

AP English Language and Composition

Syllabus

Curricular Requirements

CR1	The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style.	see pages 4, 5, 6, 8, 9, 10, 13, 15
CR2	The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/ biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques	see pages 4, 5, 6, 8, 9, 10, 12, 13, 14, 16
CR3	The course provides opportunities for students to develop the skills in Skill Category 1 – Rhetorical Situation (Reading): Explain how writers' choices reflect the components of the rhetorical situation.	see pages 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR4	The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.	see pages 6, 7, 8, 9, 10, 12, 13, 14, 15
CR5	The course provides opportunities for students to develop the skills in Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.	see pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR6	The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.	see pages 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR7	The course provides opportunities for students to develop the skills in Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.	see pages 6, 7, 9, 10, 11, 12, 13, 15, 16
CR8	The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.	see pages 7, 8, 9, 10, 11, 12, 14, 15, 16
CR9	The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers' stylistic choices contribute to the purpose of an argument.	see pages 9, 10, 11, 12, 13, 14, 15, 16
CR10	The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.	see pages 10, 11, 12, 13, 14, 15, 16

CR11	The course provides multiple opportunities for students to write argumentative essays that synthesize ideas from a variety of sources.	see pages 7, 10, 12, 13, 14, 16
CR12	The course provides opportunities for students to write rhetorical analysis essays.	see pages 8, 9, 12, 13, 16
CR13	The course provides opportunities for students to refine writing skills by prewriting, drafting, revising, and collaborating with teacher and peers.	see pages 10, 11, 13, 14, 15, 16

Required Evidence

CR1	The course is organized into 3 topical units, 6 thematic units, and 1 review unit allowing students to interact with the rhetorical situation, claims and evidence, reasoning and organization, and style. Skills are strategically spiraled throughout the course to provide opportunities for proficiency.	see pages 4, 5, 6, 8, 9, 10, 13, 15
CR2	The course is built around diverse and engaging nonfiction texts that allow students to explore a variety of rhetorical strategies and techniques used by authors. Instruction covers how authors' rhetorical strategies are informed by context, occasion, and audience as they relate to different genres of writing and speaking.	see pages 4, 5, 6, 8, 9, 10, 12, 13, 14, 16
CR3	The first unit of the course, "Introduction to Rhetoric," provides students with the basic framework of the Rhetorical Situation, which informs their reading and writing throughout the course. Assignments are scaffolded to build their skills in rhetorical analysis. They move through annotation activities, multiple choice questions, and short writing assignments, and they eventually build to writing full rhetorical analysis essays.	see pages 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR4	Students practice both analyzing and making strategic choices in a text to address a rhetorical situation. Unit 2 includes several scaffolded short writing assignments related to analyzing the rhetorical situation, and in Unit 5 they synthesize evidence from readings to write a speech designed to persuade a specific audience.	see pages 6, 7, 8, 9, 10, 12, 13, 14, 15
CR5	Unit 2 delves deeply into how writers and speakers build effective arguments using evidence and reasoning. Each reading is paired with an assignment or assignments based on identifying claims and supporting evidence, as well as analyzing an argument's reasoning. Students continue to practice these skills throughout the course.	see pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR6	Students are introduced to synthesis in Unit 3, in which they practice developing their own line of reasoning, selecting and analyzing evidence, and they progress through a series of steps to write a full-length synthesis essay. Students continue to practice these skills throughout the course.	see pages 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR7	Lessons related to Reasoning and Organization are scaffolded throughout the course. An example assignment can be found in Unit 3, where students learn how authors create a line of reasoning by reading and analyzing Dorothea Dix's article "Being a Woman." They answer questions about how Dix uses commentary to connect a claim with the evidence used to support it, and how the author arranges ideas to reveal a line of reasoning.	see pages 6, 7, 9, 10, 11, 12, 13, 15, 16
CR8	In Unit 4, students write an argumentative essay that presents a position	see pages

	on cell phone use in school and includes an effective introduction and conclusion, counterargument thesis statement, evidence and commentary, and an effective line of reasoning to support their claims.	7, 8, 9, 10, 11, 12, 14, 15, 16
CR9	Skills related to style are introduced in depth in Unit 5, and in Unit 6, students explore how writers use word choice and other stylistic devices, such as satire, to achieve desired effects. Students read Jonathan Swift’s satirical essay “A Modest Proposal” and then write an essay describing how Swift uses satirical devices to achieve a specific purpose.	see pages 9, 10, 11, 12, 13, 14, 15, 16
CR10	In Unit 6, students work through a series of prewriting assignments to then build to writing an essay that presents their position on the cost of college. They must also create an appropriate tone and style through word choice, comparisons, and syntax.	see pages 10, 11, 12, 13, 14, 15, 16
CR11	Students write multiple synthesis essays throughout the course, including practice AP-style essays in both Unit 5 and Unit 8.	see pages 7, 10, 12, 13, 14, 16
CR12	Students write multiple rhetorical analysis essays throughout the course, including practice AP-style essays in both Unit 4 and Unit 7.	see pages 8, 9, 12, 13, 16
CR13	The course includes multiple opportunities for students to refine writing skills. A sample assignment can be found in Unit 8, where students work through an organized writing process that includes prewriting, drafting, and revising.	see pages 10, 11, 13, 14, 15, 16

Course Description

AP[®] English Language and Composition teaches students how writers use language to create meaning. Students will read and analyze a variety of nonfiction genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms. **CR2** The primary focus is on writing evidence-based analytical, synthesis, and argument essays and analyzing the rhetorical choices of a wide range of nonfiction writers. **CR1** In addition to analyzing written texts, students will also study visual rhetoric such as photographs, advertisements, and political cartoons. As stated in the AP English Language and Composition Course Description, students learn to “evaluate, synthesize, and cite research to support their arguments . . . [and] read and analyze rhetorical elements and their effects in nonfiction texts.” Students learn critical reading and writing skills, which are honed by the close reading, writing, and revising of original essays.

This content is presented in an online course through which students view lectures from experienced, highly qualified instructors; access nonfiction rhetoric (written and visual); and practice close reading and writing skills. Students are provided with continual feedback from instructors via phone, instant messages, emails, discussion threads, and live chats, as well as written feedback on their assignments. In addition to scaffolded learning focused on the big ideas of the course, each unit includes a lesson focused on test-taking skills designed to help students be successful on the AP Language and Composition exam.

Big Ideas

Rhetorical situation: Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and evidence: Writers make claims about subjects, rely on evidence supporting the reasoning

that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Reasoning and organization: Writers guide understanding of a text's lines of reasoning and claims by organizing the text and integrating evidence.

