Language and Composition: The Art of Voice is fully aligned to the new AP® Curriculum Framework and is a blended rhetoric/reader that delivers instruction on, and modeling of, close reading, critical thinking, and effective writing skills leading students to master the art of rhetoric. With its vast array of essays, it can also function as a flexible reader.

- The five-part organization scaffolds instruction through skills and process, critical reading, thinking, writing, and AP-level application and mastery.
- Expanded coverage on rhetorical analysis, synthesis, and argumentation creates a solid framework.
- Enhanced visual rhetoric coverage helps students to effectively read and respond to images as texts.
- Powerful, personalized digital resources with the AP advantage includes Composition Essentials 3.0.
- The robust AP Teacher Manual, available in print and online, includes lesson plans, pacing guides, and expanded classroom activities.
Table of Contents

Crafted in 5 parts with 13 chapters, *The Art of Voice* covers the major modes of writing in many of the disciplines that students will encounter. The organization scaffolds instruction from skills and processes; to critical reading, thinking, and writing; and on to AP-level application and mastery. This modular organization is flexible and can be used in any sequence in as much or little depth that suits your classroom needs.

**Close Reading and Writing Skills**
CHAPTER 1 – Active Reading and Response to Texts  
CHAPTER 2 – The Writing Process  
CHAPTER 3 – Argumentation and Synthesis

**PART 2 Issues Across the Disciplines**
CHAPTER 4 – Education and Society: How, What, and Why Do We Learn?  
CHAPTER 5 – Family Life: How Do We Become Who We Are?  
CHAPTER 6 – History, Culture, and Civilization: Are We Citizens of the World?  
CHAPTER 7 – Business and Economics: How Do We Earn Our Keep?  
CHAPTER 8 – Media and Pop Culture: What Is the Message?  
CHAPTER 9 – Literature and the Arts: Why Do They Matter?  
CHAPTER 10 – Nature and the Environment: How Do We Relate to the Natural World?

**PART 3 AP Favorites**
CHAPTER 11 – Favorite Essays  
CHAPTER 12 – Sample Student Essays

**PART 4 Research Paper**
CHAPTER 13 – Writing a Research Paper

**PART 5 AP Language and Composition Practice Exam**
Glossary of Rhetorical Terms
Uniform Apparatus that Reinforces Close Reading and Writing

Support is provided for every essay to ensure students get the maximum benefit from their reading. Each selection in this text is preceded by a brief introduction that offers biographical information about the author. The questions that follow each essay are organized in a consistent format created to reinforce essential reading, writing, and oral communication skills. Arranged in three categories — Comprehension, Rhetorical Analysis, and Writing — these questions reflect current compositional theory as they move students from audience analysis to various modes, processes, and media of composition. The integrated design of these questions makes each essay — simple or complex, short or long, old or new — accessible to students who possess varied reading and writing abilities.

**Comprehension**
1. One of the most important points Woolf makes is why women have been limited by their lack of ways of making money. How does she make the argument that by lacking rooms of their own, women have been prevented from making money and being more of a literary force?
2. What do Woolf’s musings about Shakespeare’s sister and “Judith's” belief that she would not have been considered a genius, even if she shared the same mental capacities of her brother, prove in aiding Woolf’s thesis?
3. What makes the one major character in this essay so uncanny?

**Rhetorical Analysis**
4. What is the effect of the repetition of the word without when describing what life might be like today for Shakespeare’s sister in the closing paragraph?
5. What does Woolf’s rhetoric suggest about the literature women did write at the time, and its connection to men?
6. “A Room of One’s Own,” by the words alone, is a metaphor for independent and respected living. Come up with some other metaphors that have similar meanings.
7. Explain the irony presented in paragraph 7.

**Writing**
8. Write an analytic essay in which you analyze Woolf’s attitude about the role of money. Use the text to support your analysis.
9. Woolf says, “Of the two—the vote and the money—I own, seemed infinitely the more important.” In a comparison essay, compare and contrast the benefits and drawbacks of choosing money over the right to vote.
10. Writing an Argument Woolf argues that, “Great bodies of people are never responsible for what they do. They are driven by instincts which are not within their control!” Do you agree with this statement? Write an argumentative essay defending your position.

