# AP English Language and Composition: Syllabus

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Course Overview

The Advanced Placement course in English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This course is split into twelve modules, each of which guides students in becoming curious, critical, and responsive readers as well as flexible, reflective writers of a wide range of rhetorical texts. The reading and writing assignments in the course are designed to deepen and expand students’ understanding of how written language functions rhetorically: to communicate writers’ intentions and to elicit readers’ responses in particular situations.

The skills and concepts covered in this course are the ones assessed by the AP English Language and Composition exam. Because that exam focuses on writing arguments as well as reading, understanding, and evaluating others’ arguments, those skills are practiced throughout the year. Students will analyze what makes some arguments engaging, memorable, and persuasive and what makes others confusing, boring, and ineffective. Then, they will practice writing effective argumentation using the techniques encountered in reading and analysis. At the end of each module, students will take an exam that requires them to demonstrate their understanding of the material in that module. They will also complete a written assessment designed to help them prepare for the essay section of the AP Exam.

The textbook for this course is Lunsford’s *Everything's an Argument: with Readings*, which supplies the majority of the non-fiction readings for this course. Additional non-fiction readings are provided as needed to support the goals of the course. [CR2]

Goals

Based on a framework of skills provided by the College Board, this course will demonstrate and also help students practice the kinds of reading, writing, and thinking skills needed to succeed on the AP Language and Composition exam. However, the skills developed and refined in this course are ones that will be used again and again—not just on the AP exam. Most college instructors, for instance, require students to arrive already knowing how to think deeply and critically about a topic or issue, and how to build an argument in support of their ideas.

Throughout the course, students will learn concepts and develop skills that are fundamental to the discipline of rhetoric. These are complex strategies, to be sure. To help students master them, this course will present multiple opportunities to practice various approaches to argument, in a scaffolded and well-supported setting. Before attempting to write any of the more advanced forms of argument, students will read texts that demonstrate that form. Then they will use all stages of the writing process to develop greater proficiency in key composition and advanced rhetorical skills, to deepen their understanding of writing as a recursive process, and to increase their ability to think critically about their own and others’ writing.

All of this is a means for students to master the AP College Board’s Big Ideas and Skills for AP English Language and Composition.
Big Ideas and Skills
The College Board curriculum requirements are centered around four Big Ideas. Each Big Idea is then broken down into skills that address both reading and writing components. These skills are addressed throughout the course in both reading and writing activities and assignments. The specific Big Ideas and Skills addressed in each module is noted in the outline below. [CR1]

Rhetorical Situation (RHS)
Enduring Understanding RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.

Rhetorical Situation (Reading): Explain how writers’ choices reflect the components of the rhetorical situation.

1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message
1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.

2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.

Claims and Evidence (CLE)
Enduring Understanding CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.

3.A: Identify and explain claims and evidence within an argument.
3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.

4.A: Develop a paragraph that includes a claim and evidence supporting the claim
4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.
Reasoning and Organization (REO)

Enduring Understanding REO-1: Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.

**Reasoning and Organization (Reading):** Describe the reasoning, organization, and development of an argument.

5.A: Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.

5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

5.C: Recognize and explain the use of methods of development to accomplish a purpose.

**Reasoning and Organization (Writing):** Use organization and commentary to illuminate the line of reasoning in an argument.

6.A: Develop a line of reasoning and commentary that explains it throughout an argument.

6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.

6.C: Use appropriate methods of development to advance an argument.

Style (STL)

Enduring Understanding STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

**Style (Reading):** Explain how writers’ stylistic choices contribute to the purpose of an argument.

7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

**Style (Writing):** Select words and use elements of composition to advance an argument.

8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

8.B: Write sentences that clearly convey ideas and arguments.

8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.
AP Exam

The AP English Language and Composition exam is divided into two main sections: a multiple-choice section worth 45% of the total score and an essay section that is worth 55% of the total score. The multiple-choice section contains 45 multiple-choice questions. The essay section contains three essays: a synthesis essay, a rhetorical analysis essay, and an argument essay. All parts of the exam ask students to demonstrate that they are qualified to pursue upper-level English language studies in college. The exam also assesses student understanding of the skills and essential knowledge outlined by the College Board.

Lesson Instruction and Technology

As an online, interactive course, AP English Language and Composition helps students build upon their initial ideas and reactions by presenting them with increasingly challenging activities and writing assignments. Most lessons also include multimedia features, such as videos, flash cards for review, matching activities, and interactive question sets with immediate feedback.

The role of technology in the course is related to the course’s overall purpose—to guide students toward a more analytical and critical analysis of contemporary issues and texts that address those issues. Generally, the lessons help students build upon their initial responses to a piece of writing or a prompt, guiding them to approach their own ideas and opinions more critically and with greater depth and complexity of thought. Students are encouraged to view technology as a tool for engaging more closely and critically with a wide range of argumentative texts and to create their own arguments making the best use of advanced technology.

Assignments and Assessments

Students are assessed in a variety of ways that include quizzes, exams, activities, journals, and authentic assessments. For journals and authentic assessments, students will respond to different forms of nonfiction, applying skills related to synthesis, argumentation, and analysis. Assignment examples that meet the specific curriculum requirements for the AP English Language and Composition course provided by the College Board are included in the course outline.

Types of Activities, Assignments, and Assessments

Activities

Practice activities throughout the course invite students to read and explore multiple sources of information and argument and to analyze a variety of media types, including speeches, essays, visual presentations, satirical works, and videos. These activities help students develop the critical thinking and rhetorical analysis skills necessary to do well on the AP Exam.