Style: The rhetorical situation informs writers' strategic stylistic choices.

MATERIALS NEEDED

Textbook

Shea, Renée, et al. *The Language of Composition: Reading, Writing, Rhetoric*. 3rd ed., Bedford/St. Martin's, 2018.

Supplemental Texts

Alter, Adam. *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*. Penguin Press, 2017.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Crown, 2011.

Supplemental Websites

<http://apcentral.collegeboard.com> (Teachers and students are encouraged to make use of the additional resources provided through the website. Students may access additional instructional supports, complete progress checks, and take practice exams.)

Course Outline

Unit 1 – Introduction to Rhetoric **CR1** **CR2** **CR3**

Topics:

- The Rhetorical Situation
- Rhetorical Appeals: Ethos, Pathos, and Logos
- Claims and Evidence
- Taking Rhetorical Risks
- Close-Reading Strategies: Annotation and Graphic Organizers
- AP Skills: Approaching the Multiple-Choice Section

Big Ideas/Skills:

- Rhetorical situation – Read: 1.A, 1.B
- Claims and evidence – Read: 3.A; Write: 4.A

Overview:

Through nonfiction writings from *The Language of Composition*, students are introduced to the concepts of rhetoric and the rhetorical situation. In this first unit, students identify rhetorical appeals and analyze the strategies writers use to convey meaning and create an appeal. Students learn how to determine the exigence, purpose, audience, writer, context, and message of a rhetorical text and consider how these elements affect a writer or speaker’s rhetorical choices. Students are introduced to Aristotle’s rhetorical triangle, the concept of taking rhetorical risks, strategies for close reading and annotation, and the use of claims and evidence. In addition to reading essays from the textbook, students also begin reading a full-length nonfiction text that uses persuasion: Adam Alter’s *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*.

Activities:

Assignments based on analyzing the rhetorical situation and an author’s use of rhetorical strategies accompany each of the readings. **CR3** Through multiple-choice questions and short writing assignments paired with lessons, students practice the skills and concepts covered in the unit. These include analyzing rhetorical appeals and the relationships between the speaker, audience, and text, as well as analyzing claims and evidence and analyzing rhetorical risk in an image. The unit includes several longer assignments to help students cultivate their argumentative writing skills.

1. Students first practice annotation and analysis by annotating the essay “Do You Care More about a Dog Than a Refugee?” by Nicholas Kristof. Using color coding, students identify different types of firsthand and secondhand evidence and analyze how each type creates ethos, logos, or pathos. They include notes identifying each type of appeal and analyzing how each type of evidence establishes that appeal. **CR3**
2. Students lay the groundwork for a rhetorical analysis essay by analyzing and annotating Winston Churchill’s speech “Blood, Toil, Tears, and Sweat.” In conjunction with the reading, students complete a graphic organizer and answer questions about the text to determine the intended effect of the speech. **CR3**
3. Students also complete a split journal project in which they identify and record examples of concepts covered throughout the unit as they read the first section of the supplementary text (*Irresistible*). For each example passage they identify in *Irresistible*, they offer a brief analysis of the passage’s significance and connection to the concept. **CR3**

Texts **CR2**

Speeches: “Don’t Give Up” by Jim Valvano, Franklin Delano Roosevelt’s inaugural address, Patrick Henry’s address to the Virginia House of Burgesses, Lou Gehrig’s farewell speech, Hillary Clinton’s address to the United Nations Commission on the Status of Women, Richard Nixon’s Checkers speech, Florence Kelley’s speech on child labor, and “Blood, Toil, Tears, and Sweat” by Winston Churchill

Letters and Op-Eds: “Slow Food Nation” by Alice Waters, “How the Internet Is Uniting the World” by Dex Torricke-Barton, “Star Wars” by

Roger Ebert, “Felons and the Right to Vote” by the *New York Times* editorial board, “If the Japanese Can’t Build a Safe Reactor, Who Can?” by Anne Applebaum, and “The Farmer and His Community” by Dwight Sanderson

Essays and Book Excerpts: “Mother Nature Is Brought to You By . . .” by Tim Wu, “The C Word in the Hallways” by Anna Quindlen, “Do You Care More about a Dog Than a Refugee?” by Nicholas Kristof, “Restoring Black History” by Henry Louis Gates Jr., and *A Vindication of the Rights of Woman* by Mary Wollstonecraft

Biography/Autobiography: excerpt from *Hillbilly Elegy* by J. D. Vance

Science and Technology: “Insecticides are Becoming More Toxic to Honeybees” by the National Science Foundation and “Honey Bee Helpers” by the US Geological Survey

Visuals: “Empowering Girls in STEM” and “Youth E-cigarette Prevention 2” by the US Food and Drug Administration

Other Texts: “Order of the Day” by General Dwight D. Eisenhower, an interview with Toni Morrison in the *Paris Review*, and an interview of Clive Thompson by Michael Agger

Unit 2 – The Art of Argumentation **CR1** **CR2** **CR5** **CR6** **CR7**

Topics:

- What Is Argument?
- From Claim to Thesis
- Analyzing Fallacies in Arguments
- Effectively Using Evidence to Support Claims
- Classical Oration
- Induction and Deduction
- Rogerian Argument and the Toulmin Model
- AP Skills: Multiple-Choice Reading Questions

Big Ideas/Skills:

- Claims and Evidence – Read: 3.A, 3.B; Write: 4.A, 4.B

Overview:

This unit delves more deeply into arguments and how writers and speakers build effective arguments using evidence and reasoning. **CR5** Students explore how writers develop theses and use evidence to effectively support their claims. Students learn about different approaches to structuring an argument, including induction, deduction, classical oration, the Rogerian method, and the Toulmin model. **CR7** Instruction emphasizes the importance of reasoned, logical argumentation, and students learn to identify and avoid rhetorical fallacies. Students practice both identifying and formulating claims and theses, as well as selecting appropriate evidence to effectively defend a claim.

Activities:

Each reading is paired with an assignment or assignments based on identifying claims and supporting evidence, as well as analyzing an argument’s reasoning. **CR5** **CR6** Through multiple-choice questions and short writing assignments paired with each lesson, students practice the skills and concepts covered in the unit. These include identifying and developing thesis statements, analyzing fallacies in arguments, understanding and analyzing structure in an argument, and performing a rhetorical analysis of a speech. The unit includes several longer assignments to help students practice supporting a thesis with claims and evidence.

