

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, The Age of Enlightenment, imperialism, alloys, alluvial soil)

**Day 1:** announce quiz on vocab for day 2.

**Day 2:** quiz on vocab.

Students finish and explain to the class the representations of a scene or of an important element from “Antaeus” that they have made.

Students demonstrate similarities among “No-Guitar Blues,” “A Man Called Horse,” “Most Dangerous Game, and “Antaeus.” They relate all to “coming of age” or “rite of passage.”

Students define love and list/graph signs of love in these stories.

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

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. Due by 11/19 at midnight.

*For class, please go on with your reading as directed in the following paragraph (from Tufte, etc.), but we need to decide what to do with this writing assignment: 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 called this the “Scream” assignment.*

At this point, we will dig deeper into logical argument, with causal arguments. So, before class, read Faigley, 129–152.

Be ready to show the class

1. What is the central claim of Tufte’s argument? What is his purpose in making this argument?
2. What reasons does he use to support his claim?

3. According to Tufte, how can credible graphic elements add to an audience’s understanding of a causal claim? Conversely, how can graphic elements that are used poorly detract from the credibility of a causal claim. (Lupfer 32) Finally, how do graphics affect ethos?

Apply your new skills to the article by E. Johnson at  
<<http://docushare.edutech.org/dsweb/View/Collection-7119>>.

In an essay, explain what methodology Johnson used (something akin to J. S. Mill’s in Faigley, 130–131? Something else?) Was this method effective? Why or why not? If the method was unsuccessful, . . . suggest another method of approaching the argument. (Lupfer 32). In this essay, you are adding additional focus on logos. We will set a due date for this essay.

In a second essay, follow the directions in Faigley, 149–152. In this essay, you are confirming your ability to practice the skills emphasized so far in our work. We will set a due date for this essay and we will schedule a Writers’ Workshop. Beforehand, return to your earlier essays to generate a needs list— what are the most significant or most common ways to improve your writing, as reflected in evaluation of your earlier work?

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**Creative Writing (meeting B4D4E6) [16 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]**

Students attempt closed forms (sonnet, haiku, limerick).

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**English 12 (meeting B5C6E5) [25 students]**

We view some ancestors to Independence Day: an episode from Buck Rogers and The Day the Earth Stood Still. We are comparing their use of media and the standard list of literary elements. We are especially looking for ways in which these pieces reflect the culture that produces them.

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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.