or speaker's authority, credibility, and believability as they speak or writes.

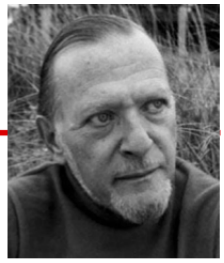




ETHOS

- **Appeal to the writer's/speaker's believability, qualifications, character; relevant biographical information**
- **Use of credible sources (experts, scholars)**
- **Accurate citation of sources: gives credit where credit is due**
- **Experience and authority: person knows the issues and has experience in the field**
- **Appropriate language: uses language of the discipline**
- **Appropriate tone: knows the audience and context of situation**
- **Humility: is not arrogant**
  Avoids sweeping statements like "*Everyone* is doing this!"

The Ethos of Reginald Rose



- Son of lawyer, William Rose.
- Attended City University of New York
- Promoted to first lieutenant in the U.S. Army during World War II.
- Worked as a an ad agency's copywriter, a publicist for Warner Bros, a window washer, a clerk, and a counselor at a camp.
- received an Emmy for his teleplay Twelve Angry Men and an Oscar nomination for its 1957 feature-length film adaptation.

PATHOS

PERSUASION BY APPEALING TO THE READER'S EMOTIONS





PATHOS



- Appeal to the heart/emotion
- Draw from spirituality or religious traditions
- Stories or testimonials
- Personal anecdotes or stories
- Personal connections
- Imagery and figurative language that provokes an emotional response
- Visual images or words that inspire the reader to empathize or have compassion towards the idea/topic
- Powerful words, phrases, or images that stir up emotion
- Details that come from subjective reporting

TOO MUCH?



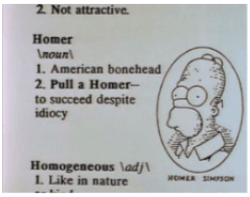
Emotionally Charged Language

Excerpt from *12 Angry Men*:

THREE. You come in here with your heart bleeding all over the floor about slum kids and injustice but you make up these wild stories, and you've got some soft-hearted old ladies listening to you. Well I'm not. I'm getting real sick of it. (*To all*) What's the matter with you people? This kid is guilty! He's got to burn! We're letting him slip through our fingers here.
EIGHT (*calmly*). Our fingers? Are you his executioner?
THREE (*raging*). I'm one of them.
EIGHT. Perhaps you'd like to pull the switch.
THREE (*shouting*). For this kid? You'd bet I'd like to pull the switch!
EIGHT. I'm sorry for you.
THREE (*shouting*). Don't start with me.
EIGHT. What it must feel like to want to pull the switch!
THREE. Shut up!

LOGOS

The use of logic, rationality, and critical reasoning to persuade







LOGOS

- **Appeal to the mind/intellect**
- **Draw from philosophy and logic**
- **Facts**
- **Statistics**
- **If, then… statements**
- **Definitions of terms**
- **Explanation of ideas**
- **Cause and effect**
- **Details that come from objective reporting**
- **Logical reasons and explanations**



Example of Logos

Excerpt from *12 Angry Men*:

EIGHT. This. An el train passes a given point in ten seconds. That given point is the window of the room in which the killing took place. You can almost reach out of the window of that room and touch the el. Right? (*Several of them nod.*) All right. Now let me ask you this. Did anyone here ever live right next to the el tracks? I have. When your window is open and the train goes by, the noise is almost unbearable. You can't hear yourself think. . . The old man heard the boy say, "I'm going to kill you," and one second later he heard a body fall. One second. That's the testimony, right?. . . The woman across the street looked through the windows of the last two cars of the el and saw the body fall. Right? The last *two* cars. . . An el takes ten seconds to pass a given point or two seconds per car. That el had been going by the old man's window for at least six seconds, and maybe more, before the body fell, according to the woman. The old man would have had to hear the boy say, "I'm going to kill you," while the front of the el was roaring past his nose. It's not possible that he could have heard it.