1. Students first practice making claims in response to a series of prompts, and then develop those claims into thesis statements. The activities allow students to make strategic choices about thesis statements for different rhetorical situations. They also complete a graphic organizer to explain their thinking process in developing their thesis. **CR4** **CR6**
2. After learning about classical oration, students read and assess how Shirley Chisholm’s speech “People and Peace, Not Profits and War” follows the pattern of a classical argument. They complete a graphic organizer in which they identify and explain key parts of Chisholm’s argument, focusing on the rhetorical strategies Chisholm uses and why or how they might

be effective. **CR3** Students then use the graphic organizer as a prewriting tool to complete a short writing assignment in which they write a paragraph analyzing the structure of the speech. **CR7**

3. Students then analyze how Mayor Michael Bloomberg incorporates different rhetorical methods to build an argument in his ground zero mosque speech. In this assignment, students begin by answering questions about the rhetorical situation. **CR3** Students then explore how Bloomberg uses elements of classical argument, induction and deduction, Rogerian argument, and the Toulmin model. They record details in a graphic organizer. Finally, they create their own Toulmin diagram and sentence frame for a claim in Bloomberg’s speech. **CR5**
4. Students also continue reading the supplementary text (*Irresistible*) and complete a split journal project in which they identify and record examples of concepts covered throughout the unit. For each example passage they identify in *Irresistible*, they offer a brief analysis of the passage’s significance and connection to the concept. **CR5 CR7**

Texts **CR2**

Speeches: Barack Obama’s remarks to a joint session of Congress on health care, Greta Thunberg’s speech at the UN Climate Action Summit, “People and Peace, Not Profits and War” by Shirley Chisholm, and Michael Bloomberg’s ground zero mosque speech

Letters and Op-Eds: “I Know Why the Caged Bird Cannot Read” by Francine Prose, “Not by Math Alone” by Sandra Day O’Connor and Roy Romer, and “The Whistle” by Benjamin Franklin

Essays and Book Excerpts: “For Teenager, Hijab a Sign of Freedom, Not Stricture” by Mina Shahinfar, excerpts from *Outliers* by Malcolm Gladwell, and an excerpt from *Rights of Man* by Thomas Paine

Science and Technology: “Could Insects Be the Wonder Food of the Future?” by Emily Anthes

Other Texts: transcript of the jury-selection process for Martin Shkreli’s 2017 trial, “Five Facts about Student Loans” by Anthony Cilluffo, and the Declaration of Independence by Thomas Jefferson

Unit 3 – Synthesizing Sources **CR1 CR2 CR5 CR6 CR7 CR8 CR11**

Topics

- What Is Synthesis?
- Citation and Attribution
- Appealing to an Audience with Sources
- Analyzing a Line of Reasoning
- Methods of Development
- Writing an Argumentative Essay Using Sources
- AP Skills: Multiple-Choice Writing Questions

Big Ideas/Skills:

- Claims and Evidence – Read: 3.A; Write: 4.A
- Reasoning and Organization – Read: 5.A, 5.C; Write: 6.A, 6.C

Overview:

In the third unit, students are introduced to the concepts of synthesizing, approaching sources, and using sources to inform an argument. Instruction covers how evidence from outside sources can strengthen a writer’s claim and how writers use sources to appeal to their audiences. **CR5 CR6** Students learn to analyze a writer’s integration of evidence and commentary to support a line of reasoning. Students are introduced to common methods of development used by writers, including narration, cause-effect, comparison-contrast, definition, and description. **CR7** The focus here is on analyzing how a method of development achieves a writer’s purpose. Students then practice developing their own line of reasoning and progress through a series of steps to write a full-length synthesis essay. **CR6 CR8**

Activities:

The readings in this unit are paired with an assignment or assignments in which students analyze an author's use of sources to build a line of reasoning. Through multiple-choice questions and short writing assignments paired with each lesson, students practice the skills and concepts covered in the unit. These include analyzing an author's use of sources, identifying a line of reasoning, explaining a line of reasoning, learning to select evidence and develop their own claim, and demonstrating proper attribution and citation. The unit includes several longer assignments to help students practice selecting evidence, developing a line of reasoning, and ultimately writing a synthesis essay.

1. Students learn how authors create a line of reasoning by reading and analyzing Dorothea Dix's article "Being a Woman." They answer questions about how Dix uses commentary to connect a claim with the evidence used to support it, and how the author arranges ideas to reveal a line of reasoning. Students then practice developing a line of reasoning of their own that effectively incorporates evidence. **CR5 CR6 CR7 CR8**
2. To prepare for writing their own synthesis essay, students read selections from eight different sources related to technology. As they read, they complete a synthesis chart in which they identify at least five major issues the sources discuss about technology's effects on human intelligence. For each issue they identify, students choose a quote or piece of information from at least three of the texts to illustrate the authors' thoughts or positions on the issue. **CR5 CR6**
3. In a scaffolded series of short writing assignments, students then walk through the process of composing a synthesis essay to address a rhetorical situation. **CR4** Using the synthesis chart from the previous assignment, they formulate a position, write a counterargument thesis statement, and select evidence to support it. They then write two paragraphs in support of their claim. Their paragraphs must develop a clear line of reasoning and incorporate a minimum of two different sources as evidence to support their claim. **CR5 CR6 CR8 CR11**
4. Students also continue reading the supplementary text (*Irresistible*) and complete a split journal project in which they identify and record examples of concepts covered throughout the unit. For each example passage they identify in *Irresistible*, they offer a brief analysis of the passage's significance and connection to the concept. **CR5 CR6 CR7 CR8**

Texts **CR2**

Speeches: "Einstein and Entrepreneurship" by Joseph Bordogna and Ronald Reagan's farewell address

Letters and Op-Eds: "What Is Education For?" by Danielle Allen, "Words Don't Mean What They Mean" by Steven Pinker, "Yes, Virginia, There Is a Santa Claus" by Francis Pharcellus Church, "Being a Woman" by Dorothea Dix, "Do Body Cameras Affect Police Officers' Behavior? Not So Much" by Mike Cummings, "Is 'Screen Time' Dangerous for Children?" by Alison Gopnik, "Stop Googling. Let's Talk." by Sherry Turkle, and "Are We Getting Our Share of the Best?" by R. Smith Simpson

Essays and Book Excerpts: excerpt from *A Level Playing Field* by Gerald L. Early, excerpt from *The Stuff of Thought* by Steven Pinker, "How the Motorcycle Jacket Lost Its Cool and Found it Again" by Troy Patterson, excerpt from *The Dumbest Generation* by Mark Bauerlein, and "The Illusion of Knowledge" by Nicolas Carr

