

Plans for Mark Scher, Week of 10/10/05 , meeting DEAB, week 06, with Columbus Day holiday on Monday 10/10/05

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

After Day 1, 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.

Day 1:

Fill out and collect Literary Review Sheet for Soto.

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

Students recall authors, titles, themes, characterization, etc. for literature read this year. Start the critical lens essay on p. 302 of Preparing for the Regents Comprehensive Examination in English.

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ACE English (meeting A3B1D2) [16 students]

Weeks 05-06. Oct. 3-Oct. 14:

Day 1: students provide anonymous printouts of their evaluated Vermeer essays for analysis and verification of their evaluations.

Read Faigley, 42–43; then read the explanations in 28–48. In this section, you will confirm your ability to recognize certain kinds of “good reasons,” as an element of logos.

Examine Guinier 48–54 in light of the “Questions for Finding Good Reasons,” 42–43. Be ready to explain your findings in class, with answers to the following questions, especially in light of logos:

1. What are Guinier’s central claims?
2. Choose one of Guinier’s central claims. What reasons and evidence does she provide to support this claim?
3. Consider the logical structure of Guinier’s argument.
 - Does she argue by definition? If so, how?
 - Does she argue from value or consequence? If so, how?
 - Does she compare or contrast? If so, how?
 - Does she counter objections to her position? If so, how?
4. Why is Guinier’s argument arguable? (Lupfer 13)

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Examine Malkin’s article in Faigley, 470-480. We will take some time to evaluate her rhetoric. Start with an answer to these general questions: what is her central claim and how fully does she persuade you? In class, be ready to show how she uses rhetorical devices as part of her argument.

Follow the directions in Faigley, 54, items 1–6, to write on one of the topics you devised called “things that tick you off” [see our first section, item #5] for peer examination. Turn your essay in on a date to be announced. For this essay, you should focus your attention on devising “good reasons.”

Once your peers have evaluated your **logos**, we will spend some effort in revising. For that purpose, we will return to Faigley, 211–222. The class will be looking over some of your paragraphs to see how attention to Faigley, 211–222 improves your work. That means that we will be projecting publicly your pre-Faigley, 211–222 draft and your post-Faigley, 211–222 draft.

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Creative Writing (meeting B4D4E6) [16 students]

Students create Place poems. . . .

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English 12 (meeting B5C6E5) [26 students]

After current round of one-minute news summaries:

Explain something about yourself (4 minutes). For this exercise, we will pay attention to presentation skills and to content.

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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.