The Ethos of Reginald Rose

Rose on his own jury service:

"It was such an impressive, solemn setting in a great big wood-paneled courtroom, with a silver-haired judge, it knocked me out. I was overwhelmed. I was on a jury for a manslaughter case, and we got into this terrific, furious, eight-hour argument in the jury room. I was writing one-hour dramas for Studio One then, and I thought, wow, what a setting for a drama."

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13: Twelve Angry Men- Major Essay- Rhetorical Analysis- Lesson Plans and Activities

Assign Major Essay # 2: The Rhetorical Analysis

Instructor will assign the second major essay to class.

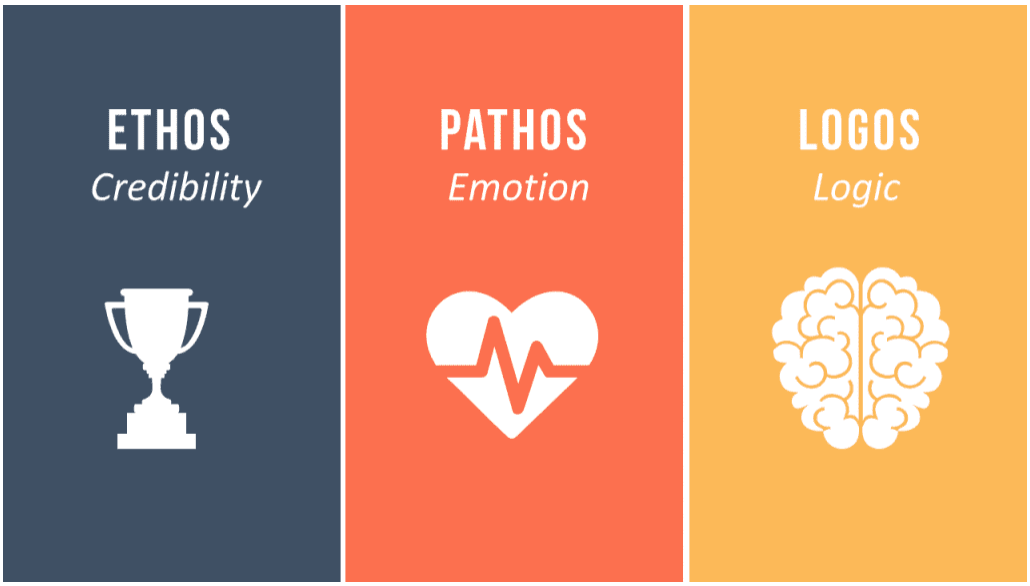
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Harry S. Truman College

ENG 101

Major Essay #2

Rhetorical Analysis



Write an essay analyzing the ethos, logos, and pathos of the film/play *12 Angry Men*:

Organization

Paragraph 1- Introduction

- **Hook/Attention Getter**
- **Response to Hook**
- **Brief Summary of *12 Angry Men***
- **Bridge Sentence**

- **Thesis Statement**
  - **(For example only) *Its effective use of ethos, pathos, and logos make 12 Angry Men a convincing argument for civic responsibility*.**
  - **(For example only) *Though its use of emotion and logic is effective, the lack of direct legal experience of author Reginald Rose compromises 12 Angry Men's legitimacy*.**
  - **(For example only) *12 Angry Men's potent use of logic undermines any doubt about its authenticity and emotional bias*.**

Paragraph 2/Body Paragraph 1- Purpose and Audience

- **Topic Sentence**
- **Discuss what you think is the purpose of this film? What message is it trying to convey?**
  - **Support with dialogue and descriptions from the film.**
- **Discuss who you think is the intended audience of this film.**
  - **Be specific. Name a group of people like "Executive Branch of the United States" instead of "people who support justice" or even worse "everybody."**
  - **Support with content from the film and/or light internet research**
- **Concluding Sentence**

Paragraph 3/Body Paragraph 2- Ethos

- **Topic Sentence**
- **Explain whether or not the screenwriter Reginald Rose and the filmmaker Sidney Lumet are qualified and credible enough to speak on this issue.**
  - **Support with content from the film and/or light internet research**
- **Concluding Sentence**