LearningCurve

The online edition of the textbook for this course includes activities that can help students review and practice the skills needed in college English courses and on the AP English Language and Composition Exam. The textbook’s LearningCurve feature provides game-like quizzes that adapt to how well the student performs on each question. The less the student knows about a topic, the more LearningCurve focuses on it. The better the student does, the more challenging the questions become. In this way, LearningCurve helps students concentrate on exactly what they need to learn. LearningCurve also keeps track of students’ progress and tells them which topics or skills they need to spend more time practicing.
Students are prompted to complete LearningCurve activities throughout the course.

**Journals**
In most lessons, students complete journal entries that prompt them to analyze sources, to think critically about an issue, or to write sections of a draft. Journal prompts ensure that students are writing regularly throughout the course, which can help them develop the confidence to perform well on the AP Exam’s timed-writing sections.

**Authentic Assessments**
At the end of each module, students complete a writing assignment designed to prepare them for the kinds of prompts they will encounter in college courses and/or on the AP English Language and Composition Exam. Essays are assessed using rubrics similar or identical to the analytic rubrics used by AP English exam scorers.

**Quizzes**
Each lesson is followed by a short quiz designed to check for understanding of the lesson’s key concepts and skills. Quiz questions require students to select an answer from among a set of choices and then provide feedback on students’ responses. Students may use quizzes to review and prepare for the module exam.

**Exams**
At the end of each module, students complete a module exam consisting of objective (multiple-choice) and subjective (free-response) questions. Module exam questions are designed to review the material in the module and help students assess their readiness to continue to the next module. These questions will also prepare students to answer similar questions on both the Semester Exam and the AP Exam.

**Course Outline**
The AP English Language and Composition course is divided into two semesters: Units 1-6 in Semester A and Units 7-12 in Semester B. A detailed outline of the lesson titles, learning objectives, textbook and non-fiction readings, and assignments is included below.

**Module I: Introduction; Ethos and Pathos**

**Module 1 Big Ideas & Skills**
- Claims and Evidence: 3.A
- Reasoning and Organization: 5.C

**Module 1 Outline**
- Course Introduction
- An Everyday Thing
- Appeals to Pathos
- Reading Appeals to Pathos
Module 1 Learning Objectives

- Describe the structure and goals of this course.
- Identify the structure and purpose of the AP English Language and Composition exam.
- Explain how college-level writing differs from writing students have previously done.
- Explain why people make arguments.
- Recognize the general kinds of arguments (fact, definition, evaluation, proposal).
- Define the different kinds of audience appeals (ethos, pathos, logos).
- Identify and describe the components of the rhetorical situation.
- Describe how emotional appeals affect readers.
- Explain the uses of emotional appeals.
- Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- Explain the impact of emotional appeals in images and texts.
- Describe how appeals to character affect readers’ perceptions of an argument.
- Explain the uses of appeals to character.
- Identify ethical appeals in a text.
- Write promotional materials for a product or service.
- Make writing choices in an attempt to relate to an intended audience’s emotions and values.
- Seek to persuade or motivate action through appeals.

Module 1 Readings

- *Everything’s an Argument, with Readings* - Chapters 1, 2, and 4
- Additional non-fiction readings:
  - Racial Microaggressions Poster
  - "Questions"
  - "Why a Moratorium on Microaggressions Is Needed"
  - "Has the Internet Destroyed Privacy?"
  - "Getting Personal About Cybersecurity"
  - "An Argument Against Veganism"

Module 1 Vocabulary

appeal, argument, authority, character, credibility, emotional appeal, ethical appeal, ethos, microaggressions, pathos, persuasion, rhetorical situation, synthesis

Module 1 Example Assignments & Activities

- Students describe emotional appeals that affect readers of complex nonfiction texts. (1.A) They explain how pathos and ethos appeal to an audience's beliefs, values, or needs. (1.B). Students pick one article that they read previously and explain the author's argument. (1.B,2.A, 8.A). The students state whether they are persuaded by the argument in a discussion post. Then, they comment on at least two other students’ posts addressing the merit, or other evidence, for a counterargument. (2.B and 3.A) [CR3, CR4, CR5, CR6]
• Students write promotional materials for a product or service. They read the text, “How is marketing like an argument?” and understand the purpose of strategic writing. (7.A) Students draft a proposal that identifies the target market for a hypothetical concierge service, the public’s perception of services, tone and style choices suitable for a marketing campaign, and the delivery method. (2.B, 7.A, 7.B, 8.B). [CR7, CR8, CR13]

Module 2: Logos; Logical Fallacies

Module 2 Big Ideas & Skills
• Rhetorical Situation: 1.A, 1.B, 2.A
• Claims and Evidence: 3.A
• Style: 8.C

Module 2 Outline
• Appeals to Logos
• Reading Appeals to Logos
• MLK’s Reasoning
• Marking Up Arguments
• Logical Fallacies
• Finding Fault
• Speaking Publicly

Module 2 Learning Objectives
• Identify how a writer establishes ethos with readers.
• Describe students’ emotional and intellectual responses to a writer’s argument.
• Read “Letter from Birmingham Jail” by Dr. Martin Luther King, Jr.
• Identify appeals to ethos, logos, and pathos that are used in the letter.
• Describe the persuasive elements in the Gettysburg Address.
• Read a historic persuasive speech.
• Use highlight and annotation to analyze persuasive elements within the speech.
• Describe the different types of argumentative fallacies.
• Identify examples of fallacies in written texts.
• Explain why using fallacies makes principled argumentation more difficult.
• Identify fallacies used in argumentative texts.
• Write or find a straw man fallacy and explain why it is a fallacy.
• Closely read a modern persuasive speech.
• Mark up the speech, noting its persuasive appeals and any fallacies.
• Write an essay describing the speaker’s argument and identifying any fallacies.

