

Plans for Mark Scher, Week of 10/17/05, meeting CDEAB, week 07

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

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.}

**Days 1-2:**

Students read silently as teacher reads aloud “A Man Called Horse,” Elements 119, and they conduct SQ3R (Survey, Question, Read, Recite, Review).

Students complete the test on the story as preparation for writing a critical lens essay on it.

Students evaluate the draft of student essay on pp. 273–274 in Preparing for the Regents Comprehensive Examination in English.

**Day 3:**

Students write and turn in the critical lens essay in handout.

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**ACE English (meeting A3B1D2) [16 students]**

The “things that tick you off” essay is due at Turnitin.com by midnight on Wednesday, 10/19/05.

Weeks 07-08. Oct. 17-Oct. 28:

Field trip to CCC’s library on Tuesday, 10/18. Bring money for lunch. You will receive ACE ID’s.

Read Faigley, 57–75. Be ready to tell the class whether or how the information on pp. 42–43 applies here; also answer the following questions, with an eye for issues of audience:

For Reilly, “Bare in Mind”:

1. What are Reilly’s central claims? What reasons does Reilly provide to support his claims?
2. Who is Reilly’s audience? Has he crafted his argument to be persuasive to this audience? If so, how? If not, why not?

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3. Name an audience for whom Reilly’s essay would **not** be persuasive. Why would this audience resist Reilly’s argument? Could this argument be made in a different way to persuade this audience? If so, how?

For “Got Milk”

4. What are the implied arguments of this advertisement?
5. Would this advertisement have been more effective if its argument had been made explicitly? Why or why not?
6. In what magazines, and with what audiences, might this advertisement not be effective? Why? (Lupfer 18)

Do the assignment in Faigley, 75–76, using directions for items 1 and 2. Print your paragraphs for peer review. Your peers will be asking whether you met the rhetorical criteria of the assignment. You will turn in a final draft for a grade at a time to be announced. For this assignment, you will focus your attention on identifying and aiming at particular audiences.

Read Faigley, 77–102. Tell the class

7. What are the central claims of White’s essay?
8. How does White establish his ethos? [Notes in the margins say,] “he makes himself seem enormously sympathetic and trustworthy.” How does he do so?
9. How does White connect with his readers’ values and assumptions? (Lupfer 23)

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 schedule a Writers’ Workshop to improve your drafts.

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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.

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**English 12 (meeting B5C6E5) [26 students]**

Explain something about yourself (4 minutes). For this exercise, we will pay attention to presentation skills and to content. This will end our Public Speaking unit.

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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.