

# Unit #1: Beginning the Argument UPDATE

AP Language and Composition

Mr. Coia

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## UPDATED UNIT GUIDE

### (Thurs 9/8) Fri 9/9

- Discuss "Superman and Me" and share answers.
- Regarding rhetoric, what do these two pieces have in common? How do they differ?
- Schemes and Tropes in the two pieces
- Discuss narrative essay
- Rhetorical Terms cards 1-5

HW: Type narrative essay on first day of school, learning to do something, etc. This is in the style of Sedaris or Alexie; Rhetorical terms index cards 1-5 completed, *along with cover card*

### (Mon 9/12) Tues 9/13

- Notebook/supply check
- Rules sheet/parent signature due
- **RT (Rhetorical Terms) Quiz 1-5**
- AP Practice Quiz: reading and questions. Grading and discussion (30 mins)
- Create writing portfolios in class
- Work on narrative essay

HW: Narrative essay due next class. Follow *How Do I Format My Paper?* Handout

### **Tues 9/13: Open House for Parents 1730-1900**

### (Wed 9/14) Thurs 9/15

- **Narrative Paper Due**
- Reading student narratives. Discuss rhetorical devices in the student essays. Schemes and tropes?
- Reading student papers for three appeals and other rhetorical strategies
- Watch: ["In Defense of Rhetoric: It's No Longer Just for Liars"](#) (14 minutes). Create a chart with 3 different definitions of rhetoric gleaned from your viewing of the video. What does this offer the high school student?
- If time allows, work on rhetorical terms 1-10 cards

HW: Rhetorical terms index cards 1-10 completed

### (Fri 9/16) **B DAY ONLY**

- In-class writing: Answering an AP rhetorical analysis essay prompt (40 minutes). This is our first one. It's a new way to write, so give it your best attempt.
- Reading anchor papers to AP essay
- How does your essay compare to the anchors?

### Mon 9/19 (Tues 9/20)

- Reread the prompt from last class's rhetorical analysis essay. Discuss what made this difficult?
- Watch ["Coca-Cola Anthem 60s"](#) ad from Super Bowl 2016. How would you analyze the argument of this? Write a paragraph analyzing one part of it.
- Watch [Teach Argument's analysis](#) of the commercial
- **Discuss** what makes sense of this analysis. How could this help you in future analysis writing?
- Read and mark "The Revolution will not be Tweeted" by Malcom Gladwell (*Writing America*, 56-65). This is in the "Composing Rhetorically" packet

HW: Finish marking of Gladwell's essay

### Wed 9/21 (Thurs 9/22)

- Triads: Discuss answers to questions (p. 66-67)
- Share markings, along with schemes and tropes
- Whole class discussion of Gladwell's essay
- Begin ["I Know Why the Caged Bird Cannot Read"](#). Read and mark text.
- Stop at end of p. 78 ("...is simply too frivolous, suspect, and elitist even to mention.")
- Triads: Discuss markings and Prose's argument. Possible rebuttal?

HW: Finish "Caged Bird" with marking via sticky notes; type responses to 2 "Questions for Discussion" and 3 "Questions for Rhetoric and Style." Your responses should be **college-level paragraphs**. (Follow format guide for heading, but responses can be single-spaced).

### *Response Example:*

5. *Although the entire essay is not strictly chronological, Rodriguez structures it with signals to chronology. What are they? Why are they effective?*

Rodriguez has set himself a complicated task as he recalls his childhood and develops an argument concurrently. One way to keep track of the shifting between these two is through his time markers. Examples of this include: "Many years later" (para. 5), "At the age of five, six" (para. 20), "Three months. Five. Half a year passed" (para. 29). By placing these markers at the start of paragraphs and sections, Rodriguez provides transition and reinforces that he is drawing from a lifetime of experience and rumination. One effect of these shifts is to remind us that the past is very much a part of Rodriguez's present, that he continues to reflect on these formative experiences. Time passes, and with each passing moment, Rodriguez learns and grows. These markers are important signposts to a life well lived.

### Fri 9/23 (Mon 9/26)

- Triads: Discuss markings and Prose's argument. Possible rebuttal?
- New Triads: Share your "Questions for Discussion" responses
- New Triads: Share your "Rhetoric and Style" responses
- Turn in your work
- Whole class discussion: How does Prose make her argument effective? (Whether or not you agree, how is it powerful?)

### Tues 9/27 (Wed 9/28)

- RT 1-10 quiz
- **Practice AP Multiple-Choice 1/4**
- Begin discussion of syntax (sentence patterns/sentence types)
- SOAPS overview

HW: **Print at home** the complete text of MLK's "Letter from Birmingham Jail" (print copy from mrcoia.com); RT 1-15 cards

# Assignments for this Unit

**Non-Fiction Stories:** We'll use non-fiction pieces to begin to look at language and how it works to communicate a message. For each piece, you will actively read by making comments in the margins and underlining throughout.

**Narrative Essay:** After reading the two pieces, you will write a narrative about a first day of school, learning to do something new, or something similar. Try to mimic the aspects of writing that you noticed in Sedaris's or Alexie's story. This can be humorous or serious. Type about 500 words, following essay format sheet.

## Notebook and Supply Check

You'll need the following for our notebook check **(Mon 9/12) Tues 9/13**. Remember, this is the first, and we'll add to this throughout the year to provide you with an orderly notebook. Therefore, you need ALL the pieces to receive credit. No partial credit offered on this.

You need two tabs with the following:

### LA Handouts:

- Unit guide 1 (on top)
- Rhetorical Terms Packet
- Sedaris/Alexie Readings
- AP Scam readings
- "Composing Rhetorically" chapter 3 of *Writing America*
- 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.