

I love deadlines. I like the whooshing sound they make as they fly by. –Douglas Adams

1 <sup>st</sup> and 2 <sup>nd</sup> periods				
<p>M Nov 30</p> <ul style="list-style-type: none"> <li>Go over “Goodbye to All That” MC</li> <li>Look over Pennies essays</li> <li>Discuss research paper topics</li> </ul> <p>M Dec 7</p> <ul style="list-style-type: none"> <li>Write High School essay</li> <li>Two research topics, turn in in the form of a question</li> </ul> <p><b>FINALS</b></p> <p>M Dec 14 (Study Hall, 1, 2)</p>	<p>T Dec 1 NO MURDOCK</p> <p>T Dec 8 NO MURDOCK</p> <p><b>FINALS</b></p> <p>T Dec 15 (Study Hall, 3*, 4) <i>Final: vocab. test and an in-class poetry essay</i></p>	<p>W Dec 2</p> <ul style="list-style-type: none"> <li>Discuss Botstein</li> <li>Look at High School Reading packet, outline in groups</li> <li>Write intro and conclusion</li> <li>Florida MC</li> <li>W Dec 9 Prepare for final (bring your text book!!!)</li> </ul> <p><b>FINALS</b></p> <p>W Dec 16 (5, 6, 7)</p>	<p>Th Dec 3 NO MURDOCK</p> <p>Th Dec 10 NO MURDOCK</p> <p><b>FINALS Make-ups</b></p> <p>Th Dec 17 (1-7)</p>	<p>Fr Dec 4 FURLOUGH</p> <p>Fr Dec 11 FURLOUGH</p> <p>Fr Dec 11 FURLOUGH</p>
6 <sup>th</sup> period				
<p>M Nov 30 NO MURDOCK</p> <p>M Dec 7 NO MURDOCK</p> <p><b>FINALS</b></p> <p>M Dec 14 (Study Hall, 1, 2)</p>	<p>T Dec 1</p> <ul style="list-style-type: none"> <li>Go over “Goodbye to All That” MC</li> <li>Look over Pennies essays</li> <li>Discuss research paper topics</li> </ul> <p>T Dec 8</p> <ul style="list-style-type: none"> <li>Write High School essay</li> <li>Two research topics, turn in in the form of a question</li> </ul> <p><b>FINALS</b></p> <p>T Dec 15 (Study Hall, 3*, 4) <i>Final: vocab. test and an in-class poetry essay</i></p>	<p>W Dec 2 NO MURDOCK</p> <p>W Dec 9 NO MURDOCK</p> <p><b>FINALS</b></p> <p>W Dec 16 (5, 6, 7)</p>	<p>Th Dec 3</p> <ul style="list-style-type: none"> <li>Discuss Botstein</li> <li>Look at High School Reading packet, outline in groups</li> <li>Write intro and conclusion</li> <li>Florida MC</li> <li>Th Dec 10 Prepare for final (bring your text book!!!)</li> </ul> <p><b>FINALS Make-ups</b></p> <p>Th Dec 17 (1-7)</p>	<p>Fr Dec 4 FURLOUGH</p> <p>Fr Dec 11 FURLOUGH</p> <p>Fr Dec 11 FURLOUGH</p>

### HOMEWORK DUE NEXT CLASS:

1. Read “Let Teenagers Try Adulthood” (page 153-155); answer q. 4 and 5 AND prepare a point or two you’d like to raise when we discuss this in class (you DON’T need to word-process these responses).

### HOMEWORK DUE NEXT WEEK (MON., Dec. 7 – 4<sup>TH</sup> PD., TUES., DECEMBER 8 – 5<sup>TH</sup> PD.)

1. Read the following twice or thrice:

<p>a. from Education (102-108) A TOUGH ESSAY!!!</p> <p>b. from Report of the Massachusetts... (150-153)</p> <p>c. The Liberal Arts ... Info-Glut (155-157)</p> <p>d. A Model for High Schools (158-159)</p> <p>e. U.S. Students Fare Badly... (160-161)</p> <p>f. The Spirit of Education (a painting on page 162)</p>	<p><b>You pick the questions.</b> For each of these essays, pick one question you want to answer and word-process the answer. Try to be concise --- four to five wonderful sentences per question ought to do it. Please label your questions!</p> <p><i>Note: You will use the essays in the education section of the textbook to construct an essay, which we will plan and write IN CLASS! I hope this elicits “hoorays,” and “huzzahs” more so than “boos.”</i></p>
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2. Bring in two research paper topics, both composed in the form of a question (see below for form/ideas).