Paragraph 4/Body Paragraph 3 - Logos

- **Topic Sentence**
- **Explain whether or not the filmmaker and screenwriter soundly use logic in their film**
  - **Support with content from the film, especially dialogue**
- **Concluding Sentence**

Paragraph 5/Body Paragraph 4- Pathos

- **Topic Sentence**
- **Explain whether or not the filmmaker and screenwriter soundly use emotional appeals in their song**
  - **Support with content from the film**

- **Concluding Sentence**

Paragraph 6- Conclusion

- **Restate Thesis**
- **Briefly Summarize Body Paragraphs**
- **End Hook**

You are more than welcome to add additional body paragraphs if need be.

Parameters:

- **Typed**
- **Double-Spaced**
- **Times New Roman**
- **12 Point Font**
- **1 Inch Margin**
- **4-6 pages (not even a word shorter)**
- **Typed on Microsoft Word or Google Docs**
- **Submitted to Brightspace**

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14: 12 Angry Men- Rewatch of 12 Angry Men- Lesson Plans and Activities

Rewatch of *12 Angry Men*

SLO: *Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading.*

Students will watch *12 Angry Men* again in class. This time, they will focus their Cornell Notes on the three rhetorical appeals: Ethos, Pathos, and Logos. They will be actively taking note of any example of these appeals that the film presents.

https://docs.google.com/document/d/1W-LNis3_58YSlhrv8gxN6eVcOlT3jpdsq7RJ4IefIGk/edit?usp=sharing

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15: Twelve Angry Men- Discussion of 12 Angry Men's Rhetorical Appeals- Lesson Plan and Activities

Discussion of *12 Angry Men*'s Rhetorical Appeals

SLO: *Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading.*

Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Students will be divided into three or four small groups to discuss and share their findings on the rhetorical appeals of the film. Instructor should reserve some time at the end of the class period for each group to share their findings.

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16: Twelve Angry Men- Peer Reviews (Rhetorical Analysis)

Peer Reviews # 2

SLO's: *Engage in a reflective process of evaluating their own drafts and those of others.*

Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Students will engage in peer reviews for the rough draft of their Rhetorical Analysis essay

Students will be paired up, swap essays, and read each other's essays to each other respectively.

They will then fill out peer review sheets for each other.

https://docs.google.com/document/d/1M3LNvSMleQm_R2D5XKz4u9FqBDbjN9b1EOudMbk0dGU/edit?usp=sharing

ENG 101

Truman College Writer:_____

Fall Semester 2024 Reviewer:_____

Workshop: Essay #2: Rhetorical Analysis

Please read through your peer's essay and answer the following:

1. Comment on the author's introduction. Does it grab your attention? Does the writer set up enough context for the paper? Do they clearly define ethos, pathos, and logos? What kind of background information did they share? Suggestions?
2. Comment on the writer's thesis statement. Is it clear and specific enough? Is it arguable or a statement of fact? Suggestions?
3. Comment on the writer's use of textual evidence from the film and outside source to support their thesis and points throughout. Do they use enough evidence? Are there places where you think there could be more? Explain.
4. Comment on the organization of the draft. Does one paragraph flow smoothly into the next? Suggestions?
5. Comment on the writer's transitions between paragraphs and their incorporation of textual evidence in the draft. Do they link ideas between paragraphs? Do they smoothly incorporate quotes? If not, indicate where you think revision would help?
6. What examples does the writer use for ethos, pathos, and logos, respectively? What example not mentioned would you suggest?
7. Comment on the strengths and weaknesses of the argument as a whole. Do you as a reader feel like the writer and clearly supported, explained, and proved their thesis through use of evidence, analysis, and explanation?

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17: Twelve Angry Men- Assign Multisource Essay- Lesson Plans and Activities

Assign Multisource Essay

Instructor will assign the final major out of class essay to class: the Multisource Essay.

