

**Mark Scher Week of 01/27/03 (Days CDEAB)**

**ACE/AP English (Days BCE)**

**Writing Assignment due Thursday, 03/06, by 7 p.m.: follow one of the "Further Suggestions for Writing," 153.**

**Review of Irony**

**"The Necklace," 177-183; 175-176  
"Saboteur," 184-192**

**Standards: 1, 2, 3, 4**

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**English 12 (Days ABD)**

**Journalism Unit:**

- From actual articles and from textbook by Hall, evaluate the effect, in law and in a reader's mind, of such words as said, alleged(ly) source, is reported, according to
- Evaluate the section "Rights and Responsibilities" in Hall (pp. 11-24) for discussion of p. 21, #5 and p. 22 #7: what should the newspaper have done; what should it do now?
- Evaluate the library article not printed in 1999–2000: determine whether it should have been printed as is.
- Evaluate the editorial (handout) based on Wiener.

- Evaluate the paragraphs (read aloud to students) from Hall's workbook, 11-12): defend or criticize the paragraphs
- Debate the solutions to the legal cases cited by Hall's handbook, pp. 14–15. Then each student produces a final argument in editorial format.
- Explain whether Hall's workbook exercises on sports writing contain opinion or fact (pp. 26-27)
- By examining professional news articles, determine the common structure of different kinds of articles
- From a list of possible news and editorial topics, choose topics most appropriate for our audience (see handout based on Wiener)

**Standard 1,2, 3, 4**

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**English 9 (9.01 on days ACE; 9.03 on days ABD; 9.06 on days ACD); English 9x4 (Days ABCD)  
(Split the hours between the writing assignment, the listening assignments, and the River project.)**

- 1. Students write the first formal critical lens essay (handout) after setting the due date.**
- 2. Using Preparing for the Regents Comprehensive Examination in English:**
- 3. Students work in small groups (except for items to be turned in).**
- 4. Students work on the River project.**

**Standards: 1, 2, 3, 4**