3. Florida Mea Culpa

The following are questions we will/might be considering while we practice AP-style persuasive essays. Murdock lists these questions only as examples of questions that could lead to interesting persuasive papers; Murdock just wants to turn the ignition key on your noggins. That being said, if you wish to work with any of these topics, see Murdock.

- Should the United States abolish the penny?
- Should the practice of eminent domain, as practiced by the United State’s government, be continued (under eminent domain, the govt. is allowed to seize private property for the public good, for example, the govt. may need to seize privately held real estate in order to build a freeway – people who’s property is seized are always compensated).
- Should American horses be slaughtered by foreign interests for foreign profit and culinary interests?

4. Does the media have a positive or negative effect on the effects of disasters? (think 9/11, swine flu)
5. Should the United States government continue to fund artists through the National Endowment for the Arts?
6. Do political polls accurately reflect the views of a population?
7. Are athletes overpaid?
8. Has Title IX allowed for more gender equality in the world of sports? (Title IX is a federal law that mandated that schools – universities and high schools largely – provide equal opportunities for men and women in terms of athletics)
9. Should the United States consider to fund space exploration?
10. Although high schools want (need!) to encourage individual thinking, should dress codes (or other methods of conformity) be imposed?
11. Should there be some texts that EVERY student in a United States high school should read?
12. Is advertising propaganda or does advertising promote free trade and the exchange of ideas?
13. What are the most important considerations for those acquiring new acquisitions for museums?

## Nothing to write about?

Controversial Topics: <http://www.questia.com/library/sociology-and-anthropology/social-issues/controversial-topics.jsp>

Abortion	Drug Legalization	Holocaust	Nuclear and	Shakespeare
Advertising Ethics	Drug Testing	Reparations	Hazardous Waste	Authorship
Affirmative Action	Ebonics and Black	Home Schooling	Nuclear	Controversy
Animal Rights	English	Homelessness	Proliferation	Smoking Laws
Anti-Semitism	Endangered	Illegal Immigration	Pharmaceutical	Social Security
Assisted Suicide	Species	Intelligent Design	Industry	Standardized
Australian	Environmental	(ID)	PLO	Testing
Aborigines	Ethics	Landmines	Pornography	Stem Cell Research
Bilingual Education	Euthanasia	Legal Drinking Age	Debate	Steroids
Bioethics	Evolution	Maori People	Prescription Drug	Surrogate
Biotechnology	False Memory	McCarthyism	Reform	Motherhood
Business Ethics	Female Genital	Media and	Privacy	Tax Reform
Capital Punishment	Mutilation	Terrorism	Pro-Choice	Teenage Pregnancy
Censorship	Foreign Aid	Media Images of	Movement	Tobacco Industry
Civil Liberties and	Free Speech	African-Americans	Pro-Life Movement	Transracial
Anti-Terrorism	Freedom of the	Media Images of	Right to Bear Arms	Adoption
Measures	Press	Women	(Second	USA Patriot Act
Class Action	Gay Parents	Media in Wartime	Amendment)	Violence in the
Lawsuits	Gay Rights	Medical Ethics	Rigoberta Menchu	Media
Cloning	Gays in the Military	Medical Marijuana	Controversy	War on Terrorism
Conscientious	Globalization	Medical	Ritual Abuse	Women in the
Objectors	Gun Control	Malpractice	School Violence	Military
Corporate	Harry Potter	Mental Health	School Vouchers	Working Mothers
Corruption	Controversy	Policy	Search and Seizure	Workplace
Corporate	Hate Crimes	Minimum Wage	(Fourth	Diversity
Responsibility	Hate Speech	Miranda Rule	Amendment)	Year Round School
Creationism	Health Care Reform	Multiculturalism	Separation of	
Dress Codes in	Holocaust Denial	NAFTA	Church and State	
School			Sex Education	

## **Conclusions--Try These . . . from Elektra Cohen:**

As with introductory devices, you must use a conclusive device that is appropriate to your topic, level of formality, and genre and disciplinary conventions.

1. Restatement or summary (suggestion: Do not use with short papers, 2-5 pages, best with papers over 5 pages long or for very formal situations).
2. Allude back to material in the introduction--frame the essay
3. Offer a solution
4. End with a call to action
5. Give the result of the topic of your paper
6. Show topic's significance or effect(s)
7. Personal or group reaction--explain what you or others will do in response to the topic
8. Punchy single sentence, statistics, facts
9. Important implications
10. A thought provoking question about your topic
11. Quotation
12. Anecdote
13. A trick some writers use is to save a point that could have been made in the body of the paper for the conclusion. The point should obviously be one of lesser importance.

Your conclusion should be polished and emphatic. You want to leave your reader with a striking impression of what you've written. This is your last chance to affect the reader.