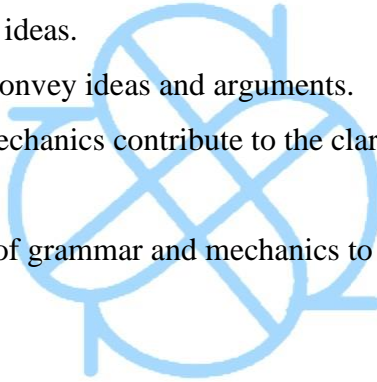


AP English Language Unit 7

From Simple Studies, <https://simplestudies.edublogs.org> & @simplestudiesinc on Instagram

Overview of Unit 7:

- 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.
- 3C. Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives.
- 4C. Qualify a claim using modifiers, counter arguments, or alternative perspectives.
- 7B. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 8B. Write sentences that clearly convey ideas and arguments.
- 7C. Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- 8C. Use established conventions of grammar and mechanics to communicate clearly and effectively.



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!

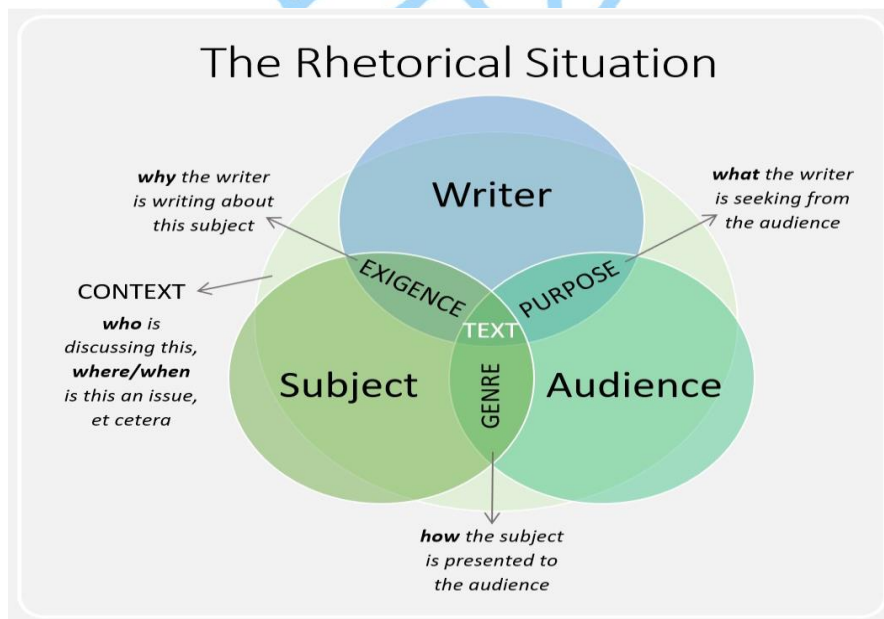


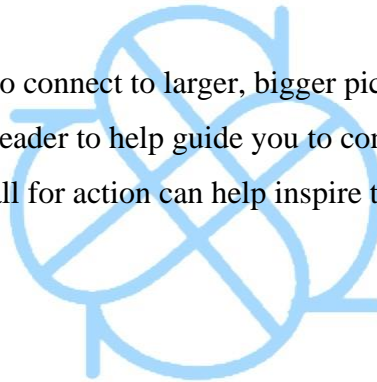
Photo Source: [The Rhetorical Situation](#)

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 or 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 too 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.



Counter Arguments

- Claims can also be justified through counter arguments. To make your argument more valid, you should recognize the other side of the argument.
- A counter argument, or counterclaim, is a point made against your claim.
- Counter arguments make your writing more well rounded and helps give the audience a better understanding.
- After asserting your counterclaim, make sure to explain why your argument is more valid.
- Counter arguments can make your essay more persuasive by demonstrating to the reader that you have considered all aspects of the argument.

Grammar

- Using proper grammar helps to make your writing/argument more clear. It makes it easier for the audience to understand your message.
- Here are a few reminders of basic grammar rules:
- Punctuation:
 - Commas: They are used as a brief pause between words/phrases. They can be used to connect clauses, between adjectives, after the first part of a sentence if it is a dependent clause, descriptions, after introductory words, after a name/nickname, etc.
 - Semicolons: They are also used to indicate a brief pause. It's used to shorten the length of the gap between sentences, and to introduce a sentence with words like however, therefore, otherwise, nevertheless, for example, etc.
 - Colon: Colons essentially represent the phrase “here’s what I mean”. They are used to introduce a series of things, separate independent clauses, and to introduce quotes
- Grammar rules
 - Subject verb agreement: If the verb is plural, the subject should be plural too.
 - Who vs Whom: Who can be used for he/she, while Whom is used for him/her.
 - Whoever vs whomever: Whoever is used for he/she while whomever is used for him/her.
 - Who, That, Which: Who refers to people (and sometimes that) and that/which refer to groups of items
 - Adjectives and Adverbs: Adjectives describe nouns and pronouns. Adverbs describe verbs.
- Overall, proper grammar is essential for making your writing sound more coherent.

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.

Clauses

- A clause is “a grammatical unit that contains a subject and a verb” (definition from <http://www.riversidelocalschools.com/Downloads/ap%20resource%20packet.pdf>)
- An independent clause is a complete thought while a dependent clause is only a partial one that can not be its own sentence.
- Clauses can be used to link ideas, contrast them, provide reasoning, provide results, etc.



HOW TO IDENTIFY

ENGLISH
GRAMMAR

INDEPENDENT AND DEPENDENT CLAUSES

A **clause** is a grouping of words in English that contains a subject and a verb. Clauses are the building blocks of sentences.



INDEPENDENT CLAUSE



DEPENDENT CLAUSE

- An **independent clause** is a group of words that contains a subject and a verb. An independent clause is a sentence.
- There are three characteristics or components that independent clauses have:
 1. **A subject:** It gives information on what the sentence is about.
 2. **An action or predicate:** It gives information on what the subject is doing.
 3. **Conveys a complete thought:** It gives information on what is happening in the sentence.
E.g. I forgot my homework.

- A **dependent clause** is a group of words that contains a subject and a verb. A dependent clause cannot be a sentence.
- Dependent clauses are dependent because of the presence of a:
 1. **Marker Word** (because, after, before, since, in order to, although, though, whenever, wherever, whether, while, even though, even if, etc.)
 2. **Conjunction** (but, and, or, nor, yet, etc.)
E.g. Because I forgot my homework, I got sent home.

www.eslgrammar.org

Photo Source: [How to Identify Independent and Dependent Clauses](#)