The text explores rhetoric — not only the structure and organization of the message, but the tools writers use to create and readers use to analyze.
Rhetorical Analysis

Visual Rhetoric

Paired visuals — Classic and Contemporary Images — appear in Chapters 1–10. Instruction and activities increase in rigor as students learn to apply rhetorical analysis skills to visual texts. There are a variety of images for analysis and response, including paintings, ads, photographs, cartoons, graphs, and more.

Analyzing Visual Texts

We are immersed in a visual culture. This culture requires us to contend with and think about visual images encountered in advertising, movies, television, the humanities, fine arts, digital, engineering, social sciences, computer science, media communications, and others. How do we analyze and understand visual rhetoric? What is visual rhetoric? What is visual essence? Visual images convey messages that often are as powerful as well-composed written messages. Consider, for example, an image of a wedding in the occasion of the commission of a person by the divine chief of the larger national policy. Consider, for example, an image of a wedding in the occasion of the commission of a person by the divine chief of the larger national policy. Consider, for example, an image of a wedding in the occasion of the commission of a person by the divine chief of the larger national policy.

Questions to Guide Visual Analysis

Just as you analyze or parse a textual text during the process of active reading, you also have to think actively about visual images or elements. In general, when you answer a visual, you are usually looking for three things:

1. The purpose of the image or the elements in it, usually persuasive or dramatic.

2. The context of the visual; what is the visual doing? What is its function? What is its role? What is the function of the visual? How does the visual contribute to the message? What is the role of the visual? How does the visual contribute to the message?

3. The visual’s function; what is the visual doing? What is its role? What is the function of the visual? How does the visual contribute to the message? What is the role of the visual? How does the visual contribute to the message?
Integrated and Focused Treatment of Argument

Synthesis is a critical skill for successful argumentation. Developing the ability to take a position and build, support, and sustain an effective argument helps students become critical readers and thinkers as well as informed citizens. A focused chapter on persuasive writing is reinforced throughout the book by “Writing an Argument” essay assignments accompanying each reading.

Writing an Argument

- Argue for or against the proposition that an effective parent should have—at least—a touch of unconventionality. Alternatively, take a position on the role of conformity in life.
- Think about the numerous action heroes or superheroes that young children and adolescents encounter today in various media forms. Write an essay in which you contend that exposure to such superheroes either does or does not encourage violent behavior in young people.

Social Media—Has It Empowered Us or Disenfranchised Us?

Social media could be arguably one of greatest influences on society today. Increasingly, we turn to social media to get our information. Instant information also becomes instant susceptibility to many dark Internet interferences connected to what we read and believe. Connected people have the opportunity to be empowered or disenfranchised by this form of media. Critically read and analyze the texts and images here, and then answer the questions that follow.

The Synthesizing Sources features in Chapters 4–10 prompt students to examine a variety of textual and visual arguments from different points of view to identify patterns of agreement and disagreement. Language and Composition: The Art of Voice encourages students to consider complex, multiple perspectives, moving beyond pro/con thinking.
A Variety of Synthesis Activities

Synthesizing multiple texts and images leads to a comprehensive understanding of an issue or topic and provides a broader contextual range for evaluation. Three types of Synthesis practice are found throughout the book to help students as they prepare for the Synthesis question on the AP exam.

**Synthesizing the Classic + Contemporary Essays**

1. Compare and contrast the tone of each writer. How does tone affect purpose? How does it affect mood? Select at least three passages from White and three from Kingsolver that demonstrate how their tones differ. Do they offer any hints as to the “voice” or personality of the writers? Why or why not?
2. What contemporary issues does Kingsolver address that White either ignores or is unaware of? Consider that White was born 58 years before Kingsolver, so his world was quite a different one. Are there other variables that might help us distinguish their concerns and outlooks—for example, gender, class, and environment?
3. What central values does each author have regarding the family? How are they similar? How do they differ? How do their values reflect their times?