Module 2 Readings
• Everything’s an Argument, with Readings – Chapters 4 and 5
• Additional non-fiction readings:
  o "Thick of Tongue"
  o "With Disney’s Moana, Hollywood Almost Gets It Right…"
  o "Letter from Birmingham Jail" by Dr. Martin Luther King, Jr.
- “Gettysburg Address” by Abraham Lincoln
- “Women’s Rights to the Suffrage” by Susan B. Anthony
- Racial Microaggressions Poster
- “Questions"
- “Why a Moratorium on Microaggressions Is Needed"
- Greta Thunberg’s Speech at United Nations Climate Action Summit
- Greta Thunberg’s Speech at Davos
- Malala Yousafzai’s Speech to the United Nations General Assembly

Module 2 Vocabulary
- ad hominem, analogy, annotation, assumption, bandwagon, Civil Rights Movement, degree, dogmatism, enthymeme, equivocation, ethos, fallacies, fallacy, faulty logic, logic, logos, non sequitur, paralipsis, pathos, persuasion, persuasive appeals, precedent, public speaking, rhetoric, rhetorical analysis, stereotype, straw man, syllogism

Module 2 Example Assignments & Activities
- Students identify examples of ethos, logos, and pathos used in Dr. Martin Luther King, Jr.’s "Letter from Birmingham Jail." (1.A) Students analyze the letter and consider which appeals (ethical, emotional, or logical) King uses to persuade his readers. (1.A, 1.B, 2.B) Students then give examples of each appeal, quoting the text, identifying the type of appeal in the quotation, and describing the effect of the appeal on readers. (1.A, 1.B, 2.B) [CR3, CR7]
- After studying the kinds of false arguments or “logical fallacies” that people sometimes use when trying to make a point, students find an example of a logical fallacy to share with classmates during a discussion. (1.A, 1.B) Students then use their knowledge of fallacies to analyze speeches. They write an essay describing the speaker’s argument and identifying any fallacies within it. (1.B, 2.A, 3.A, 8.C) [CR3, CR4]

Module 3: Rhetorical Analysis; Satire

Module 3 Big Ideas & Skills
- Style: 8.B

Module 3 Outline
- Rhetorical Analysis
- Reading for Analysis
- Analysis in Action
- Practice Rhetorical Analysis
- Reading Satire
- Analyzing Satire
- Write a Rhetorical Analysis

Module 3 Learning Objectives
- Identify examples of rhetorical elements in written texts.
- Describe how writers use rhetorical elements to support an argument.
- Describe a writer’s position on a topic.
- Identify the evidence that supports the writer’s position.
• Evaluate the effectiveness of the writer’s argument.
• Describe a writer’s position on a topic.
• Identify the evidence that supports the writer’s position.
• Evaluate the effectiveness of the writer’s argument.
• Read and analyze an article from a professional journal.
• Identify and describe a writer’s position on a topic.
• Evaluate the effectiveness of the writer’s argument.
• Describe the elements of satire.
• Identify the elements of satire in written texts.
• Explain how and why writers use satire in persuasive texts.
• Identify the main ideas in a classic work of satire.
• Identify and analyze a rhetorical analysis of a work of satire.
• Write an analysis of a modern work of satire.
• Identify and describe the components of the rhetorical situation of a text.
• Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
• Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
• Develop an essay that includes a claim and evidence supporting the claim.
• Write a thesis statement that requires proof or defense and that previews the structure of the argument.

Module 3 Readings
• *Everything's an Argument, with Readings* – Chapter 6 and Guide to Writing a Rhetorical Analysis
• Additional non-fiction readings:
  o "Covering the Transgender Community: How Newsrooms Are Moving Beyond the 'Coming Out' Story to Report Crucial Transgender Issues"
  o "Balancing Classroom Civility and Free Speech"
  o Excerpts from PD Satirical Texts *Public and Private Life of Animals, The Cynic's Word Book*, and Mark Twain’s *Diaries of Adam and Eve"
  o "A Modest Proposal" by Jonathan Swift

Module 3 Vocabulary
audience, caricature, critical reading, ethos, free speech, hyperbole, incongruity, irony, logos, parody, pathos, rhetorical analysis, rhetorical situation, satire, stereotype, structure, style, tone, transgender, word play

Module 3 Example Assignments & Activities
• Students find a modern example of satire and explain what makes it qualify as satire. They then create a discussion post to share the satire example, describing the satire’s purpose and message. Students explain how the satire works and what the audience needs to know to get the point of the example. (1.A, 2.B) Students respond to two other posts from classmates, agreeing or disagreeing with the post’s analysis of the meaning and purpose of the satire. (1.A, 2.B) [CR4, CR12]
After a close reading of a classic work of satire and a brief rhetorical analysis of it, students write their own analysis of a modern work of satire. In their analysis, they adhere to the rubric, which focuses on thesis, evidence and commentary, and sophistication. (2.A, 4.B, 5.C) Students create a claim about the writer’s rhetorical choices, provide evidence to support the claim, and demonstrate their understanding of the writer’s argument, purpose, or message. (3.A, 4.A) [CR5, CR6]

