

AP English Language Unit 6

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Overview of Unit 6:

- 3A. Identify and explain claims and evidence within an argument.
- 4A. Develop a paragraph that includes a claim and evidence supporting the claim.
- 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.
- 7A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 8A. Strategically use words, comparisons, and syntax to convey a specific tone or style in 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.
- Claims are justified through evidence.

Evidence

- To support a claim, you need evidence. There are various types of evidence you can use to support your claim. Some of these types include;
 - Experts' 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 from <https://www.tes.com/lessons/wC3kQIeuV5LsgA/authors-reasons-and-evidence> 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.
- 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.

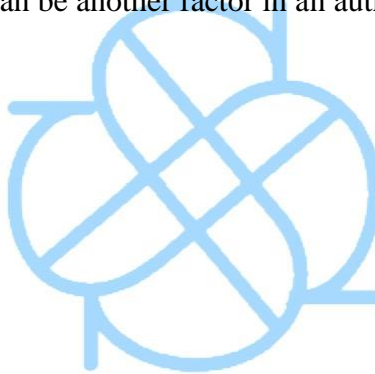
| | | |
|---------------|----------------------------|----------------------------|
| Suggests | Demonizes | Adopts |
| Hints | Disparages | Advocates |
| Intimates | Ridicules | Affects |
| Implies | Mocks | assumes |
| Questions | Points out | |
| Casts | Sympathizes | Verbs Related to |
| Sheds light | 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](#)

Text Style

- The text style can be determined by the various choices made by the author. Elements that contribute to an author's style can consist of word choice, diction, syntax, tone, etc.

- The word choice and syntax can contribute to the tone.
- The tone is the author's attitude towards a certain subject.
- Syntax is the arrangement of words in a sentence. The arrangement of the words is important for sending the author's message.
- The placement of words can easily change the meaning of the phrase, which is why syntax is important to consider when analyzing the author's style and tone.
- The types of sentences used by the author should also be considered. Here are the four types:
 - Exclamatory: Expresses a strong feeling
 - Imperative: Gives a command
 - Declarative: Makes a statement
 - Interrogative: Asks a question
- The length of a sentence can be another factor in an author's style.



- Here's a list of words to describe the author's tone

List of Words to Describe Author's Tone

| <u>Tone</u> | <u>Meaning</u> |
|--------------------|--|
| Apologetic | sorry |
| Appreciative | grateful; thankful |
| Concerned | worried or interest |
| Critical | finding fault |
| Curious | wanting to find out more |
| Defensive | defending |
| Direct | straightforward; honest |
| Disappointed | discouraged; unhappy because something went wrong |
| Encouraging | optimistic |
| Enthusiastic | excited; energetic |
| Formal | respectful; appropriate behavior |
| Frustrated | angry because of not being able to do something |
| Hopeful | looking forward to something; optimistic |
| Humorous | funny |
| Informal | not formal; relaxed |
| Inspirational | encouraging; reassuring |
| Ironic | different from what is expected or the opposite of what is meant |
| Judgmental | judging others; critical |
| Lighthearted | happy, carefree |
| Mocking | scornful; ridiculing; making fun of someone |
| Negative | unhappy; pessimistic |
| Neutral | neither good nor bad; neither for nor against |
| Nostalgic | thinking about the past; wishing for something from the past |
| Objective | without prejudice; without discrimination; fair |
| Optimistic | hopeful; cheerful |
| Pessimistic | seeing the bad side of things |
| Sarcastic | scornful; mocking; ridiculing |
| Satirical | making fun of something to show its weakness or teach a lesson |
| Sentimental | thinking about feelings, especially when remembering the past |
| Sincere | honest; truthful; earnest |
| Sympathetic | compassionate; understanding of how someone feels |
| Urgent | insistent; saying something must be done soon |

TAPS:

T=Tone

A=Audience

P=Purpose

S=Structure (evidence)

Photo Source: [List of Words to Describe Author's Tone](#)