Biography/Autobiography: excerpt from *Seabiscuit* by Laura Hillenbrand and excerpts from *Walden* by Henry David Thoreau

Science and Technology: "The First Concussion Crisis: Head Injury and Evidence in Early American Football" by Emily A. Harrison, "The Evolutionary Social Psychology of Off-Record Indirect Speech Acts" by Steven Pinker, "Save the Galapagos with GMO Rats. What Could Go Wrong?" by Sarah Zhang, an excerpt from *Resurrection Science* by M. R. O'Connor, and "This Is How the Internet Is Rewiring Your Brain" by Jacqueline Howard

Visuals: Chart: "Americans' Cell Phone Use during Social Activity" by Pew Research Center

Other Texts: Michael Agger's interview with Clive Thompson about *Smarter Than You Think*

Unit 4 – Pop Culture and Societal Values

CR1 CR2 CR3 CR4 CR5 CR6 CR7

CR8

Topics

- Identifying the Thesis of a Rhetorical Text
- Analyzing Introductions and Conclusions in a Rhetorical Text
- Thesis and Text Structure
- Methods of Development
- Writing an Argument
- AP Skills Lesson: Free-Response Question: Rhetorical Analysis I

Big Ideas/Skills:

- Rhetorical Situation – Read: 1.A; Write: 2.A
- Claims and Evidence – Read: 3.B; Write: 4.B
- Reasoning and Organization – Read: 5.C; Write: 6.C

Overview:

Students return to rhetorical analysis skills in the fourth unit of the course, this time with a thematic focus on popular culture and mass media. Continuing to hone their close reading and rhetorical analysis skills, students analyze structural elements of persuasive texts, focusing on introductions, thesis statements, and conclusions. Instruction continues to focus on the rhetorical situation that underlies an argument and the ways that writers shape their work to meet the needs of given situations, as well as the role of an argument’s thesis and its connection to the argument’s structure. Students will explore the role of introductions and conclusions in rhetoric and learn various methods for crafting both. Several lessons in the unit focus on the long-form essay “Hip Hop Planet” by James McBride and how McBride crafts various components of his argument. Revisiting common methods of development, students are asked to identify, explain, and analyze the use of methods of development to achieve a specific purpose. They then practice applying methods of development to their own writing to effectively craft an argument about the use of technology in the classroom.

Activities:

The first several lessons of this unit are built around James McBride’s essay “Hip Hop Planet.” Students work through the long read, analyzing different elements of the essay’s structure and the author’s rhetorical choices. CR3 After each lesson, they answer a series of multiple-choice questions to analyze the relationship between the rhetorical situation and the author’s choices, analyze how the writer crafts the introduction, identify the thesis, analyze strategic rhetorical choices, and identify the components and purpose of a conclusion. CR3 CR5 CR7 They also read several shorter persuasive texts and answer questions about methods of development and how an argument’s thesis contributes to its structure.

The unit includes several longer assignments to help students practice writing argumentative and rhetorical analysis essays. This is the first unit in which students practice writing a full, AP-style essay in response to a prompt.

1. Students write an argumentative essay that presents a position on cell phone use in school and includes an effective introduction and conclusion, counterargument thesis statement, evidence and commentary, and an effective line of reasoning to support their claims. CR4 CR6 CR8
2. Students also continue reading the supplementary text (*Irresistible*) and complete a split journal project in which they identify and record examples of concepts covered throughout the unit. For each example passage they identify in *Irresistible*, they offer a brief analysis of the passage’s significance and connection to the concept. CR3 CR4 CR5 CR6 CR7 CR8
3. After an AP skills lesson focused on the rhetorical analysis free-response question, students practice writing an AP-style essay in response to a prompt. CR3 CR4 CR5 CR6 CR7 CR8 CR12

Texts CR2

Speeches: Eleanor Roosevelt’s speech on the struggle for human rights and Jimmy Carter’s speech on a crisis of confidence

Letters and Op-Eds: “How to Listen to Music” by Hua Hsu, “What Does ‘Community’ Mean?” by Megan Garber, and “The Price Is Right” by Emily Nussbaum

Essays and Book Excerpts: “Hip Hop Planet” by James McBride, “Corn-Pone Opinions” by Mark Twain, and “The Affluence of Despair” by Ray Bradbury

Biography/Autobiography: excerpt from *My Own Story* by Emmeline Pankhurst and an excerpt from *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

Visuals: “Step into Your Place” (WWI recruiting and enlistment poster) and “Bonds or Bondage” (WWII poster by the Office for Emergency Management)

Other Texts: “Strangers Studies 101: Cities as Interaction Machines” by Kio Stark

Unit 5 – Community and the Individual **CR1 CR2 CR4 CR6 CR7 CR8 CR9**

CR11

Topics

- Summarizing an Overarching Thesis
- Evaluating a Line of Reasoning
- Text Organization: Unity and Coherence
- Evaluating Stylistic Choices
- Synthesizing Sources
- Writing a Persuasive Speech
- AP Skills Lesson: Free-Response Question: Synthesis Essay I

Big Ideas/Skills:

- Claims and Evidence – Write: 4.A
- Reasoning and Organization – Read: 5.A, 5.B; Write: 6.A, 6.C
- Style – Read: 7.A; Write: 8.A

Overview:

The fifth unit revisits synthesis skills via readings related to the theme of community. The central texts of this unit are the public statement directed to Martin Luther King Jr. by eight Alabama clergy and King’s “Letter from Birmingham Jail.” Using these texts to study argument and rebuttal, students begin to identify the overarching thesis of a text. Instruction then explores the effects of the rhetorical situation and analyzes the methods writers use to guide readers through a line of reasoning. **CR7** The big idea of style is introduced in this unit, including the impact of word choice, comparisons, and syntax on the tone or style of a text. **CR9** Students then analyze how King’s stylistic choices both advance his purpose and work to create unity and coherence in his writing. **CR9** After reading various texts related to the concept of community, students synthesize sources to write a persuasive speech on the topic.

CR4 CR6 CR8

Activities:

Several lessons cover the public statement directed to Martin Luther King Jr. by eight Alabama clergy and King’s “Letter from Birmingham Jail,” and each is paired with an assignment to ensure students understand the concepts covered. Through multiple-choice questions and short writing assignments paired with each lesson, students practice identifying, describing, and analyzing overarching theses, rhetorical choices, stylistic devices, lines of reasoning, and the ways in which King creates unity and coherence in his letter. Each of the additional readings in the unit is paired with an assignment or assignments related to claims and evidence, reasoning and organization, and the stylistic choices an author makes. **CR6 CR7 CR8 CR9** The unit includes several longer assignments to help students practice synthesis and argumentation.