Module 4: Structure of Argument; Argument Construction

Module 4 Big Ideas & Skills
- Reasoning and Organization: 5.A, 5.B

Module 4 Outline
- Structure of Arguments
- A Closer Look at Logic
- Arguments of Fact
- Writing Arguments of Fact
- Arguments of Definition
- Writing Arguments of Definition
- Write a Better Argument

Module 4 Learning Objectives
- Identify and describe key features of commonly used approaches to argument, including classical, Rogerian, and Toulmin.
- Distinguish among arguments structured as classical orations, Rogerian arguments, and Toulmin arguments.
- Identify examples of classical oration, Rogerian argument, and Toulmin argument.
- Describe when each type of argument structure is appropriate.
- Write an argument using the Toulmin argument structure.
- Describe the characteristics of an argument of fact.
- Differentiate arguable factual claims from ones that are not arguable.
- Identify and explain the steps in writing an argument of fact.
- Draft an argument of fact.
- Identify the different types of arguments of definition.
- Explain the functions of the different types of arguments of definition.
- Recognize examples of an argument of definition.
- Identify and explain the steps in writing an argument of definition.
- Draft an argument of definition.
- Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- Qualify a claim using modifiers, counterarguments, or alternative perspectives.
• Develop a paragraph that includes a claim and evidence supporting the claim.

Module 4 Readings
• *Everything's an Argument, with Readings* - Chapters 7, 8, and 9
• Additional non-fiction readings:
  o "Hunger on Campus: The Challenge of Food Insecurity for College Students"
  o "Redskins: Insult and Brand"
  o "Safe Spaces, Brave Spaces"
  o "Shutting Up"

Module 4 Vocabulary
arguable claim, argument of definition, argument of fact, backing, classic argument, deductive reasoning, definition by example, evidence, fact checking, facts, formal definition, hypothesis, inductive reasoning, invitational argument, negative definition, operational definition, oration, qualifier, Rogerian argument, Toulmin argument, warrant

Module 4 Example Assignments & Activities
• Students draft an argument of fact and an argument of definition, selecting a topic of interest to them and formulating a hypothesis to answer a question about the topic. Students then research the topic to see if the evidence supports their hypothesis. This first assignment is an argument of fact. (2.A, 3.A, 3.B, 5.A, 5.B, 5.C) Students submit this as a journal entry for credit and feedback. [CR4, CR5, CR12, CR13]

Module 5: Types of Arguments; Strengthening Arguments

Module 5 Big Ideas & Skills
• Reasoning and Organization: 5.A, 5.B

Module 5 Outline
• Arguments That Evaluate
• Writing Arguments That Evaluate
• Causal Arguments
• Writing Causal Arguments
• Proposals as Arguments
• Writing Proposals
• Build a Better Argument

Module 5 Learning Objectives
• Summarize and describe arguments that evaluate.
• Identify the criteria a writer uses in an evaluation.
• Describe how to formulate criteria for an evaluation.
• Analyze arguments that evaluate.
• Identify and describe a writer’s uses of the elements of evaluation.
• Draft an evaluation.
• Define and identify examples of causal arguments.
• Identify and describe the types of causal arguments.
• Identify the key features of causal arguments.
• Explain how to develop a causal argument.
• Summarize causal arguments.
• Identify a writer’s use of the elements of causal arguments.
• Draft a causal argument.
• Define and identify examples of proposal arguments.
• Identify key characteristics of a proposal.
• Read and analyze examples of proposal arguments.
• Read and analyze proposal arguments.
• Identify a writer’s use of common proposal elements.
• Draft a proposal argument.
• Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
• Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
• Consider and respond to counterarguments or alternative perspectives.
• Develop paragraphs that include a claim and evidence supporting the claim.

Module 5 Readings
• *Everything’s an Argument, with Readings* – Chapters 10, 11, 12, and GUIDES for writing different kinds of arguments
  • Additional non-fiction readings:
    o "I Still Don’t Understand the Cultural Appropriation of Food"
    o "70 Percent of Employers Are Snooping Candidates' Social Media Profiles"
    o "The Careless Language of Sexual Violence"
    o from “The Power of Words"

Module 5 Vocabulary
cause, cause and effect, criteria of evaluation, effect, evaluation, feasibility, necessary cause, policy, practice, precipitating cause, proposal, proximate cause, qualitative arguments, quantitative arguments, reciprocal cause, remote cause, sufficient cause

Module 5 Example Assignments & Activities
• Students complete a guided reading exercise that demonstrates elements of evaluation used in an argument. They read about causal arguments and then draft a causal argument of their own. Students share drafts of these arguments in a discussion post. (3.A, 3.B, 3.C, 4.A). Students read at least two other arguments written by their classmates, identify the claim or thesis statement in each, and identify the reasoning and evidence provided. (5.A, 5.B) [CR3, CR4, CR5, CR6, CR13]
• Students choose one of their own arguments to revise—an evaluation, a causal argument, or a proposal. Regardless of the argument type, students are expected to include a thesis with a defensible position, evidence, and commentary to support all claims. They also must demonstrate a sophisticated understanding of the rhetorical situation. (3.A, 3.B, 3.C, 4.A, 4.B) [CR3, CR4, CR5, CR6, CR12, CR13]