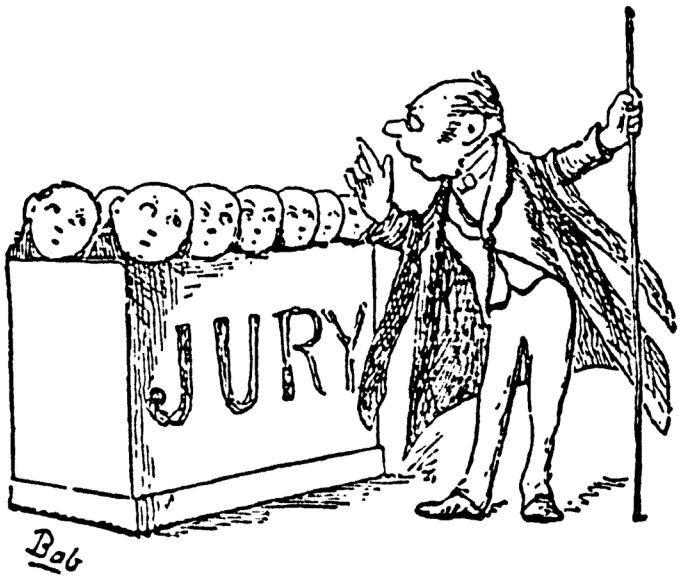
https://docs.google.com/document/d/1dnse9866-0K4-XADciW2RDxmNA7mKFi0r2ioo4ke42o/edit?usp=sharing

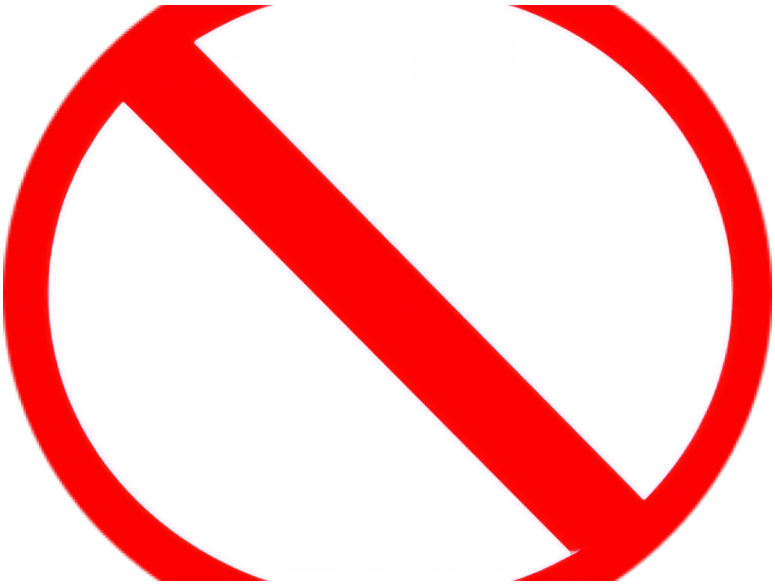
Harry S. Truman College

ENG 101

Out of Class Essay # 3

Multi-Source Essay





Assignment:

Write an essay in response to following question:

Based on the film/play 12 Angry Men and additional outside perspectives, should the United States continue or discontinue the trial by jury as a legitimate form of justice?

Format

- **MLA style**
  - **Introduction**
    - **Hook**
    - **Background Information**
    - **Bridge Sentence**
    - **Clear One Sentence Thesis Statement (do not use a 3.5 thesis)**
  - **Body Paragraphs (at least three of them) must include:**
    - **Topic Sentence**
    - **At least TWO quotes/paraphrases from the source(s)**
    - **Analysis of each quote/paraphrase**
    - **Concluding Sentence**
  - **Counter Argument**
    - **One sentence stating what the opposition thinks.**
    - **Quote/Paraphrase to support the opposition**
    - **Concession (where the writer briefly acknowledges the validity of the opposing viewpoint)**

        - **Rebuttal (where the writer refutes the opposition and identifies flaws in its argument)**
    - **Conclusion**
        - **Restate Thesis Statement**
        - **Summarize main points of essay**
        - **"Call to Action"**

Sources:

You are required to use at least FOUR outside sources to support your argument, including the film *12 Angry Men*, the chapter two "Trial by Jury" from the book *Failed Justice* by Richard D. Sparkman (available on the Internet Archive), and any part of the book *In Defense of Trial by Jury* by The American Jury Trial Foundation (also available on the Internet Archive). The fourth source must be found on your own from one of City College's library databases.

