

# AP English Language Unit 3

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## Overview of Unit 3

- 3A. Identify and explain claims and evidence within an argument.
- 4A. Develop a paragraph that includes a claim and evidence supporting the claim.
- 5A. Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 6A. Develop a line of reasoning and commentary that explains it throughout an argument.
- 5C. Recognize and explain the use of methods of development to accomplish a purpose.
- 6C. Use appropriate methods of development to advance an argument.

## 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 and Commentary

- 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.
  - "...our balance of payments position, and stem the flow of gold." This depicts how the rising price of steel would make products more expensive and hinder its performance in the world market. The president addresses the issue that the country would be potentially making less money. If the federal government has less money, that means less money is making its way to the people of America. Since their pay could be affected by the country's drop in performance, citizens of America would be convinced to go against the steel companies to help halt the increasing prices.

- After the evidence, I explain what is being said in the quote and how it connects to the argument.
- Don't forget to explain how the evidence connects to the audience/why they would care.
- For the example used above, the audience of President Kennedy's speech is the American people. I link the evidence to the American population by explaining how they would be personally affected by the rising prices in steel.
- 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.

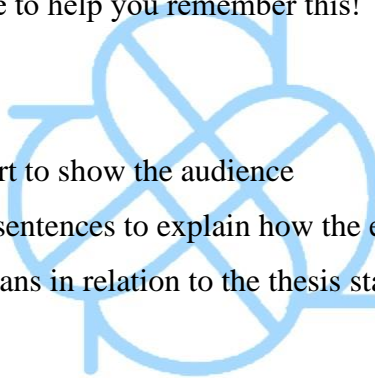
If the materials of the walls blocks light energy from getting inside the greenhouse, then it cannot become trapped thermal energy and the greenhouse will not warm up. Therefore, wood and metal would not work for the construction of greenhouses.

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

### **Line of Reasoning**

- The line of reasoning is the list of reasons used to reach a conclusion. It can be used to justify the thesis/claim.

- To determine the line of reasoning, it's helpful to know the rhetorical situation, especially the audience and purpose.
- To define the line of reasoning, look for evidence, shifts in tone, claims, patterns of development, and the main idea of the text.
- After including evidence, make sure to explain how it connects to your line or reasoning/your argument.
- Here's an example of how to format a body paragraph and a mnemonic device from College Board:
  - Claim = Reason
  - Evidence = Support to show the audience
  - Explanation = 2+ sentences to explain how the evidence supports the claim
  - Connection to thesis = What it means in relation to the thesis statement
- Here's a mnemonic device to help you remember this!
  - PEEL
  - **P**oint = Reason
  - **E**vidence = Support to show the audience
  - **E**xplanation = 2+ sentences to explain how the evidence supports the claim
  - **L**ink = What it means in relation to the thesis statement



## **Patterns/Modes of Development**

- Writers organize their work in various ways. This is known as the pattern (or mode) of development. They organize their argument and reasoning through these various patterns of development.
- Here are the most common patterns of development:
  - Narration: Used for explaining the topic in a story format that is usually chronological. Discusses real life topics/stories.
  - Description: Uses lots of sensory details and tries to “paint a picture” for the audience in order for them to visualize something.
  - Process Analysis: Presents the reader with instructions to show the readers how something is done.
  - Exemplification: Explains one or more examples in great detail to provide clarity for the audience.
  - Classification: Divides one bigger concept into smaller individual ones to help the reader understand.
  - Compare/ Contrast: Highlights the similarities and differences between things.
  - Cause/Effect: Explains why something happens and why it matters.
  - Problem/Solution: Presents an issue along with reasonable solutions.

- Here's a visual to help you further understand the patterns of development!

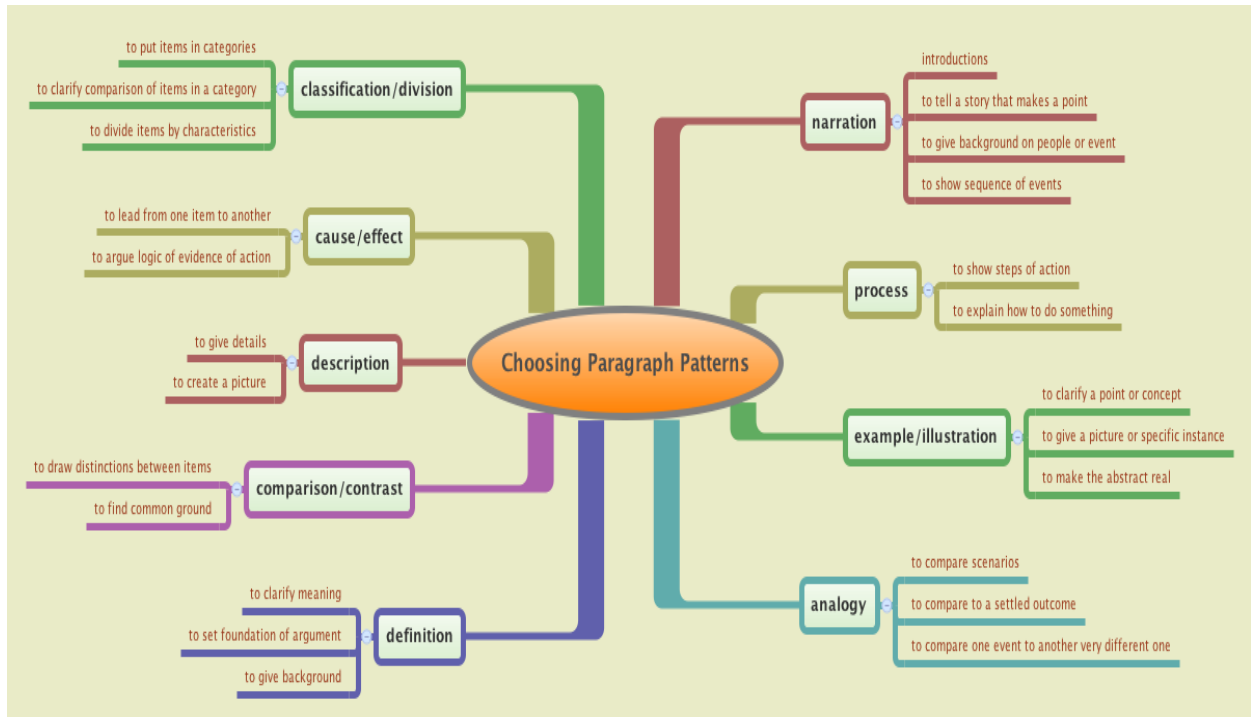


Photo Source: [Choosing Paragraph Patterns](#)

