

AP English Language Unit 4

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Overview of Unit 4:

1A. Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

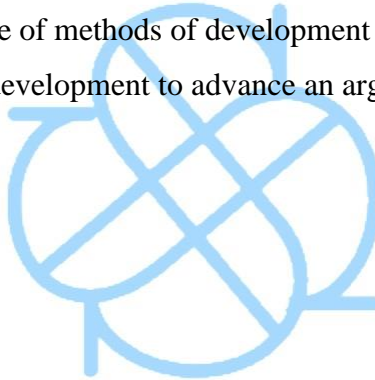
2A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

3B. Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

4B. Write a thesis statement that requires proof or defense and that may preview the structure of the 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.



Rhetorical Situation

- In this class you will learn about the finding the rhetorical situation of a given text. This means you have to find out the audience, purpose, exigence and message of the text.
- You will also see the word “rhetoric” a lot. Rhetoric just means communication!
- **SOAPSTone:** This refers to a helpful tactic to analyze the given text. SOAPSTone is a reminder for the various things you should look for/think about when analyzing the text.

The letters stand for:

- **S** - speaker. Who do they represent, who are they, and what beliefs do they have?
 - **O** - occasion. What happened that caused the writer to write this?
 - **A** - audience. Who is the writing intended for? What are their values and beliefs?
 - **P** - purpose. Why is the author writing this? What does the author want you to know?
 - **S** - subject. What is the writer talking about? What message are they trying to send?
 - **T** - tone. What is the author's attitude?
- The exigence of a text is basically, “Why did the author write this”?
 - Here’s a diagram to help you further understand the rhetorical situation!

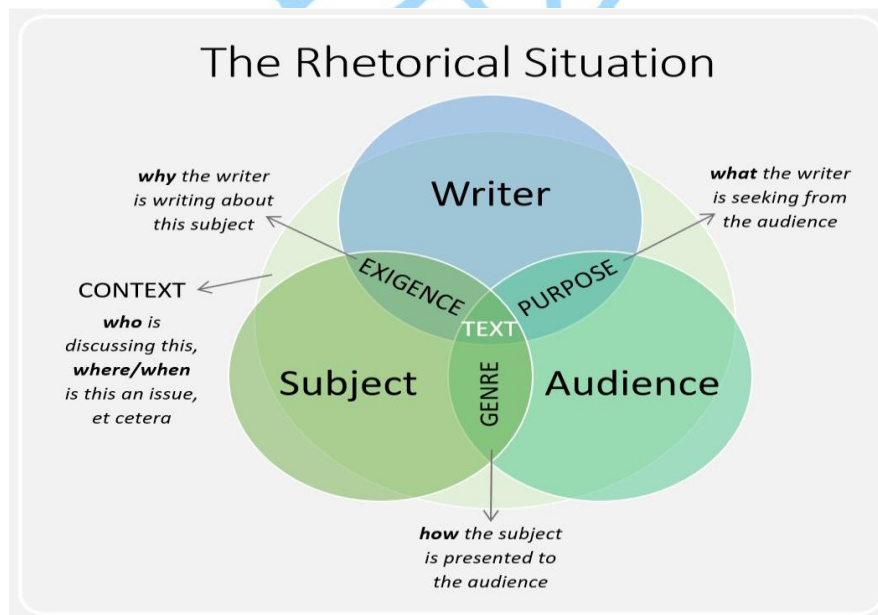


Photo Source: [The Rhetorical Situation](#)

Introductions

- Introductions help establish context for the audience. They introduce the topic, and oftentimes, your thesis statement.
- Introductions can be written in a variety of ways. It's helpful to have an interesting hook to grab the attention of the audience. Here are some examples:
 - Provide a scenario
 - Open with an interesting question/statement
 - Open with an intriguing statistic

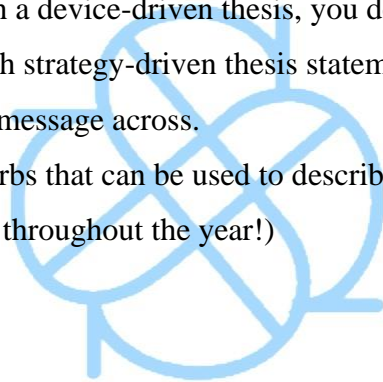
Conclusions

- Conclusions should summarize your main points and leave a lasting impression on the reader.
- Conclusions can also restate the thesis statement.
- When summarizing your main points, make sure to change your wording to avoid sounding repetitive.
- Conclusions can be used to connect to larger, bigger picture ideas. Consider what impact you want to leave on the reader to help guide you to connect it to a bigger idea. For example, ending with a call for action can help inspire the audience to think about broader implications.
- Conclusions can make connections, call for a change in attitude, provide solutions, connect to the introduction paragraph, or leave the audience with a lasting image.

Thesis Statements

- A thesis statement outlines the main topics/ideas in a writing. They can also be referred to as the main overarching claims.
- 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 strategy-driven thesis statements, 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!)