Module 6: Review; Test Preparation

Module 6 Big Ideas & Skills

Module 6 Outline
• Test Prep: Rhetorical Analysis Essay
• Test Prep: Analyzing Rhetoric of Satire
• Test Prep: Argument Essay
• Test Prep: Grammar Review
• Test Prep: Multiple Choice Questions
• Practice FRQ: Rhetorical Analysis Essay
• Practice FRQ: Argument Essay

Module 6 Learning Objectives
• Identify the expectations for AP exam’s rhetorical analysis essay.
• Explain how the rhetorical analysis essay will be scored for the AP exam.
• Identify a process for writing an introduction for a rhetorical essay.
• Identify a process for writing body paragraphs for a rhetorical essay.
• Demonstrate a process for responding to the rhetorical analysis prompt on the AP exam.
• Identify and describe a process for writing a rhetorical analysis of a satirical text.
• Demonstrate a process for analyzing the rhetoric of a satirical text.
• Identify a process for responding to the argument essay prompt on the AP exam.
• Demonstrate a process for responding to the argument essay prompt on the AP exam.
• Identify and explain essential concepts of English grammar, usage, and mechanics.
• Demonstrate knowledge of the conventions of Standard American English by revising an essay.
• Describe the types of multiple-choice questions on the AP English Language exam.
• Identify strategies for using time efficiently when answering multiple-choice questions.
• Describe strategies for answering different types of multiple-choice questions.
• Summarize best practices for answering multiple-choice questions on the AP English exam.
• Apply key practices and strategies in responding to a rhetorical analysis exam prompt.
• Apply key practices and strategies in responding to an exam prompt requiring an argument.

Module 6 Readings
• N/A This chapter is focused on AP exam prep and practice.

Module 6 Vocabulary
appeals, argument, argumentation, clause, defensible position, grammar, line of reasoning, mechanics, multiple-choice questions, phrase, punctuation, question types, rhetorical analysis, rhetorical choices, rhetorical situation, satire, spelling, subject-verb agreement, test-taking strategies, usage
Module 6 Example Assignments & Activities
- Students describe the process they expect to use when responding to the argument essay prompt on the AP Exam. Students write an essay that argues their position using evidence. (3.A, 3.B, 4.A, 4.B) Students’ essays must include a thesis that presents a defensible position, provide evidence to support the line of reasoning, clearly explain how the evidence supports the reasoning, and use appropriate grammar to communicate the argument. (3.A, 3.B, 4.A, 4.B) [CR3, CR4, CR5, CR6, CR9, CR10, CR12, CR13]
- Students write an argument essay responding to the following claim: “While I appreciate the competing concerns schools must prioritize today, I believe it is time to make physical education a core subject on equal footing with academic classes. It is well established that children have a right to a quality education, and physical education is a fundamental aspect of that right, giving children the knowledge they need to stay healthy and equipping them for life’s challenges by teaching persistence, resilience, and positive thinking.” (3.A, 3.B, 4.A, 4.B) Student essays must include a thesis that presents a defensible position, provide evidence to support their line of reasoning, clearly explain how the evidence supports the reasoning, and use appropriate grammar to communicate the argument. (3.A, 3.B, 4.A, 4.B) [CR3, CR4, CR5, CR6, CR9, CR10, CR12, CR13]

Module 7: College-Level Reading and Writing; Style, Diction, Sentence Structure, and Figurative Language

Module 7 Big Ideas & Skills

Module 7 Outline
- Reading and Writing in College
- Style and Diction
- Build Better Sentences
- Punctuate with Style
- Figurative Language
- Figure It Out
- Ways with Words

Module 7 Learning Objectives
- Identify characteristics of academic discourse.
- Analyze writers’ diction and style.
- Describe the effects of writers’ style choices on the reader
- Analyze writers’ diction.
- Describe the effects of writers’ diction on the reader.
- Describe the value of sentence variety in an argument.
- Describe how punctuation affects meaning and style in a text.
- Identify common types of figurative language.
- Describe the effects of figures of speech used in a text.
- Read and comprehend complex nonfiction texts.
• Understand nonliteral meanings of words and phrases.
• Analyze the use of common types of figurative language.
• Revise an essay to incorporate figurative language.
• Analyze the style of two presidential speeches.
• Contrast the speakers’ use of style.

Module 7 Readings
• *Everything's an Argument, with Readings* – Chapter 13
• Additional non-fiction readings:
  o "The Careless Language of Sexual Violence"
  o Sojourner Truth's “Ain't I a Woman?”
  o Grammar Girl Podcast "Sentence Length"
  o Grammar Girl Podcast “Colons, Dashes, and Commas”
  o Grammar Girl Podcast “Five Uncommon Figures of Speech to Spice Up Your Writing”
  o Grammar Girl Podcast “Parallel Structure: Patterns Are Pleasing”
  o John F. Kennedy's Inaugural Address 1961
  o Lyndon B. Johnson “Great Society” Speech May 22, 1964

Module 7 Vocabulary
academic discourse, allusion, analogy, anaphora, antithesis, colloquial words and phrases, colon, dash, dependent clauses, diction, ellipses, end marks, figurative language, figure of speech, idiom, independent clauses, jargon, metaphor, parallelism, punctuation, scheme, semicolon, sentence structure, sentence variety, simile, slang, style, trope, word choice, writing style