Feel free to share your sources with your fellow classmates, but do not rely on them to do all the work for you.

This essay should also include:

- **A creative title (ie "A Dozen Problems and Justice is One")**
- **Integrated direct quotes and paraphrases**
- **Demonstrated use of topic sentences and transitions**

Other requirements include:

- **Page Numbers with Running Header (ie Jobst 4, Smith 12, etc.)**
- **Typed**
- **No Less Than 4 pages**
- **Times New Roman**
- **12 Point Font**
- **Double Spaced**
- **NO use of the first person point of view and NO personal experience**
- **Essays must be proofread and error free by the final draft**
- **Uploading the essay to Turnitin via Brightspace**

Have fun!

Instructor will assign the second chapter of *Failed Justice* and the first chapter of *In Defense of Trial by Jury* for homework.

https://archive.org/details/failedjusticesol0000spar/page/18/mode/2up?q=jury+&view=theater

https://archive.org/details/trialbyjury0000fewj/mode/2up?q=in+defense+of+juries&view=theater

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18: 12 Angry Men-Discussion of Jury Sources- Lesson Plans and Activities

Discussion of Sources

Students will be broken up into small groups and discuss chapter one of *In Defense of Trial by Jury* and chapter two of *Failed Justice*.

https://archive.org/details/trialbyjury0000fewj/mode/2up?q=in+defense+of+juries&view=theater

https://archive.org/details/failedjusticesol0000spar/page/18/mode/2up?q=jury+&view=theater

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19: 12 Angry Men- Counter Arguments- Lesson Plans and Activities

Counter Arguments

SOL's: *Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others.*

Instructor will present a lecture on counter arguments, as it is a required component of this essay.

https://docs.google.com/document/d/1YBEKDvwvur59laseil46gNSInzJ10vwBNFqdksoJr6Y/edit?usp=sharing

Counter Argument

"Honest disagreement is often a good sign of progress."

Mahatma Gandhi

> **"For example, I don't disagree with Mr. Burford that the inequality suffered by the American Negro population of the United States has hindered the American dream. Indeed, it has."**
>
> **James Baldwin**

Basic Structure

- **Present counter argument or what "others might think"**
  - **"Opponents argue. . ."**
  - **"Critics may claim. . ."**
  - **"Some people state. . ."**
- **Present quote or evidence supporting the counter argument**
- **Acknowledge Validity/Concession**
- **Establish Common Ground**
- **Refute opposing viewpoint with a "rebuttal"**
  - **Argue why your stance is still stronger**
  - **Identify problems or issues with the opposing viewpoint**
    - **Anticipate doubts**
    - **Pre-empt objections**
    - **Another tactic for persuasion in case you can't think of any more affirmative reasons**

-Usually in a paragraph before your conclusion

Signal Phrases:

Some people might think/say. . .

One may object that. . .

On the other hand. . .

Main Claim: Terminally ill patients have the right to end their own lives, and those who choose to help them should not be punished for doing so.

