

# AP English Language Unit 2

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## Overview of Unit 2

- 1B. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 2B. Demonstrate an understanding of an audience's beliefs, values, or needs.
- 3.A Identify and explain claims and evidence within an argument.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

## Audience Beliefs

- Writers use different strategies to connect with the audience and their beliefs.
- Writers use rhetoric devices and rhetorical appeals to convince the audience of their claims.
- When writing your own argument, make sure to define who your audience is and who you are speaking to. Take into consideration things like:
  - Age
  - Education
  - How familiar they are with your subject matter
  - Their interest
  - Their values and beliefs

## Claims

- A claim is essentially an arguable statement. Claims do not simply state an obvious fact, but make a statement that requires a defense or justification. There are 3 main types of claims.
- **Claim of Fact:** Is something true, or not? Facts can become arguable when they question someone's beliefs or if they are controversial.
- **Claim of Value:** What is something worth? These claims argue if something is good or bad, wrong or right, or if something is desirable or undesirable. When writing a claim of value, you must state the extent to which something you argue is true.
- **Claim of Policy:** These claims propose a change to a policy/rule or attitude/perspective.

## Evidence

- To support and justify a claim, you need evidence. There are various types of evidence you can use to support your claim. Some of these types include:
  - Expert opinion
  - Statistics
  - Pictures/Illustrations
  - Personal experience
  - Testimonies
  - Experiments
- It is important to introduce your evidence. To introduce your evidence, make sure to explain what the context of the evidence is. Here's an example from one of my own papers
  - The President explains how America's performance in the world market would be negatively affected, "It would make it more difficult for American goods to compete in foreign markets, more difficult to withstand competition from foreign imports, and thus more difficult to improve our balance of payments position, and stem the flow of gold."
    - With this example, I explain where the evidence is from (President Kennedy), and what the context of the evidence I'm about to use is (America competing in the world market).

- After you introduce and insert your evidence, you must also explain it. It's important to state exactly how your evidence connects to your argument and how it helps prove your point.
- Here's another example showing how to incorporate evidence in a body paragraph.

## Example: Claim-Evidence-Reasoning

*Explain why greenhouse walls can be constructed of glass or clear plastic but not wood or metal.*

Neither wood nor metal will work as the walls of a greenhouse. Wood and metal do not allow visible light to pass through them. Light can pass through both clear glass and plastic, but lower-energy thermal radiation cannot. A greenhouse warms up when light energy is absorbed by materials inside that can radiate that thermal energy back into the greenhouse as they heat up.

If the materials of the walls blocks light energy from getting inside the greenhouse, then it cannot become trapped thermal energy and the greenhouse will not warm up. Therefore, wood and metal would not work for the construction of greenhouses.

Photo source: [Claim-Evidence-Reasoning Example](#)

## Thesis Statements

- A thesis statement outlines the main topics/ideas in a writing. They can also be referred to as the main overarching claims of a piece.
- A strong thesis statement is a defensible claim that outlines your argument.
- Thesis statements can be used as a “preview” for your line of reasoning.
- Make sure to respond to your prompt!
- To write a thesis statement for a rhetorical analysis, state the rhetorical devices used by the author and their purpose. Here’s an example outline and an example from one of my papers:
  - (Insert Author's last name) strategy one, strategy two, and strategy three, purpose and message
  - President Kennedy sheds light on the hard times the country is going through, elaborates on how an increase in steel prices impacts other industries, and illustrates the harm it does to America’s foreign economic affairs in order to convince the steel industry to stop raising prices.
- Strategies are ways the author develops their argument. These can include things such as comparing, explaining, demonstrating, etc. You can also use the rhetorical devices used by the author in your thesis too, such as word choice, alliteration, imagery, etc.
- This is not the only way/format for writing a thesis statement! As long as the rhetorical choices and purpose are included, you can format it however you want.
- In a thesis statement for a rhetorical analysis, your statement can be based on either devices or strategies. With a device-driven thesis, you describe what the author USES to get their point across. With a strategy-driven thesis statement, you describe what the author DOES to get their message across.
- Here is an entire list of verbs that can be used to describe strategies used by the author. (This will be very helpful throughout the year!)

## **RHETORICAL ANALYSIS: POWER VERBS**

(Adapted from list compiled by M. Lee, Woodward Academy and V. Stevenson, Patrick Henry High, 2005)

Summarizing, rather than analyzing, is one of the chief pitfalls of AP rhetorical analysis. Bland verbs, such as *uses*, *says*, and *relates*, lead the writer into summary. Specific, powerful verbs and *verb phrases* make your writing more analytical and incisive when composing a rhetorical analysis (sophisticated, close read) of any text.

Suggests  
Hints  
Intimates  
Implies  
Questions  
Casts  
Sheds light  
Clarifies  
Masks  
Notes  
Observes  
Asserts  
Concedes  
Qualifies  
Affirms  
Criticizes  
Admonishes  
Challenges  
Characterizes  
Condescends  
Confronts  
Contests  
Deviates  
Debates  
Distinguishes  
Envisions  
Hints  
Ponders  
Postulates  
Rationalizes  
Satirizes  
speculates  
Excoriates  
Berates  
Belittles  
Trivializes  
Denigrates  
Vilifies

Demonizes  
Disparages  
Ridicules  
Mocks  
Points out  
Sympathizes  
Vacillates  
Verifies  
Suppresses  
Acknowledges  
Emphasizes  
Minimizes  
Dismisses  
Demonstrates  
Underscores  
Sugarcoats  
Flatters  
Lionizes  
Praises  
Exaggerates  
Downplays  
Minimizes  
Exposes  
Articulates  
Explores  
Lists  
Supports  
Establishes  
Evokes  
Induces  
Quotes  
Cites  
Draws attention to the  
irony  
Calls attention to details  
Accentuates  
Accepts  
Achieves

Adopts  
Advocates  
Affects  
assumes

### **Verbs Related to Rhetorical Modes of Development**

Compares  
Contrasts  
Classifies  
Defines  
Narrates  
Describes  
Argues  
Persuades  
Analyzes  
Explains  
Exemplifies  
Illustrates  
Summarizes

### **Structure Verbs**

Opens  
Begins  
Adds  
Connects  
Juxtaposes  
Draws a parallel between  
Foreshadows  
Turns to  
Shifts to  
Transitions to  
Concludes  
Finishes  
Closes  
ends

Photo Source: [Rhetorical Analysis: Power Verbs](#)