Module 7 Example Assignments & Activities
• Students read about how academic discourse— the kind of reading and writing they will do in college— differs from other forms of communication. Then they engage with their classmates in a discussion thread that considers the question "How does your own style of argumentation compare to the examples of academic discourse within the readings and textbook?" Students can select two or three paragraphs from a previous essay that represents their formal, academic writing style. (5.B, 5.C) After students post their own piece of writing, they read their classmates postings and identify words and phrases that help the paragraph qualify as academic discourse. (7.A, 7.B, 8.C) [CR10, CR12, CR13]
• Students analyze two presidential speeches for their use of contrasting style: President Kennedy's Inaugural Address of 1961 and President Johnson's "Great Society" commencement speech. Students identify the speaker's thesis and main points. Then, they use their annotated notes to draft an essay that describes the elements of each speaker's style and analyzes the effects of these elements. (4.C, 5.A, 5.B, 6.A, 6.B) The rubric used to assess the analysis requires students to state a thesis, provide evidence to support, and explain the significance of differences in the speakers' rhetorical styles. (4.A, 4.B, 4.C) [CR10, CR12, CR13]

Module 8: College-Level Research; Essay Construction
Module 8 Big Ideas & Skills
• Reasoning and Organization: 5.A, 5.B
Module 8 Outline

- College-Level Research Assignments
- Academic Arguments
- Reading and Writing Academic Arguments
- A Working Topic
- Question Everything
- Model Arguments
- Searching for Answers

Module 8 Learning Objectives

- Identify characteristics of the synthesis essay/research report.
- Explain how a research report differs from other types of writing.
- Analyze sample prompts and essays.
- Identify skills they have and skills they still need to master to perform well on college-level research assignments.
- Identify characteristics of academic arguments.
- Explain how to develop an academic argument.
- Describe how academic discourse differs from general or popular discourse.
- Closely read academic arguments.
- Write an academic argument in response to an essay.
- Identify the qualities of an effective topic.
- Distinguish between effective and ineffective topics.
- Generate a list of possible topics for an academic argument.
- Distinguish between a topic and a research question.
- Identify the characteristics of good research questions.
- Explain the importance of developing good research questions.
- Write research questions on a chosen topic.
- Read two sample academic arguments.
- Analyze the key elements in each argument.
- Write a journal entry comparing and contrasting the two arguments.
- Locate and annotate sources of information that might help to answer research questions written previously.

Module 8 Readings

- *Everything's an Argument, with Readings* – Chapter 17
- Additional non-fiction readings:
  - “Can Medication Cure Obesity in Children?” a sample AP research paper
  - “Playing with Prejudice: The Prevalence and Consequences of Racial Prejudice in Video Games”
  - “Safe Spaces, Brave Spaces”
  - “Where the Wild Things Should Be: Healing Nature Deficit Disorder through the Schoolyard”
  - “The Emotion Work of ‘Thank You for Your Service’”
Module 8 Vocabulary
academic argument, academic discourse, annotated bibliography, annotation, audience, Boolean operator, comparison, contrast, documentation, evidence, key term, keyword, prewriting, prompt, purpose, research, research question, research report, rhetorical situation, rhetorical stance, search engine, synthesis, topic

Module 8 Example Assignments & Activities
- Students perform close readings of several academic arguments and write an academic argument in response to one of the essays. Students respond to journal prompts that ask them to identify and explain the writer’s ethos, style, evidence, format, use of visuals, and intended audience (3.A, 3.B, 3.C, 5.A, 5.B) [CR5, CR7, CR11, CR12]
- Students read two sample academic arguments and analyze the key elements in each argument. As students read each essay, they are asked to keep the following questions in mind: How does the writer organize the argument? What kinds of evidence does the writer use? How does the writer incorporate that evidence into the text? Who or what is the audience for the essay? How can you tell? (5.C) Students then write a journal entry comparing and contrasting the two arguments in terms of their rhetorical stance, purpose, and audience. (4.A, 4.B, 6.A, 6.B) [CR4, CR5, CR9, CR12, CR13]

Module 9: Researching, Analyzing, and Evaluating Evidence

Module 9 Big Ideas & Skills

Module 9 Outline
- Evidence for Arguments
- Analyzing Evidence
- Targeting Your Search
- Research Skills Tutorial
- Evaluating Sources
- How Good Are Your Sources?
- Stake Your Claim

Module 9 Learning Objectives
- Explain how the rhetorical situation determines the kind(s) of evidence needed in an argument.
- Describe advanced search techniques to find evidence appropriate for academic arguments.
- Explain how to collect data through field research.
- Describe different types of evidence.
- Identify and label different types of evidence used by a writer.
- Choose types of evidence best suited to the rhetorical situation of their argument.
- Identify categories of evidence and subtopics that need additional research.
- Explain the importance of defining a research concept.
- Demonstrate how to use a variety of Boolean operators.
- Identify ways to limit the number of search results.
• Identify characteristics of high-quality sources.
• Distinguish between high-quality and low-quality sources.
• Evaluate sources according to criteria.
• Draft a report on a previously chosen and researched topic.
• Cite the sources used, following the style guide assigned by the instructor.