1. In a short writing assignment, students analyze the line of reasoning King uses to convey his overarching thesis. **CR7**
2. Students read a collection of essays and graphics related to community and complete a synthesis chart in which they

identify topics that emerge from the readings, select evidence related to the topics, and then explain the goal of the evidence selected. They then use the evidence collected to answer a series of questions and synthesize their materials. **CR5**

CR6

3. Drawing on the materials gathered when completing their synthesis chart, students then synthesize information from these sources to write a five-paragraph persuasive speech. The speech is expected to present claims supported by evidence and commentary. **CR4 CR6 CR8 CR11**
4. Students also continue reading the supplementary text (*Irresistible*) and complete a split journal project in which they identify and record examples of concepts covered throughout the unit. For each example passage they identify in *Irresistible*, they offer a brief analysis of the passage’s significance and connection to the concept. **CR6 CR7 CR8 CR9**
5. Finally, after an AP skills lesson focused on the synthesis free-response question, students practice writing an AP-style essay in response to a prompt. **CR6 CR8**

Texts **CR2**

Letters and Op-Eds: “Curbing Online Abuse Isn’t Impossible. Here’s Where We Start” by Laura Hudson, “Is Social Media Disconnecting Us from the Big Picture?” by Jenna Wortham, “Online Forums Are a Lifeline for Isolated Parents of Disabled Children” by Emma Sterland, “Why Virtual Classes Can Be Better than Real Ones” by Barbara Oakley, “Letter from Birmingham Jail” by Martin Luther King Jr., and a public statement directed to Martin Luther King Jr. by members of the Alabama clergy

Essays and Book Excerpts: , an excerpt from *Not for Profit: Why Democracy Needs the Humanities* by Martha Nussbaum, “How the Internet Is Uniting the World” by Dex Torricke-Barton, “Companions of My Heart: On Making Friends on the Internet” by Daniel Mallory Ortberg, “In Defense of a Liberal Education” by Fareed Zakaria, and “What Is Education For?” by Danielle Allen

Science and Technology: excerpt from *Changing the Subject: Art and Attention in the Internet Age* by Sven Birkerts and “This High School Wants to Revolutionize Learning with Technology” by Amy Rolph

Visuals: a Pew Research Center graph about online harassment

Unit 6 – Money and Its Influence **CR1 CR2 CR3 CR4 CR5 CR6 CR9 CR10 CR13**

Topics

- The Role of Satire in Persuasion
- Perspective vs. Position
- Analyzing Tone in a Rhetorical Text
- Using Evidence from Multiple Sources
- Crafting and Refining a Thesis
- Writing an Argumentative Essay
- AP Skills Lesson: Free-Response Question: Argument Essay I

Big Ideas/Skills:

- Rhetorical Situation – Read: 1.A, 1.B
- Claims and Evidence – Read: 3.A; Write: 4.A, 4.B
- Style – Read: 7.A; Write: 8.A

Overview:

Through the theme of money and its influence, students explore how writers use word choice and other stylistic devices, such as satire, to achieve desired effects. **CR9** Students continue to explore how writers synthesize sources to create stronger arguments and how their acknowledgment—or lack thereof—of a source’s potential biases or limitations affects the writer’s argument and credibility. **CR5** Students review how writers create and sustain tone, how to recognize tonal shifts in a text, and what the underlying reasons are for those shifts. **CR9** Instruction discusses the distinction between a writer’s perspective and their position, how perspective affects the development of one’s position, and how writers use stylistic choices to convey their attitudes and feelings about a subject. **CR9** Students revisit the selection of relevant evidence, analyzing how authors effectively use evidence and

commentary to support their claims. **CR5** Students practice crafting and refining their own thesis statements on a topic after reading several sources related to a common theme. **CR13** Through a series of scaffolded assignments, they assemble evidence and then compose an argumentative essay that presents their position on the cost of college. **CR13**

Activities:

Each reading is paired with an assignment or assignments based on analyzing the rhetorical situation of a text, **CR3** the author's use of claims and evidence, **CR5** and how authors shape their arguments through their stylistic choices. **CR9** Through multiple-choice questions and short writing assignments paired with each lesson, students practice the skills and concepts covered in the unit. These include analyzing a writer's use of satirical elements to achieve a specific purpose, the rhetorical risk associated with using satire in a text, the role of perspective in the development of a writer's position, how a writer uses words, stylistic devices, or syntax to convey tone, and how a writer does or does not account for the bias or limitation of sources used to develop an argument. **CR9** The unit includes several longer assignments to help students develop their own argument essay.

1. Students read Jonathan Swift's satirical essay "A Modest Proposal" and then write a well-organized three-paragraph essay describing how Swift uses satirical devices to achieve a specific purpose. The assignment requires students to develop a line of reasoning and support it with evidence and commentary. **CR6 CR8 CR9**
2. Next, students read two essays that take similar positions but arrive from different perspectives: "The Singer Solution to World Poverty" by Peter Singer and an excerpt from "Human Requirements and Division of Labour under the Rule of Private Property" by Karl Marx. Students are asked to write two paragraphs: one using evidence from the text to explain Singer's argument, and one comparing and contrasting Marx's position and perspective with Singer's. **CR6 CR7 CR8**
3. In another short writing assignment, students read "A Guaranteed Income for Every American" by Charles Murray, paying attention to the evidence Murray chooses. They then write a paragraph analyzing two pieces of evidence from the article and explaining whether each one strengthens or undermines the writer's argument. They are instructed to consider the credibility and relevancy of each source, as well as the writer's acknowledgement of potential biases or limitations in the sources cited. **CR5**
4. To prepare for writing an essay, students read several sources on a complex issue, write a closed thesis statement in which they take a clear position on the issue, and complete a graphic organizer with evidence from the source documents to support the thesis. **CR6 CR8**
5. They also complete a graphic organizer in which they record key claims and evidence from both sides of an issue to determine and develop their own position. **CR6 CR8**
6. Students then draw on their prewriting materials to write an argumentative essay that presents their position on the cost of college. They are expected to develop an effective and persuasive line of reasoning that supports their position with evidence and commentary. They must also create an appropriate tone and style through word choice, comparisons, and syntax. **CR6 CR8 CR10**
7. Students also complete a split journal project in which they identify and record examples of concepts covered throughout the unit as they read the first section of the next supplementary text of the course (*The Immortal Life of Henrietta Lacks*). For each example passage they identify in *The Immortal Life of Henrietta Lacks*, they offer a brief analysis of the passage's significance and its connection to the concept. **CR6 CR9**
8. Finally, after an AP skills lesson focused on the argument free-response question, students practice writing an AP-style essay in response to a prompt. **CR8 CR10**

