

English 9 (Block 9.01, meeting A1C2D1 [26 students]; 9.06, meeting A6C5D6 [22 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [21 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, ancestor worship/praying to one's ancestors and believing that they have power, because they are still part of the community), assimilation (absorbing or being absorbed by another culture))

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.

Student write and submit to <Turnitin.com> an essay explaining which story seems the richest, the best, or the most interesting-- and why. They make reference to such literary elements as theme, characterization, motivation, setting, narrative point of view, descriptive detail in support of their thesis. This is due at the end of class on day 3.

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ACE English (meeting A3B1D2) [16 students]

Week 14-16. Dec. 05-Dec. 22:

On day 1, we will hold individual conferences about your writing. Please bring printouts of your work and, preferably, notes and drafts, so that we can examine your own writing process. Time permitting, we could probably extend this exercise to day 2.

You have an essay due by midnight on December 09, 2005, at midnight showing your work with causal argument, based on Faigley 149-152.

In our next section, you will develop and deepen your skills in evaluation argument. For that purpose, read Faigley, 153–167. In class, show your peers:

For Gable and Handler,

1. What is the central claim of the article? What is the authors' purpose for making this argument?
2. What criteria do they use to evaluate Colonial Williamsburg? Are these criteria aesthetic, practical, moral, or a combination of the three?
3. Does this article contain an implicit or an explicit evaluative argument? Why might Gable and Handler have chosen to present their argument in this way?
4. This article appeared in the Chronicle of Higher Education, a journal with an audience of academic and educational professionals. What criteria might Gable and Handler have used instead if they were writing this article for a popular travel magazine?

For Pocek,

1. What is the central claim of Pocek’s argument? What is her purpose for making this argument?
2. What criteria does Pocek use in her evaluation? Are these criteria aesthetic, practical, moral, or a combination of the three?
3. What other type of argument is Pocek making? Where and how does she incorporate this other type of argument? Does this strategy add to or detract from her central claim?
4. How is Pocek’s ethos different from that of Gable and Handler? Is her ethos effective for the type of argument she is making and for her rhetorical situation? Why or why not? (Lupfer 36–37)

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Creative Writing (meeting B4D4E6) [15 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]

Students write about places that comfort them.

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English 12 (meeting B5C6E5) [25 students]

We view some ancestors to **Independence Day**: For *The Day the Earth Stood Still*, we are comparing the use of media and the standard list of literary elements. We are especially looking for ways in which these pieces reflect the cultures that produces them. Once we finish viewing *The Day the Earth Stood Still*, the students will produce an essay on whether this movie portrays humans as basically reasonable, rationale, in the face of alien contact.

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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.