

Plans for Mark Scher, Week of 10/31/05, meeting CDEAB, week 09

English 9 (Block 9.01, meeting A1C2D1 [25 students]; 9.06, meeting A6C5D6 [23 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [22 students])

The critical lens essay on “A Man Called Horse” is due on Tuesday, Nov. 1, by 3:10 p.m.

Daily, students show knowledge of definitions and use of Global voc. (see list)

Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis)

Start each class with an episode from videotape of Odyssey, asking students to report their observations about the conduct of major characters (characterization and motivation) and identify ongoing themes. {The classes stopped at different points. Trust them to find the right beginning.}

On day 2, take a vocab quiz on the first five items.

Starting on day 1:

If needed, students finish comparing and contrasting the characterization of the characters in “Thank-You, Ma’m,” and in “No-Guitar Blues”—boys, mothers; morality—doing the right thing, acting out of self-centeredness; the use of setting—bright vs. bleak in “No-Guitar,” the home in “Thank-You.” This will require that they read or re-read the stories. They help to plan the schedule.

Then:

Students “taste the text,” checking for sensory detail in “The Most Dangerous Game,” Elements, 14-29. They will have class time to read as then chart the plots (learning to identify major elements: conflict, exposition, complication, crisis, climax, resolution or denouement). We’ll use p. 30, questions 1-9 as a guide. Students should expect a quiz on the story. (This will probably last two days.)

Depending on time, we may start work on “Antaeus,” in Elements, looking at characterization and theme, especially as the piece relates to the myth of Antaeus.

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ACE English (meeting A3B1D2) [16 students]

From Easterbrook, in Faigley, 645–653, follow the steps in Faigley, 100–102. Turn in an early draft at a date to be announced and a final draft at a date to be announced. For this assignment, you are focusing on “good reasons,” audience, and ethos. That is, you are concentrating on logos, pathos, and ethos. We will squeeze in a Writers’ Workshop to improve your drafts.

Weeks 09-10. Oct. 31-Nov. 11:

Read Faigley, 107–128 for understanding of the importance of “definition.” Answer the following questions for discussion in class:

For McCloud,

1. What is McCloud’s central claim?
2. What reasons does he provide to support his claim?
3. Why, according to McCloud, is this argument important?

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4. Identify the ethical and pathetic appeals that McCloud employs in making his argument. Are they effective? If so, why? If not, why not?

For O'Connor,

5. What is O'Connor's central claim?
6. What reasons does she provide to support her claim?
7. Why, according to O'Connor, is this argument important?
8. Identify the ethical and pathetic appeals that O'Connor employs in making her argument. Are they effective? If so, why? If not, why not?(Lupfer 29)

With these pieces you had been clarifying and working with **ethos**, **pathos**, and **definition**. In local or national debates that you care about, find two definitional issues and demonstrate to the class how those issues affect the argument. For example, what definitions are involved in the slogan, "Guns don't kill people; people kill people" or in the words "political conservative" or "political liberal" (as in "Richard Cohen is a liberal writer"; "George Will is a conservative writer")?

Now that you have a firmer handle on definition argument, follow the directions in Faigley, 125–127, in writing an essay. In addition to focusing on definition, you will focus on your skills with ethos and pathos. We will determine the due date.

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Creative Writing (meeting B4D4E6) [16 students]

Students create short stories, graphic novels, videos, theatrical scripts. Some of these longer projects will reappear later in the course. We need to bring this project to a halt, so you need to aim at some degree of completion for this week.

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English 12 (meeting B5C6E5) [26 students]

We view of Independence Day. After re-viewing it, students will develop a topic as a class and independently turn in an essay on theme or characterization in Independence Day. What important matters involving these literary elements do they see here?

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ELA Lab.09 (meeting C1)

Students catch up or work ahead of English class. Students may work on other subjects, with teacher leading them into using ELA skills.