Texts **CR2**

Speeches: Booker T. Washington's Atlanta exposition address

Letters and Op-Eds: "On Dumpster Diving" by Lars Eighner, "A Guaranteed Income for Every American" by Charles Murray, "Luxury Shopping, from the Other Side of the Register" by Carmen Maria Machado, "Make the First Two Years of College Free: A Cost-Effective Way to Expand Access to Higher Education in America" by Sara Goldrick-Rab and Nancy Kendall, "Make College Free for All" by Bernie Sanders, "The Argument for Tuition-Free College" by Keith Ellison, "The Case against Free College" by Matt Bruenig, "No Way That Going to College Can, or Should Be, Free" by Thomas Sowell, and "Is Free College Really Free?" by Anya Kamenetz

Essays and Book Excerpts: "Girl Moved to Tears by *Of Mice and Men* Cliffs Notes" by the *Onion*, "A Modest Proposal" by Jonathan Swift, "Serving in Florida" by Barbara Ehrenreich (excerpted from *Nickel And Dime: On (Not) Getting By in America*), an excerpt from "Human Requirements and Division of Labour under the Rule of Private Property" by Karl Marx, and "The Singer Solution to World Poverty" by Peter Singer

Visuals: *Lifting the Veil of Ignorance*, a sculpture by Charles Keck; "The Value of a College Education," a graph by the Gallup-Purdue Index; and "The Effect of Student Loan Debt on Major Life Decisions," a graph by the Gallup-Purdue Index

Unit 7 – Environment and Human Interaction

CR1 CR2 CR3 CR4

CR5 CR6 CR7 CR8 CR9 CR10 CR11 CR12

Topics

- Style and Message
- Analyzing Introductions and Conclusions
- Qualifying Claims
- Evaluating Arguments about Complex Subjects
- Stylistic Writing Choices
- Punctuation: End Marks, Colons, and Semicolons
- Punctuation: Quotation Marks, Commas, Ellipses, Dashes, Hyphens, and Parentheses
- Italics and Boldface for Emphasis
- Writing a Letter to the Editor
- AP Skills Lesson: Free-Response Question: Rhetorical Analysis II

Big Ideas/Skills:

- Rhetorical Situation – Read: 1.A; Write: 2.A
- Reasoning and Organization – Read: 5.C; Write: 6.A, 6.C
- Claims and Evidence – Read: 3.C; Write: 4.C
- Style – Read: 7.A, 7.B, 7.C; Write: 8.A, 8.B, 8.C

Overview:

Focusing on texts related to the interaction between humans and the environment, students learn more about style in this unit, including punctuation as a stylistic device. **CR9** Working through excerpts from Rachel Carson’s *Silent Spring*, students analyze how writers use introductions and conclusions to engage and orient the reader and how those introductions and conclusions reflect the writer’s consideration of audience. **CR3 CR7** They are introduced to several perspectives and positions about humans and the environment that explore why and how writers qualify claims about complex or controversial topics. Lessons address writers’ use of counterarguments, modifiers, and alternate perspectives to qualify or limit claims, as well as the use of diction, syntax, sentence arrangement, and design features to emphasize and build relationships among ideas. Punctuation lessons focus on how grammar and mechanics add to the clarity and effectiveness of an argument and how writers use punctuation to show relationships among ideas and advance a purpose. **CR9** Students practice researching and synthesizing sources to compose a letter to the editor in addition to writing another AP-style essay. **CR4 CR8 CR10 CR11 CR12**

Activities:

Each of the readings is paired with an assignment or assignments based on analyzing authors’ stylistic choices, methods of development, and rhetorical appeals to particular audiences. Through multiple-choice questions and short writing assignments paired with each lesson, students practice the skills and concepts covered in the unit. These include qualifying claims, analyzing introductions and conclusions, incorporating counterarguments, emphasizing relationships between ideas, and using grammar to add to the clarity and effectiveness of ideas.

1. After reading sources related to the environment, students write a paragraph in which they make and qualify a claim about a complex issue. **CR10**
2. Students read numerous sources throughout the unit, then research an environmental issue based on the topics they’ve encountered in their readings. After researching on their own, they synthesize evidence from multiple sources to write a letter to the editor that takes a clear stand on the environmental issue they have selected. **CR6 CR10 CR11**
3. Students also complete a split journal project in which they identify and record examples of concepts covered throughout the unit as they continue to read the next supplementary text of the course (*The Immortal Life of Henrietta Lacks*). For each example passage they identify in *The Immortal Life of Henrietta Lacks*, they offer a brief analysis of the passage’s significance and connection to the concept. **CR6**
4. Finally, after an AP skills lesson focused on the rhetorical analysis free-response question, students practice writing an AP-style essay in response to a prompt. **CR6 CR8 CR12**

Speeches: Emmeline Pankhurst’s speech on woman’s suffrage and Wangari Maathai’s Nobel Prize lecture

Letters and Op-Eds: “The Carnivore’s Dilemma” by Nicolette Hahn Niman, “A Moral Atmosphere” by Bill McKibben, “A Biologist’s Manifesto for Preserving Life on Earth” by E. O. Wilson, and “The Clan of One-Breasted Women” by Terry Tempest Williams

Essays and Book Excerpts: excerpts from *The Ladies’ Book of Etiquette, and Manual of Politeness* by Florence Hartley, excerpts from *The Gentlemen’s Book of Etiquette, and Manual of Politeness* by Cecil Hartley, excerpts from *Silent Spring* by Rachel Carson, “Natural Man” by Lewis Thomas, excerpts from “Nature” by Ralph Waldo Emerson, and “The Land Ethic” by Aldo Leopold

Science and Technology: “Why Science Is So Hard to Believe” by Joel Achenbach and “From Billions to None” by Barry Yeoman

Unit 8 – Playing the Game: Sports and Athletes **CR1** **CR2** **CR3** **CR4**

CR5 **CR6** **CR7** **CR8** **CR9** **CR10** **CR11** **CR13**

Topics

- Rhetoric and Audience
- Analyzing a Writer’s Tone and Style
- Modifiers and Parenthetical Elements
- Evaluating Understanding: The Rhetorical Situation
- Evaluating Understanding: Claims and Evidence
- Synthesizing Sources
- Writing a Synthesis Essay
- AP Skills Lesson: Free-Response Question: Synthesis Essay II