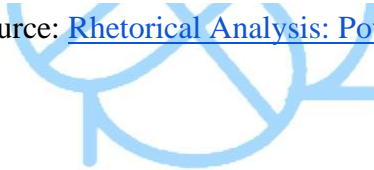
RHETORICAL ANALYSIS: POWER VERBS

(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	Demonizes	Adopts
Hints	Disparages	Advocates
Intimates	Ridicules	Affects
Implies	Mocks	assumes
Questions	Points out	
Casts	Sympathizes	Verbs Related to
Sheds light	Vacillates	Rhetorical Modes of
Clarifies	Verifies	Development
Masks	Suppresses	
Notes	Acknowledges	Compares
Observes	Emphasizes	Contrasts
Asserts	Minimizes	Classifies
Concedes	Dismisses	Defines
Qualifies	Demonstrates	Narrates
Affirms	Underscores	Describes
Criticizes	Sugarcoats	Argues
Admonishes	Flatters	Persuades
Challenges	Lionizes	Analyzes
Characterizes	Praises	Explains
Condescends	Exaggerates	Exemplifies
Confronts	Downplays	Illustrates
Contests	Minimizes	Summarizes
Deviates	Exposes	
Debates	Articulates	Structure Verbs
Distinguishes	Explores	Opens
Envisions	Lists	Begins
Hints	Supports	Adds
Ponders	Establishes	Connects
Postulates	Evokes	Juxtaposes
Rationalizes	Induces	Draws a parallel between
Satirizes	Quotes	Foreshadows
speculates	Cites	Turns to
Excoriates	Draws attention to the	Shifts to
Berates	irony	Transitions to
Belittles	Calls attention to details	Concludes
Trivializes	Accentuates	Finishes
Denigrates	Accepts	Closes
Vilifies	Achieves	ends

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



Patterns of Development

- Writers organize their work in various ways. This is known as the pattern 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!

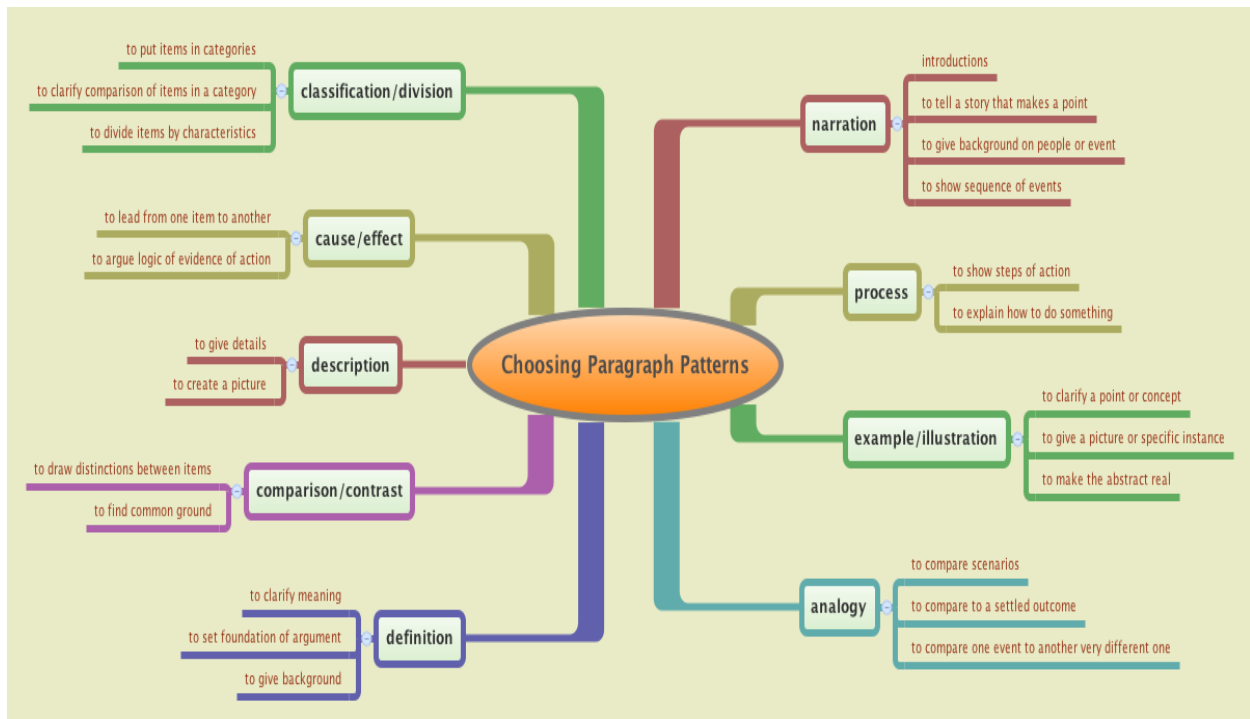


Photo Source: [Choosing Paragraph Patterns](#)