**Each pairing of Classic & Contemporary Essays has a group of Synthesis questions that require students to analyze, compare, and contrast.**

**Connections for Critical Thinking**

1. Both Annie Dillard’s “An American Childhood” and E. B. White’s “Once More to the Lake” explore the experience of childhood from a different perspective. Do they share a common voice or mood? What is distinctive about each essay? Which essay do you prefer, and why? Consider the style and emotional impact of the writing.
2. Argue for or against the claim that Alvarez’s portrayal of a quinceañera and Brooks’s take on online dating are biased.
3. Argue for or against the idea that the presentation of relatively new types of relationships like those described in the essays by Kingsolver and Brooks seem more highly romanticized than the “traditional” relationships described by White and Alvarez.
4. Argue for or against the view that changes in society and its norms—specifically, increased geographical mobility, an evolving workplace, ideas about economic class, individual liberties—have resulted in new forms of identity. Use examples from the work of Brooks, Kingsolver, and others.

**In these same chapters, the feature Synthesizing Sources provides students with multiple sources of excerpts, cartoons, graphs, poetry, and more about a particular topic — social media, women’s rights, helicopter parenting, online shopping, GMOs, and so on. A cadre of questions and activities require students to synthesize the pieces within each of these Synthesis groupings.**
Chapter 12 provides real student essays deemed “excellent” by their teachers: Synthesis Essay, Analysis Essay, and Argument Essay. These essays can be used as models as students develop their essay-writing skills. Knowing that these essays were written by their peers helps students develop confidence by demonstrating how this level of writing is achievable.

The 23 essays in Chapter 11 are texts highly valued by AP Language and Composition teachers. Providing these essays in one place saves time and effort on the part of teachers so they can focus on instructional planning and actual teaching instead of spending time searching through multiple sources for their favorite essays.

Part 3 The Art of Voice provides favorite AP essays and student sample essays in one easy-to-find location.
Chapter Assessment

8. What is the primary effect of the color in the sentence, "If he was writing today, Hawthorne would find the same situations he described forty years ago, energized educators, school districts, and high school students the opportunity to practice deep analysis and evaluation skills required on the actual test."
   a. A creates a more complicated sentence, thereby creating an appeal to ethos.
   b. B allows the author to provide his own writing definition for Hawthorne's academically famous stories.
   c. C, a specific reference to a scholarly source, establishes the author within the framework of this discussion.
   d. D separates an otherwise common sentence into meaningful parts.
   e. E allows the author to show the clear distinction between his own work and Hawthorne's.

9. How does the following sentence relate to the sentences that precede it? "And while the year for which most students are likely to consider the book, the ten-year period preceding the event, is an appeal to ethos (although almost in most public policy)," B provides the essential premises of the premise of the book for the book of the same title.
   a. C defines the conclusion line refers in the second sentence in the paragraph.
   b. D illustrates the correct premise statements with qualification.
   c. E allows the context to be provided or sentences through the use of which it is important to the conclusion of the essay.
   d. F constitutes the complete conclusion from the first case that Hawthorne described and the third case commonly overcomes the appeal to ethos.

10. Placing the term “wheat anxiety” in quotation marks does which of the following?
   a. B makes the term “wheat anxiety” more detailed in the sentence is in fact important for the argument of the essay.
   b. C illustrates the audience that the author does not believe this sentence actually exists.
   c. D acknowledges that the example is a bit too early for the audience to not understand what that sentence means.
   e. E provides a slight instruction to the author whose conclusion means that we lose this sentence.

Connections for Critical Thinking

1. Compare and contrast the theoretical devices of a personal essay as represented in Hodgson's "The Lady, Good Company at Work" with the theoretical analysis of an argument by Kant and "What is the Fate of the Soul?" by Nietzsche.

2. Analyze at a personal level when you had a disagreement with teacher, administrator, or another authority figure. Explain and explore whether the differences in experiences were based on an emotional perspective.