Big Ideas/Skills:

- Rhetorical Situation – Read: 1.A, 1.B; Write: 2.B
- Claims and Evidence – Read: 3.A, 3.B, 3.C; Write: 4.A
- Reasoning and Organization – Write: 6.A, 6.B, 6.C
- Style – Read: 7.A, 7.B; Write: 8.A, 8.B

Overview:

In unit eight, students read and analyze texts about sports and athletes, focusing on methods writers use to connect with their audiences and advance a purpose. **CR3** Instruction will continue to examine how a writer’s use of syntax, diction, and comparisons show understanding of an audience’s beliefs, values, needs, or backgrounds, as well as consider the biases sometimes reflected by a writer’s choices. Students will learn how writers use modifiers and parenthetical elements to qualify, clarify, or specify information and to provide additional information. **CR9** Culminating assignments ask students to synthesize information from multiple texts to develop argumentative essays with claims, evidence, and commentary that show an awareness of the intended audience. **CR4** **CR6** **CR10** Students also revisit several of the big ideas of the course and evaluate their understanding of the rhetorical situation, claims, and evidence. They answer a series of prompts and are instructed to review sections of the textbook and prior lessons if needed.

Activities:

Each reading is paired with an assignment or assignments based on analyzing a writer’s tone and style, how a writer’s choices reflect understanding of an audience, and how word choice and stylistic elements are used to achieve a specific purpose. **CR9** Through multiple-choice questions and short writing assignments paired with each lesson, students practice the skills and concepts covered in the unit. The unit includes several longer assignments that ask students to evaluate their understanding of the big ideas of the course, as well as assignments in which they compose their own synthesis essays.

1. Students complete a short writing assignment in which they analyze how an author’s syntax, diction, and use of comparisons show an understanding of an audience’s values, beliefs, and needs. **CR3** **CR9**
2. Students next complete a writing assignment in which they compose a three-paragraph essay comparing the argument

- made through a piece of visual rhetoric with that of a written persuasive text. **CR4** **CR6**
- To practice creating style and tone, students write a narrative anecdote relating to the topic of sports or teamwork. They are instructed to practice mechanics and usage by incorporating parenthetical elements and modifiers, such as participial and prepositional phrases. **CR10**
 - Students complete two graphic organizers in which they answer self-evaluation questions related to the big ideas of rhetorical analysis and claims and evidence. **CR3** **CR5**
 - Students also complete a split journal project in which they identify and record examples of concepts covered throughout the unit as they continue to read the next supplementary text of the course (*The Immortal Life of Henrietta Lacks*). For each example passage they identify in *The Immortal Life of Henrietta Lacks*, they offer a brief analysis of the passage’s significance and connection to the concept. **CR6**
 - After reading several sources related to college athletics, students complete a synthesis chart in which they gather evidence from the readings related to topics that they identify. They then use this chart and evidence in the following assignment to compose a synthesis essay in which they support, challenge, or qualify a given claim. Students work through an organized writing process that includes prewriting, drafting, and revising. **CR6** **CR8** **CR10** **CR11** **CR13**
 - Finally, after an AP skills lesson focused on the synthesis free-response question, students practice writing an AP-style essay in response to a prompt. **CR6** **CR8** **CR10** **CR11**

Texts **CR2**

Letters and Op-Eds: “The Proper Place for Sports” by Theodore Roosevelt, “The Meaning of Serena Williams: On Tennis and Black Excellence” by Claudia Rankine, “The Madness of Not Paying College Athletes” by Boyce Watkins, “College Athletes of the World, Unite” by Kareem Abdul-Jabbar, “Paying Student Athletes Is More Than Just a Question of Compensation” by Rosalyn R. Ross, “Why N.C.A.A. Athletes Shouldn’t Be Paid” by Ekow N. Yankah, “A Way to Start Paying College Athletes” by Joe Nocera, “Here’s Why We Shouldn’t Pay College Athletes” by John R. Thelin, “Let Athletes Be Students” by Shane Battier, and “Does Racial Resentment Fuel Opposition to Paying College Athletes?” by Patrick Hruby

Essays and Book Excerpts: “An Innocent at Rinkside” by William Faulkner, “The Silent Season of a Hero” by Gay Talese, “The Cruellest Sport” by Joyce Carol Oates, and “Man and Superman” by Malcolm Gladwell

Biography/Autobiography: “Uprooted to Brooklyn, and Nourished by Cricket” by Michael Powell

Visuals: *Untitled (Four Etchings)* by Glenn Ligon; “Greatest female athlete ever” (Nike advertisement), the August 1932 cover of *Vanity Fair*, a photograph of Serena Williams by Don Emmert, and the photo *Broke College Athlete* by Ross Jacobson

Unit 9 – Justice and the People **CR1** **CR2** **CR3** **CR4** **CR5** **CR6** **CR7** **CR8** **CR9** **CR10**

CR11 **CR13**

Topics

- Rhetorical Texts and Images
- Engaging Opposing Arguments
- Addressing a Counterargument
- Evaluating Understanding: Reasoning and Organization
- Evaluating Understanding: Style
- Analyzing Rhetorical Speeches
- Writing: Reflect and Collaborate
- AP Skills Lesson: Free-Response Question: Argument Essay II

Big Ideas/Skills:

- Rhetorical Situation – Read: 1.A
- Claims and Evidence – Read: 3.A, 3.C; Write: 4.C
- Reasoning and Organization – Read: 5.A, 5.B, 5.C; Write: 6.A, 6.B, 6.C
- Style – Read: 7.A, 7.B, 7.C; Write: 8.A, 8.B, 8.C

Overview:

In this unit, students will read texts discussing ideas of fairness and justice. The lessons and assignments continue to explore how writers present arguments and how they respond to others' perspectives and arguments. This unit deepens students' understanding of visual rhetoric by discussing how writers use a combination of texts and images to communicate a message, create an appeal, or advance a particular purpose. **CR3 CR9** Students learn how writers leverage opposing viewpoints to strengthen an argument, particularly the ways that addressing opposing arguments builds a writer's credibility. **CR5** The lessons also cover the concepts of concession and rebuttal in more depth. **CR7** Students read about and consider multiple perspectives and positions on a complex issue and practice incorporating counterarguments into their own writing. They then learn to respectfully and effectively address a counterargument. **CR6 CR8** As in unit 8, students are asked to perform self-evaluations related to big ideas from the course, in this case their understanding of the concepts of reasoning, organization, and style. **CR7 CR9** As the final unit of the course that introduces new content, unit nine also incorporates a reflective portfolio writing assignment in which students revisit three essays they have written in this course and practice both peer review and revision. **CR13** Finally, students practice writing an AP-style argument essay in preparation for the exam. **CR6 CR8 CR10**

Activities:

Focusing on the theme of justice, each of the readings is paired with an assignment or assignments related to the concepts covered in the lessons. Through multiple-choice questions and short writing assignments, students practice analyzing visual rhetoric, comparing how texts and images communicate a message and serve a purpose, analyzing how writers leverage opposing viewpoints to strengthen an argument, and revisiting how speaker's choices reflect a rhetorical situation. **CR3 CR5 CR9** The unit includes several longer assignments that ask students to evaluate their understanding of the big ideas of the course, as well as assignments in which they review and revise their writing from previous essays, and they compose their own argument essay.