Module 9 Readings
• *Everything's an Argument, with Readings* – Chapters 18 and 19
• Additional non-fiction readings:
  o “Getting Personal About Cybersecurity”

Module 9 Vocabulary
academic argument, argumentation, Boolean operator, citation, concept chart, credential, cultural context, database, documentation, evidence, field research, limiting results, relevance, research, rhetorical situation, source, support

Module 9 Example Assignments & Activities
• Students find evidence related to a topic or issue and identify the types of evidence best suited to the rhetorical situation of their argument. Students then narrow down a topic, ask research questions, and search for sources that will answer those question. Then they take an inventory of the evidence they have collected and note any additional research required. (5.A, 5.B) Considering the target audience, students ensure that sources will be persuasive in a specific rhetorical situation. (6.C) They submit their Evidence Inventory as a journal entry for the module. [CR4, CR5, CR6, CR8, CR12, CR13]
• Using a previously chosen and researched topic, students create citations for the sources they found, following the styling guide required by the teacher. Using what students learn in research, they draft an academic argument that makes a defensible claim about their chosen topic. (4.A, 4.B, 4.C) Students use evidence to support their claim. As they write, they ask themselves the following questions: Am I citing sources to support any unusual facts or controversial ideas? Am I giving my sources credit for ideas or words of theirs that I’ve used? Am I explaining how the evidence supports my line of reasoning? Am I constructing an original argument, not just summarizing other people’s ideas and opinions? (5.C) Students are expected to state a clear thesis, provide valid and relevant evidence, and cite sources appropriately. (4.A, 4.B, 4.C) [CR4, CR5, CR6, CR8, CR12, CR13]

Module 10: Integrating, Using, and Documenting Sources

Module 10 Big Ideas & Skills
• Reasoning and Organization: 6.B

Module 10 Outline
• Using Sources
• Readings That Use Sources
• Integrating Sources
• Academic Integrity
• Documenting Sources
Module 10 Learning Objectives

- Identify patterns, themes, and connections among a variety of sources.
- Determine how best to use sources to support and develop claims.
- Synthesize research information using a variety of strategies.
- Respond to opposing arguments in sources.
- Identify the strategies authors use when supporting their claims with evidence from sources.
- Determine how best to use sources to strengthen a persuasive argument.
- Explain how to structure a persuasive essay.
- Conduct a rhetorical analysis of a persuasive essay.
- Revise an essay draft with the goal of synthesizing information and improving the use of sources.
- Identify the strategies authors use when supporting their claims with evidence from sources.
- Determine how best to use sources to strengthen a persuasive argument.
- Define and understand plagiarism.
- Define and understand academic integrity.
- Explain the purposes of fair use and Creative Commons.
- Understand how to document sources using MLA style.
- Understand how to document sources using APA style.
- Practice citing various sources.
- Learn how citing sources can help writers avoid plagiarism.
- Describe and apply MLA style formatting.
- Compile a Works Cited page using MLA style.
- Format an essay using MLA style.
- Document sources using MLA style.

Module 10 Readings

- *Everything's an Argument, with Readings* – Chapters 20, 21, and 22
- Additional non-fiction readings:
  - “Shooting Guns: It’s Rather Fun, Actually”
  - “How a Bible-Belt Evangelical Church Embraced Gay Rights”

Module 10 Vocabulary

academic integrity, APA, citation, claim, Creative Commons, documenting sources, fair use, formatting, in-text citation, MLA, paraphrase, persuasion, plagiarism, quote, revision, summarize, support, synthesis, works cited

Module 10 Example Assignments & Activities

• Students create a Works Cited page for the synthesis essay they have just written and check to make sure that their synthesis essay meets all of the criteria for incorporating and citing sources. (6.B, 7.B, 7.C, 8.C). Students identify transitions that need to flow more smoothly, and edit their drafts for conciseness. (8.C) [CR5, CR6, CR7, CR13]

Module 11: Review; Test Prep

Module 11 Big Ideas & Skills

Module 11 Outline
• Test Prep: The Synthesis Essay
• Test Prep: Synthesis Strategies
• Test Prep: Analyzing the Prompt
• Test Prep: Writing the Essay
• Test Prep: Revising the Essay
• Test Prep: Final Touches
• Test Prep: A Trial Run

Module 11 Learning Objectives
• Describe a strategy for completing the synthesis essay on the AP English exam.
• Describe an effective structure the AP English exam’s synthesis essay.
• Explain the expectations for and limitations of the AP exam’s synthesis essay.
• Explain why writers must establish credibility in the AP synthesis essay.
• Explain why it is important to address opposing viewpoints.
• Demonstrate how to address opposing viewpoints.
• Review the process of writing the AP exam synthesis essay.
• Explain how the synthesis essay will be scored according to the analytic rubric.
• Respond to a rhetorical situation and make strategic writing choices based on that situation.
• Develop a line of reasoning and commentary and sustain it throughout an argument.
• Use transitional elements to guide the reader through the line of reasoning in an argument.
• Identify essential revision skills and strategies for the AP English synthesis essay.
• Revise a draft of a synthesis essay written in response to an AP synthesis prompt.
• Identify essential editing skills and strategies for the AP English synthesis essay.
• Edit a draft of a synthesis essay written in response to an AP synthesis essay prompt.
• Apply test-taking skills for synthesis writing in a timed-writing scenario similar to the AP English Language and Composition exam.

Module 11 Readings
• N/A This chapter is focused on AP exam prep and practice.