3. Select the essay in the chapter you find most pertinent to your life as a student. Explain why you selected the essay and your intellectual and emotional response to it.

4. Have your high school seemed to support faculty views regarding the educational value of women? Debate why or why not.

5. In 2018, write an essay in which you explore the desirability of a high school classroom. Be sure to tie it in to the Connection and faculty essays.

6. Write an essay that is more than one essay that the author is at a loss. Establish a clear thesis to unify the categories you would write about.

7. Analyze the patterns and techniques Menard, Hume, and faculty use to enhance their claims about education today.

Rhetorical Analysis and Assessment

Each major essay in Chapters 4–11 includes online rhetorical analysis, assessment, and additional content about the author to provide support and context that enables students to gain a deeper and broader understanding of why and when these essays were written and the reason they are important.

A complete new Practice Exam in Part 5 prepares students to take the updated AP exam by reflecting on the content and format of the exam, including the new Composition Questions.

Assessment

AP-Style Assessment

Chapter assessments and practice exam prepare students for the AP Language and Composition exam. The thematic chapters include new Chapter Assessments that mimic Section I of the updated AP exam, providing students the opportunity to practice deep analysis and evaluation skills required on the actual test.

Section I—Multiple Choice

1. Which of the following would most likely be a correct answer to the question "What is the primary effect of the color in the sentence, "If he was writing today, Hawthorne would find the same situations he described forty years ago, energized educators, school districts, and high school students the opportunity to practice deep analysis and evaluation skills required on the actual test."
   a. A creates a more complicated sentence, thereby creating an appeal to ethos.
   b. B allows the author to provide his own writing definition for Hawthorne's academically famous stories.
   c. C, a specific reference to a scholarly source, establishes the author within the framework of this discussion.
   d. D separates an otherwise common sentence into meaningful parts.
   e. E allows the author to show the clear distinction between his own work and Hawthorne's.

2. How does the following sentence relate to the sentences that precede it? "And while the year for which most students are likely to consider the book, the ten-year period preceding the event, is an appeal to ethos (although almost in most public policy)," B provides the essential premises of the premise of the book for the book of the same title.
   a. C defines the conclusion line refers in the second sentence in the paragraph.
   b. D illustrates the correct premise statements with qualification.
   c. E allows the context to be provided or sentences through the use of which it is important to the conclusion of the essay.
   d. F constitutes the complete conclusion from the first case that Hawthorne described and the third case commonly overcomes the appeal to ethos.

3. Placing the term “wheat anxiety” in quotation marks does which of the following?
   a. B makes the term “wheat anxiety” more detailed in the sentence is in fact important for the argument of the essay.
   b. C illustrates the audience that the author does not believe this sentence actually exists.
   c. D acknowledges that the example is a bit too early for the audience to not understand what that sentence means.
   e. E provides a slight instruction to the author whose conclusion means that we lose this sentence.

Connections for Critical Thinking

1. Compare and contrast the theoretical devices of a personal essay as represented in Hodgson's "The Lady, Good Company at Work" with the theoretical analysis of an argument by Kant and "What is the Fate of the Soul?" by Nietzsche.

2. Analyze at a personal level when you had a disagreement with teacher, administrator, or another authority figure. Explain and explore whether the differences in experiences were based on an emotional perspective.

3. Select the essay in the chapter you find most pertinent to your life as a student. Explain why you selected the essay and your intellectual and emotional response to it.

4. Have your high school seemed to support faculty views regarding the educational value of women? Debate why or why not.

5. In 2018, write an essay in which you explore the desirability of a high school classroom. Be sure to tie it in to the Connection and faculty essays.

6. Write an essay that is more than one essay that the author is at a loss. Establish a clear thesis to unify the categories you would write about.

7. Analyze the patterns and techniques Menard, Hume, and faculty use to enhance their claims about education today.

Connections for Critical Thinking challenges students to synthesize the essays to compare and contrast, explore issues, or take and defend a position adding more rigor to the assignment.