1. In a short writing assignment, students explain how an image is an effective representation of the argument presented in a written persuasive text about solitary confinement, supporting their analysis with evidence from the text. **CR6 CR8**
2. After reading two opposing arguments about a complex issue (in this case the removal of Confederate monuments), students write a three-paragraph essay in which they present their position on the issue by addressing a counterargument. **CR4 CR6 CR8 CR10**
3. Students complete two graphic organizers in which they answer self-evaluation questions related to the big ideas of reasoning, organization, and style. **CR7 CR9**
4. As their culminating portfolio assignment, students revisit three essays they have written in the course: one synthesis essay, one rhetorical analysis essay, and one argument essay. Through an evaluative and collaborative process with both their instructor and peers, they identify their writing strengths and weaknesses and choose one of the three essays to revise. **CR13**
5. Students also complete a split journal project in which they identify and record examples of concepts covered throughout the unit as they continue to read the second supplementary text of the course (*The Immortal Life of Henrietta Lacks*). For each example passage they identify in *The Immortal Life of Henrietta Lacks*, they offer a brief analysis of the passage's significance and connection to the concept. **CR6**
6. Finally, after an AP skills lesson focused on the argument free-response question, students practice writing an AP-style essay in response to a prompt. **CR4 CR6 CR8 CR10**

Texts **CR2**

Speeches: Mitch Landrieu's speech on removing Confederate monuments, Ellen Johnson Sirleaf's Nobel lecture, and Leymah Gbowee's Nobel lecture

Letters and Op-Eds: "Just Walk on By" by Brent Staples and "I Detest Our Confederate Monuments. But They Should Remain." by Lawrence A. Kuznar

Essays and Book Excerpts: excerpt from *American Notes for General Circulation* by Charles Dickens and "Hellhole" by Atul Gawande

Biography/Autobiography: excerpt from *Between the World and Me* by Ta-Nehisi Coates

Visuals: "Emotional walls" (an illustration related to solitary confinement) by Lightspring and an illustration by Alex Nabaum that was published with the article "Solitary Confinement Is Cruel and All Too Common"

Unit 10 – Preparing for the Exam

CR11 CR12 CR13

Review Topics

- Introduction to Rhetoric
- The Art of Argumentation
- Pop Culture and Societal Values
- Money and Its Influence
- Environment and Human Interaction
- Playing the Game
- Justice and the People
- AP Test-Taking Skills

Overview:

Unit ten is a review unit consisting of short lessons revisiting major concepts from each of the previous units. Students complete a series of short writing assignments focused on practicing particular skills. These lessons are followed by the completion of two full-length practice exams, including both the multiple-choice and free-response questions (synthesis, rhetorical analysis, argument).

Activities:

The assignments in this unit consist of a reading paired with a short writing assignment focused on particular writing skills. Each short review lesson includes a reading followed by a short writing assignment. Students then take two full-length practice exams.

1. Students read “The Blessings of Liberty and Education” by Frederick Douglass and analyze his use of rhetorical appeals by citing evidence to support their analysis. **CR3 CR6**
2. Students respond to a reading by writing a short essay explaining how the writers develop the overarching thesis through relevant evidence and commentary that shows awareness of the audience. **CR3 CR5 CR6 CR7**
3. Students respond to a comic essay by writing one paragraph that argues a claim supported by evidence from the comic and their personal experiences. **CR6 CR10**
4. After doing some reading on a topic, students take a position on an issue and write a short argument that includes an introduction with a thesis statement, a body paragraph that develops the argument with an appropriate method of development, and a powerful conclusion. **CR8 CR10**
5. Responding to a prompt about a reading, students write a short essay in which they develop a line of reasoning with effective commentary and transitional elements, as well as create a persuasive tone and style with word choice, comparisons, and syntax. **CR8 CR10**
6. Students write a rhetorical analysis that focuses on a writer’s use of sources to appeal to the audience and develop the argument. They critically analyze sources to identify any biases or limitations, whether the author acknowledges them or not. **CR3 CR5 CR11**
7. Students analyze a Nobel lecture, writing about how the speaker uses modifiers, counterarguments, or alternative perspectives to qualify a claim. **CR3 CR9 CR11**
8. Students analyze a political cartoon to explain how the cartoonist develops the main claim through irony that shows an understanding of the audience. **CR3 CR9**
9. After reading positions on a complex issue, students form a position and qualify their claim by refuting, rebutting, or conceding to the counterargument. Their argument is required to present a clear line of reasoning, use appropriate transitions, and include relevant evidence and persuasive commentary. **CR6 CR8 CR10 CR11**

Texts **CR2**

Speeches: Wangari Maathai’s Nobel Prize lecture and Bob Dylan’s Nobel Prize acceptance speech

Letters and Op-Eds: “I Feel Invisible” by Erica L. Greene and “A Biologist’s Manifesto for Preserving Life on Earth” by E. O. Wilson

Essays and Book Excerpts: “The Blessings of Liberty and Education” by Frederick Douglass, “Small Change: Why the Revolution Will Not Be Tweeted” by Malcolm Gladwell, “House Rules” by Matthew Desmond, and “Natural Man” by Lewis Thomas

Biography/Autobiography: excerpt from Lori Arviso Alvord’s autobiography

Visuals: “What I Learned: A Sentimental Education from Nursery School through Twelfth Grade” by Roz Chast and the political cartoon

“The Twelfth Player in Every Football Game” (political cartoon) from the *New York World*

Science and Technology: “Why Science Is So Hard to Believe” by Joel Achenbach

Other Texts: “Banned Books” from ProCon.org