> **Critics argue that the reason why some terminally ill patients wish to commit suicide is nothing more than melancholia. Patients suffering terminal illness might tend to be negative, hopeless, and depressed. In "When Patients Request Assistance with Suicide," Dr. Michael Maskin, an associate professor of clinical psychiatry at Columbia-Presbyterian Medical Center in New York, argues that in many cases, dying patients' thinking is simply occupied by negative reactions to their critical condition (2). In other words, most of the reasons why terminally ill patients request doctors and/or loved ones to assist them in committing suicide might be caused by certain problems such as hopelessness, because there is no effective treatment, anxiety over expensive medical bills, and regret for being a burden to their families (Maskin 2). For this reason, opponents argue that the terminally ill patient needs psychotherapy, and that his wish to end his life should never be considered. Though it is true that psychotherapy might help the terminally ill patient confirm his decision, and that it is *not* a medical doctor's job to help patients end their lives, it is, however, ultimately the patient's decision and his life to end. No person or law should prevent or punish loved ones who assist in that choice.**
>
> **adapted with revisions from *Sourcework,* by Heinle & Heinle, 2006.**

Proposition 12 "prohibits the sale in California of pork products when the seller knows or should know that the meat came from the offspring of a breeding pig (also known as a sow) that was confined "in a cruel manner." This means, among other things, that sows must have at least 24 square feet of living space." (Howe)

Thesis Statement: Proposition 12 in the state of California is a necessary step in eradicating animal cruelty nationwide.

Some people claim that humanely raised pigs create significant economic issues for the state of California. Only four percent of the pork that Californians consume is raised locally, implying that the new law restricting the sale of inhumanely raised pork dictates "how out-of-state farmers run their businesses" (McCaughey). Even Supreme Court Justice Elena Kagan expresses concern about how this law could cause potential tension between states, claiming, "Do we want to live in a world where we're constantly at each other's throats and, you know, Texas is at war with California and California at war with Texas?" (qtd. In McCaughey).

It is true that out of state farms will be adversely affected by this law as California consumes more pork than any other state. (McCaughey) Pork producers would naturally be alarmed of potentially losing business in one of its richest cash cows while complying with this law could also ironically raise the price of pork, making it less affordable to any of their other clients. However, any farm that is at risk of losing money is a farm that is *not* complying with the law's new standards, meaning they are enabling inhumane treatment of pigs for years to come. Farms like these deserve to pay the consequences for animal cruelty, and one of those consequences can be a loss of revenue. Though it may cause tension between states, that is a small price to pay in creating a system that protects the safety of pigs without giving up the precious commodity of pork.

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20: Twelve Angry Men- Peer Reviews (Multisource Essay)- Lesson Plans and Activities

Peer Reviews #3

SLO's: *Engage in a reflective process of evaluating their own drafts and those of others.*

Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Students will engage in peer reviews for the rough draft of their Compare and Contrast Essay.

Students will be paired up, swap essays, and read each other's essays to each other respectively.

They will then fill out peer review sheets for each other.

https://docs.google.com/document/d/1j0V3XJeQ9yuLdiuOyYWC9sp_sRhcrN1z/edit?usp=sharing&ouid=118211166966739877885&rtpof=true&sd=true

ENG 101 Writer:_____

Fall Semester 2024 Reviewer:_____

Workshop: Essay #3

Please read through your peer's essay and answer the following in multiple complete sentences each:

1. Does the writer set up enough context for the paper and clearly link the sources they are writing about in the introduction? Suggestions? Comment on the author's introduction. Does it grab your attention?
2. Comment on the writer's thesis statement. Is it clear and specific enough? Is it arguable or a statement of fact? Suggestions?
3. Comment on the writer's use of textual evidence from the chapters, film, and other sources to support their thesis and points throughout. Do they use enough evidence? Are there places where you think there could be more? Explain.
4. Comment on the organization of the draft. Does one paragraph flow smoothly into the next? Suggestions?
5. Comment on the writer's transitions between paragraphs and their incorporation of textual evidence in the draft. Do they link ideas between paragraphs? Do they smoothly incorporate quotes? (Remember: Introduce, Integrate, Interpret) If not, indicate where you think revision would help.
6. Comment on the strengths and weaknesses of the argument as a whole. Do you as a reader feel like the writer and clearly supported, explained, and proved his/her thesis through use of evidence, analysis, and explanation?

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GLOSSARY

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