Rhetorical Analysis and Assessment

Each major essay in Chapters 4–11 includes online rhetorical analysis, assessment, and additional content about the author to provide support and context that enables students to gain a deeper and broader understanding of why and when these essays were written and the reason they are important.

A complete new Practice Exam in Part 5 prepares students to take the updated AP exam by reflecting on the content and format of the exam, including the new Composition Questions.

Chapter Assessment

8. What is the primary effect of the color in the sentence, "If he was writing today, Hawthorne would find the same situations he described forty years ago, energized educators, school districts, and high school students the opportunity to practice deep analysis and evaluation skills required on the actual test."
   a. A creates a more complicated sentence, thereby creating an appeal to ethos.
   b. B allows the author to provide his own writing definition for Hawthorne's academically famous stories.
   c. C, a specific reference to a scholarly source, establishes the author within the framework of this discussion.
   d. D separates an otherwise common sentence into meaningful parts.
   e. E allows the author to show the clear distinction between his own work and Hawthorne's.

9. How does the following sentence relate to the sentences that precede it? "And while the year for which most students are likely to consider the book, the ten-year period preceding the event, is an appeal to ethos (although almost in most public policy)," B provides the essential premises of the premise of the book for the book of the same title.
   a. C defines the conclusion line refers in the second sentence in the paragraph.
   b. D illustrates the correct premise statements with qualification.
   c. E allows the context to be provided or sentences through the use of which it is important to the conclusion of the essay.
   d. F constitutes the complete conclusion from the first case that Hawthorne described and the third case commonly overcomes the appeal to ethos.

10. Placing the term “wheat anxiety” in quotation marks does which of the following?
   a. B makes the term “wheat anxiety” more detailed in the sentence is in fact important for the argument of the essay.
   b. C illustrates the audience that the author does not believe this sentence actually exists.
   c. D acknowledges that the example is a bit too early for the audience to not understand what that sentence means.
   e. E provides a slight instruction to the author whose conclusion means that we lose this sentence.

Connections for Critical Thinking

1. Compare and contrast the theoretical devices of a personal essay as represented in Hodgson's "The Lady, Good Company at Work" with the theoretical analysis of an argument by Kant and "What is the Fate of the Soul?" by Nietzsche.

2. Analyze at a personal level when you had a disagreement with teacher, administrator, or another authority figure. Explain and explore whether the differences in experiences were based on an emotional perspective.

3. Select the essay in the chapter you find most pertinent to your life as a student. Explain why you selected the essay and your intellectual and emotional response to it.

4. Have your high school seemed to support faculty views regarding the educational value of women? Debate why or why not.

5. In 2018, write an essay in which you explore the desirability of a high school classroom. Be sure to tie it in to the Connection and faculty essays.

6. Write an essay that is more than one essay that the author is at a loss. Establish a clear thesis to unify the categories you would write about.

7. Analyze the patterns and techniques Menard, Hume, and faculty use to enhance their claims about education today.

Connections for Critical Thinking challenges students to synthesize the essays to compare and contrast, explore issues, or take and defend a position adding more rigor to the assignment.

Rhetorical Analysis and Assessment

Each major essay in Chapters 4–11 includes online rhetorical analysis, assessment, and additional content about the author to provide support and context that enables students to gain a deeper and broader understanding of why and when these essays were written and the reason they are important.

A complete new Practice Exam in Part 5 prepares students to take the updated AP exam by reflecting on the content and format of the exam, including the new Composition Questions.
Personalized, Adaptive, Dynamic

*Language and Composition: The Art of Voice* is enriched with resources including interactivities, reading and writing practice, and adaptive learning tools that enhance the teaching and learning experience both inside and outside of the classroom.

**Intuitive Design**
Resources are organized at the chapter level. To enhance core content, teachers can add assignments, activities, and instructional aids to any lesson. The chapter landing page gives students access to:
- Assigned activities.
- Resources and assessments.
- Interactive eBook.
- Composition Essentials 3.0.

