

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

This week:

Students research and complete their “Career Essays.” Block 9.01 will first complete their “No Guitar Blues” essays. Blocks 9.01 and 9.06 are in the computer room; block 9.01 has laptops in our room.

Next week:

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]

The Vermeer essay is due by midnight, October 3.

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

Defining **rhetoric**, **ethos**, **pathos**, **logos**, **rhetorical context**, and **rhetorical situation**. We will examine some samples of rhetoric in common use (editorials, sales material, letters, essays, for example). Then we will examine the rhetoric in the readings listed below. In this section of the course you will recognize certain matters of rhetoric, so that you can apply them to your own thinking and writing.

Before class, read Faigley 13 and then 5–27. Watch especially for **ethos** and **pathos**. Be ready to answer the following questions in class:

1. What is Carson’s central argument?
2. What reasons does Carson provide to support her argument?
3. In what ways does Carson establish herself as a credible voice in this debate? In what ways does she reach out to the emotions and values of her audience?
4. How does the structure of this chapter—the way that she presents the material—reflect Carson’s awareness of her audience? (Lupfer, Eric and Victoria Davis. **Instructor’s Manual to Accompany Faigley/Selzer**. . . NY: Pearson, Longman, 2004, 7.)

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)

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][Teresa Fico is scheduled elsewhere on D days]

Students engage in more play, acrostics. . . .+++++

English 12 (meeting B5C6E5) [26 students]

After current round of one-minute news summaries:

1. Last chance for students to present three minute news summaries, emphasizing performance.
2. Prepare for next oral presentation: 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.