

Unit 5: Synthesize Your Life—An Introduction to the Synthesis Essay

AP Language and Composition

Mr. Coia

Name: _____ Date: _____ Period: _____

Mon 1/28 (Tues 1/29)

- "I Am What I Am Not" poetry writing

HW: Type poem

Wed 1/30 (Thurs 1/31)

- Present poetry to class
- Writing Portfolio work
- Notebook Check #5

HW: ALL writing pieces must be in the writing portfolio by next class

Fri 2/1 (Mon 2/4)

- Introduce Synthesis Essay
- Synthesis v. Analysis
- *Photos that Demand an Explanation*
 - Choose any three to combine in a narrative
- *Synthesizing Poverty*: create an argument using two comics (unit 4, p. 3) and "Singer Solution"
- *Synthesizing Living Well*: create an argument about living deliberately using quotations and poem on unit 3, p.5
- Writing Portfolio work

Tues 2/5 (Wed 2/6)

- **Writing Portfolio sheet due**
- Read: *Writing America* chapter on "The Researched or Synthesis Essay" (127-147)
- Develop the Synthesis Essay in Four Steps (using the passages about living deliberately)
 1. Read and analyze sources
 2. Generate two or three potential theses
 3. Have a "conversation" with the authors
 4. Refine the thesis, decide on sources, arrange essay
- Begin Synthesis activity on Gun Ownership

Thurs 2/7 (Fri 2/8)

- RT 1-48 quiz
- Continue Synthesis activity on Gun Ownership

Mon 2/11 (Tues 2/12)

- Finish Begin Synthesis activity on Gun Ownership
- Synthesis essay practice: [2017 Library](#)
 - Read prompt, sources, [anchor papers](#)
 - Outline a rough sketch of your essay
 - Take the prompt through the four steps

Wed 2/13 (Thurs 2/14)

- In-Class Writing Assessment: Synthesis Prompt (60 min)
- Anchor Papers and scoring

Fri 2/15 (Tues 2/19)

- Begin Race Matters Unit

Assignments for this Unit

Notebook and Supply Check You'll need the following for our notebook check **Wed 1/30 (Thurs 1/31)**. Remember, you need ALL the pieces to receive credit. No partial credit offered on this.

You need TWO TABS labeled with the following:

LA Handouts:

- Unit guide 5 (on top)
- Unit guide 4
- Rhetorical Terms Packet
- SOAPS handout (unit guide 1 p. 13)
- Writing an Introductory Paragraph in Four Parts (Unit 2, p. 11-12)
- RA: Answering the Big Central Question (unit 3, p.3-4)
- Essay Graphic Organizer for Rhetorical Analysis (unit 2, p.10)
- Syntax Organizer (unit 2, p. 15-16)
- *Quotations to Discuss (Living Deliberately) (unit 3, p.5)*
- "Letter from Birmingham Jail" (from mrcoia.com)
- "Salvation" (unit 2, p. 7-9)
- "Sinners in the Hands of an Angry God" reading
- "I Know Why a Caged Bird Cannot Read" (mrcoia.com)
- "Superman and Me" Reading
- AP Scam readings
- "Composing Rhetorically" chapter 3 of *Writing America*
- How Do I Format My Paper? (unit 1, p. 5-6)
- Class Rules sheet, initialed

LA Classwork:

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper.

CCRS Unit Objectives:

CCR.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCR.ELA-Literacy.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Portfolio Self-Evaluation for 2018-19
 AP English Language & Composition

Name: _____ Date: _____ Period: _____

NO HANDWRITING ON THE FINAL ASSIGNMENT

In order to see a pattern in your writing, you will record **seven graded papers** that represent your writing throughout the semester. Include a variety of samples that reflect your work as a writer. Choose those with ample comments. This is a worksheet to use as a rough draft. TYPE your work using the template on mrcoia.com.

	Paper Title	Assignment	Date Completed	Grade (include class grade, AP grade, and 6 trait grades)	Teacher/Student Comments and corrections (both positive and critical)
	"Teenagers and the Walking Dead"	<i>The Walden Experiment</i> essay	9/2017 (only month/year needed; assemble in chronological order)	44/50 (88%) (points possible / points earned) x 100 AP Score:	<ul style="list-style-type: none"> • Needs more details • Commas go inside quotations • Follow paper format • Thesis statement is weak • Proofread for careless errors • Excellent title that connects to the paper • Their/they're circled
1					
2					
3					

	Paper Title	Assignment	Date Completed	Grade (include class grade, AP grade, and 6 trait grades)	Teacher/Student Comments and corrections (both positive and critical)
4					
5					
6					
7					

**Now, go to the template online and type your work in Word or Google Docs.
Print and submit.**

Be sure you save this, as we will complete it again in Semester 2.

Name: _____ Date: _____ Per _____

Introduction to Synthesis Essay: Gun Ownership in the United States

1. Exercise #1: Boys and Girls

Beyond basic biological features, what aspects do these boys and girls share?

2. Exercise #2: Students in Class

What can we synthesize about these students in our class?

3. Source A: Kevlar *Create an argument about gun ownership based on this comic.*

4. Source B: What's the Matter? *Create an argument about gun control based on these comics.*

5. Source C: No Correlation *Create an argument about gun restrictions based on these comics.*

6. Source D: Second Amendment *Create an argument about gun ownership based on three sources.*

7. Source E-G: Various Charts *Create an argument about gun ownership based on one chart, one comic, and Second Amendment.*

8. **Source E-G: Various Charts** *Create an argument about gun ownership based on one chart, one comic, and Second Amendment.*

9. **Source H-I:** *Create an argument about gun ownership based on one chart, one graphic, and Second Amendment.*

10. **Source J: PragerU video** *Create an argument about gun ownership based video and two other sources.*

11. *Synthesize at least three sources properly cited to address a clear position on gun ownership in the United States. Be sure that your argument is clear and persuasive.*

I'll use these FOUR sources:

1. _____
2. _____
3. _____
4. _____

My position in a one-sentence thesis statement:

Analyze one of the sources in a sample paragraph:

Name: _____ Date: _____ Per: _____

Synthesis: Gun Ownership

Develop the Synthesis Essay in Four Steps

1. Read and analyze sources
2. Generate two or three potential theses
3. Have a "conversation" with the authors
4. Refine the thesis, decide on sources, arrange essay

Topic: Gun ownership continues to be a divisive issue in the United States today. Because of multiple fatalities involving firearms—including ones on a large scale—some are advocating limitations on the sale of guns. Others respond that owning guns is a deeply held right originating in the Constitution. As you consider this issue, what are important factors that Americans must consider as they address the issue of private gun ownership?

Part 1: Potential Thesis: _____

Part 2: Have a "conversation" with the authors of three sources. *"Imagine that you need to present your thesis to the authors/creators of the sources. Have an imaginary conversation with them. Would the authors/creator agree with your position? How do you know?"* (*Writing America*, p. 137). For examples, see page 138-139 of text.

Source 1 _____ :

Source 2 _____ :

Source 3 _____ :