**Interactive Core Skill Development**
The instructional chapters offer step-by-step online practice of the foundational skills vital to understanding and interacting with any form of communication. Each interactive instructional module includes four parts:
- **Concept:** The skill is introduced and explained.
- **Model:** An illustrative example demonstrates effective application.
- **Practice:** Independent application activities reinforce understanding.
- **Assess:** Measure students’ depth of understanding and skill proficiency.
Composition Essentials 3.0 is included in the AP advantage suite of resources to support core skill mastery for developing writers. The results of a customizable diagnostic test create a personalized learning plan for each student that continually adapts as the student further engages with the content. Students have access to extensive resources to practice, apply, and assess their proficiency including: more than 4,500 exercises with feedback on grammar, punctuation, and usage; electronic peer review utilities; a database of sample student projects; tutorials on avoiding plagiarism, using document design, and understanding visual rhetoric; and more.

### Contents

**UNIT 1 Writing Process**
- The Writing Process
- Generating Ideas
- Planning and Organizing
- Drafting
- Revising
- Proofreading, Formatting, and Producing Texts

**UNIT 2 Critical Reading**
- Reading to Understand Literal Meaning
- Evaluating Truth and Accuracy in a Text
- Evaluating the Effectiveness and Appropriateness of a Text

**UNIT 3 Research Process**
- Developing and Implementing a Research Plan
- Evaluating Information and Sources
- Integrating Source Material Into a Text
- Using Information Ethically and Legally

**UNIT 4 Reasoning And Argument**
- Developing an Effective Thesis or Claim
- Using Evidence and Reasoning to Support a Thesis or Claim
- Using Ethos (Credibility) to Persuade Readers
- Using Pathos (Emotion) to Persuade Readers
- Using Logos (Logic) to Persuade Readers

**UNIT 5 Grammar And Common Sentence Problems**
- Parts of Speech
- Phrases, Clauses, and Fragments
- Sentence Types
- Fused (Run-on) Sentences and Comma Splices
- Pronouns
- Pronoun-Antecedent Agreement
- Pronoun Reference
- Subject-Verb Agreement
- Verbs and Verbals
- Adjectives and Adverbs
- Dangling and Misplaced Modifiers
- Mixed Constructions
- Verb Tense and Voice Shifts

**UNIT 6 Punctuation And Mechanics**
- Commas
- Semicolons
- Colons
- End Punctuation
- Apostrophes
- Quotation Marks
- Dashes
- Parentheses
- Hyphens
- Abbreviations
- Capitalization
- Italics
- Numbers
- Spelling

**UNIT 7 Style And Word Choice**
- Wordiness
- Eliminating Redundancies and Recognizing Sentence Variety
- Coordination and Subordination
- Faulty Comparisons
- Word Choice
- Cliches, Slang, and Jargon
- Parallelism

**UNIT 8 MULTILINGUAL WRITERS**
- Helping Verbs, Gerunds and Infinitives, and Phrasal Verbs
- Nouns, Verbs, and Objects
- Articles
- Count and Noncount Nouns
- Sentence Structure and Word Order
- Verb Agreement
- Participles and Adverb Placement
Stellar Print and Digital Teacher Resources

Teachers have access to the interactive eBook, adaptive Composition Essentials 3.0, plus a wealth of customizable chapter resources and powerful gradebook tools.

**Teacher Manual, available in print and online, includes:**
- Lesson plans and strategies for teaching close reading and writing skills, rhetorical analysis, synthesis, and argument.
- Strategies for teaching individual essays.
- Sample rhetorical analyses.
- Answers to questions in the Student Edition.
- Additional thought-provoking questions to ignite classroom discussion.
- Comparative essay discussion formats.
- Tips for pre-writing and guided writing activities.
- Sample syllabus to help organize the course.
- Pacing guides for 50-minute classes and 90-minute blocks.