Module 11 Vocabulary
Advanced Placement, AP exam, argument, body paragraph, conclusion, credibility, editing, introduction, opposing viewpoint, prompt, revision, rubric, signal phrase, synthesis, synthesis essay, thesis statement, topic sentence, writing process
Module 11 Example Assignments & Activities

- Students post a detailed description of how their writing process will be different for the synthesis essay than for a regular research report. They will read and respond to three other classmates’ posts. This activity gives students a chance to share ideas and gain valuable feedback on their strategies for taking the AP exam. (7.A, 7.B, 8.A, 8.B, 8.C) [CR8, CR13]
- Through detailed reading and response questions, students learn the process of writing the synthesis essay. Then they practice, under timed conditions, implementing the strategies they have learned. (8.A, 8.B, 8.C) In their synthesis essays, students are expected to do the following: 1. Respond to the prompt with a thesis that may establish a line of reasoning. 2. Provide evidence from at least three of the provided sources to support their thesis. Indicate clearly the sources used through direct quotation, paraphrase, or summary. 3. Explain the connection between the evidence and the thesis. 4. Demonstrate an understanding of the rhetorical situation. 5. Use appropriate grammar and punctuation in communicating the argument. (5.A, 5.B, 5.C, 6.A, 6.B, 6.C) [CR3, CR4, CR5, CR6, CR9, CR10, CR12, CR13]

Module 12: Styles of Argument Delivery

Module 12 Big Ideas & Skills

- Rhetorical Situation: 2.A, 2.B

Module 12 Outline

- Visual Arguments
- Reading Visual Arguments
- Presenting Arguments
- You Try It: Presenting Arguments
- Multimedia Arguments
- Planning Multimedia Arguments
- You Try It: Multimodal Argument

Module 12 Learning Objectives

- Demonstrate understanding of advertisements, editorial cartoons, and other graphic representations as texts.
- Demonstrate an understanding of the relationship between visual rhetoric and design.
- Recognize components of visual arguments.
- Evaluate and analyze visual arguments.
- Examine visual arguments by using traditional rhetorical analysis.
- Recognize how ethos, pathos, and logos are used in visual arguments.
- Analyze examples of advertisements for rhetorical appeals.
- Identify the graphic principles that inform visual arguments.
• Create a visual argument.
• Prepare oral presentations that demonstrate an ability to clearly organize an argument.
• Incorporate research, sound reasoning, and evidence for claims into oral presentations.
• Demonstrate how to participate in civil discourse using reason.
• Prepare and adapt presentations and speeches to accommodate audiences.
• Prepare oral presentations that demonstrate an ability to organize an argument clearly.
• Incorporate research, sound reasoning, and evidence for claims in oral presentations.
• Prepare and adapt presentations and speeches to accommodate audiences.
• Identify the necessary strategies to effectively draft and present a speech or presentation.
• Develop an outline and a draft of an oral presentation.
• Analyze arguments and rhetorical strategies across different modes and media.
• Develop skills and strategies for persuading audiences in different modes and media.
• Recognize that arguments can be effective when presented in combination with multiple forms of communication.
• Experiment with different modes and media to find effective ways to persuade an audience.
• Analyze the strategies deployed in various multimodal arguments.
• Identify the steps necessary for planning and composing a multimodal argument.
• Plan a multimodal argument, using appropriate strategies.
• Analyze arguments and rhetorical strategies across different modes and media.
• Prepare multimodal presentations that demonstrate an ability to organize an argument clearly.
• Incorporate research, sound reasoning, and evidence for claims in multimodal presentations.
• Prepare and adapt presentations and speeches to accommodate audiences.

Module 12 Readings
• *Everything's an Argument, with Readings* – Chapter 14, 15, and 16
• Additional non-fiction readings:
  o “Breakfast Series”; “Getting Personal about Cybersecurity”
  o Grammar Girl Podcast “Writing Scripts and Speeches”

Module 12 Vocabulary
advertising, audience, blog, civil discourse, composition, ethos, graphic design, logos, multimodal, multimodal argument, oral presentation, pathos, planning, podcast, presentation, public speaking, rhetorical analysis, rhetorical situation, social media, speech, storyboard, technology, visual argument, visual rhetoric

Module 12 Example Assignments & Activities
• A study of visual arguments helps students to consider other ways of persuading an audience, besides relying on text alone. Students analyze elements that constitute tone in a visual argument and evaluate the appeal of advertisements. They are asked to identify design choices in an illustrated argument titled "Getting Personal about Cybersecurity. Then students create a visual argument of their own, selecting images that appeal to pathos, choosing colors carefully, injecting appeals to ethos and logos, and organizing their information clearly. (7.A, 7.B, 7.C)

Students will use what they learned about visual arguments to create or describe their own
visual argument. If students choose to describe a visual argument, they must explain each of the design elements that would be there as if it were a visual argument. [CR5, CR11, CR13]

- Students are directed to analyze arguments and rhetorical strategies across different modes and media. As a final project, students create and deliver a multimodal presentation based on one of the arguments they wrote earlier in the course. (Students can also choose to create a new argument on the same topic.) The project requires students to apply the presentation and multimodal composition skills they learned to recognize in the module. (3.A, 3.B, 3.C, 4.B). Students are asked to consider the following questions when completing the presentation: Is there a clear and arguable claim? Did I include at least two modes of communication? Did I provide evidence and support for the claims? Did I remain rhetorically aware? Did I use essential presentation skills to deliver my message? (6.B) Students consult a rubric to ensure that they have included all of the necessary requirements for a strong visual argument, such as support for their claims, multimodality, rhetorical awareness, and presentation skills. (2.A, 2.B) [CR6, CR7, CR8, CR11, CR12]