**Additional digital resources to support instruction include:**
- Student Performance reports help teachers identify gaps, make data-driven decisions, and adjust instruction.
- Assignable interactive learning tools to support rhetorical analysis, developing an argument, and synthesizing.
- Online assessments.
- Customizable assignments—interactive activities and printouts.

Harness technology, unlock success with the digital resources for this text. Visit My.MHEducation.com
Traditionally, we think of an argument as a verbal fight. And yes, an argument can be a quarrel or a dispute. But it is also a formal debate in which participants express opposing viewpoints on a topic, or a series of reasons for or against a position or an issue. Notice that in all of these examples, the purpose is the same: the speaker or the writer aims to persuade or convince the audience of his or her position.

In their book *Metaphors We Live By*, George Lakoff and Mark Johnson discuss the idea of an argument as “war.” Indeed, if we have a verbal “battle,” we see anyone who does not agree with our point as an opponent or enemy. Then we attack their claims and defend our own. We try to shoot down their weak points. We target their indefensible claims, and then we try to rebut their argument. It is little wonder that our discussions are heated at times.

In this chapter, you’ll learn to think of an argument essay not as a fight but instead as civilized discourse. Like a dance in which you take the lead, you want to persuade your reader to follow you. Or, like a lawyer, you build a position and subject your opponent’s position to dissection in an effort to win the case.

An argument asserts an opinion based on evidence. You find arguments everywhere: blogs, editorials, scientific articles, and so on. People can use argument to sift through competing viewpoints to achieve a consensus everyone can live with. You must learn argument as a mode of thinking, reading, and writing in classroom situations, but you should use it in your civic and social life as well. When you engage in argumentation, you offer reasons to support a position, belief, or conclusion. You also communicate your opinions in ways that are thoughtful, considerate, and interesting.
Highlights from Part 3: AP Favorites

AP Favorites includes 23 diverse essays, and three real student essays submitted as excellent by AP teachers.

- **Favorite Essays** – 23 essays that span multiple time periods, geographical areas, and genres. *Examples on pages 500-509, 561-574, 604-609, 621-627*
- **Sample Student Essays** – Real student rhetorical, argument, and synthesis essays. *Examples on pages 652-653, 654-655, 656-657*

Highlights from Parts 4 and 5

- **Writing a Research Paper** – Up-to-date coverage of writing research papers and documentation. *Examples on pages 662-681, 682-683*
- **AP Language and Composition Practice Exam** *Examples on pages 718-734, 735-744*

Teacher Manual

**Highlights**

Throughout the book, resources, ideas, and best practices are provided with ample opportunities to teach synthesis, rhetorical analysis, and argument, while helping students develop test-taking, critical thinking, and writing skills.

- **Lesson Plans** – Strategies for teaching close reading and writing skills, rhetorical analysis, synthesis and argument. *Examples on pages 18-23, 64-66, 150-153, 246-248*
- **Sample Syllabus and Pacing Guide** – Resources to help teachers plan their course. *Examples on pages xiii-xviii, xix-xxv, xxvi-xxxi*
- **Activities** – Discussion ideas and guiding questions for teaching and extending each chapter. *Examples on pages 18-21, 25-28, 54-57, 116-118*
- **Homework Assignments** – Assignments give students a chance to independently apply the skills and concepts they’ve learned. *Examples on pages 4, 23, 106, 118*
- **Essay Writing Activities** – Step-by-step instruction for writing synthesis, rhetorical analysis, and argument essays. *Examples on pages 282-284, 284-286, 287-289*
- **Suggested Answers** – Answers to Comprehension, Rhetorical Analysis, and Writing questions in the Student Edition. *Examples on pages 29, 69, 133-134, 179-180*
- **AP Practice Exam Answers and Rubrics** – Answers and feedback for multiple-choice questions and scoring rubrics for Essays on the Student Edition Practice Exam. *Examples on pages 300-314*
McGraw-Hill:
Your partner in Advanced Placement, Honors and Electives Education

Visit mheonline.com/advancedplacement

To contact your Sales Representative, get more information about our programs, request a sample, demo digital resources and more!