

Developing Critical Readers and Writers



Language and Composition: The Art of Voice is fully aligned to the new AP® Curriculum Framework and is a blended rhetoric/reader that delivers instruction on, and modeling of, close reading, critical thinking, and effective writing skills leading students to master the art of rhetoric. With its vast array of essays, it can also function as a flexible reader.

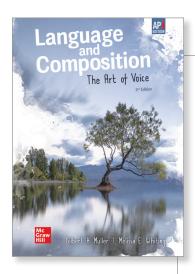
- The five-part organization scaffolds instruction through skills and process, critical reading, thinking, writing, and AP-level application and mastery.
- Expanded coverage on rhetorical analysis, synthesis, and argumentation creates a solid framework.
- Enhanced visual rhetoric coverage helps students to effectively read and respond to images as texts.
- Powerful, personalized digital resources with the AP advantage includes Composition Essentials 3.0.
- The robust AP Teacher Manual, available in print and online, includes lesson plans, pacing guides, and expanded classroom activities.



Scope and Sequence

Table of Contents

Crafted in 5 parts with 13 chapters, *The Art of Voice* covers the major modes of writing in many of the disciplines that students will encounter. The organization scaffolds instruction from skills and processes; to critical reading, thinking, and writing; and on to AP-level application and mastery. This modular organization is flexible and can be used in any sequence in as much or little depth that suits your classroom needs.



Close Reading and Writing Skills

CHAPTER 1 – Active Reading and Response to Texts

CHAPTER 2 – The Writing Process

CHAPTER 3 – Argumentation and Synthesis

PART 2 Issues Across the Disciplines

CHAPTER 4 – Education and Society: How, What,

and Why Do We Learn?

CHAPTER 5 - Family Life: How Do We Become Who We Are?

CHAPTER 6 – History, Culture, and Civilization: Are We Citizens of the World?

CHAPTER 7 – Business and Economics: How Do We Earn Our Keep?

CHAPTER 8 – Media and Pop Culture: What Is the Message?

CHAPTER 9 – Literature and the Arts: Why Do They Matter?

CHAPTER 10 – Nature and the Environment:

How Do We Relate to the Natural World?

PART 3 AP Favorites

CHAPTER 11 – Favorite Essays

CHAPTER 12 - Sample Student Essays

PART 4 Research Paper

CHAPTER 13 – Writing a Research Paper

PART 5 AP Language and Composition Practice Exam

Glossary of Rhetorical Terms



Uniform Apparatus that Reinforces Close Reading and Writing

Support is provided for every essay to ensure students get the maximum benefit from their reading. Each selection in this text is preceded by a brief introduction that offers biographical information about the author. The questions that follow each essay are organized in a consistent format created to reinforce essential reading, writing, and oral communication skills. Arranged in three categories — Comprehension, Rhetorical Analysis, and Writing — these questions reflect current compositional theory as they move students from audience analysis to various modes, processes, and media of composition. The integrated design of these questions makes each essay — simple or complex, short or long, old or new — accessible to students who possess varied reading and writing abilities.

Comprehension

- One of the most important points Woolf makes is why women have been limited by their lack of ways of making money. How does she make the argument that by lacking rooms of their own, women have been prevented from making money and being more of a literary force?
- What do Woolf's musings about Shakespeare's sister and "Judith's" belief that she would not have been considered a genius, even if she shared the same mental capacities of her brother, prove in aiding Woolf's thesis?
- 3. What makes the one major character in this essay so uncanny?

Rhetorical Analysis

- 4. What is the effect of the repetition of the word without when describing what life might be like today for Shakespeare's sister in the closing paragraph?
- 5. What does Woolf's rhetoric suggest about the literature women did write at the time, and its connection to men?
- "A Room of One's Own," by the words alone, is a metaphor for independent and respected living. Come up with some other metaphors that have similar meanings.
- 7. Explain the irony presented in paragraph 7

Writing

- 8. Write an analytic essay in which you analyze Woolf's attitude about the role of money. Use the text to support your analysis.
- Woolf says, "Of the two—the vote and the money—the money, I own, seemed infinitely the more important." In a comparison essay, compare and contrast the benefits and drawbacks of choosing money over the right to vote.
- 10. Writing an Argument Woolf argues that, "Great bodies of people are never responsible for what they do. They are driven by instincts which are not within their control." Do you agree with this statement? Write an argumentative essay defending your position.

The text explores rhetoric – not only the structure and organization of the message, but the tools writers use to create and readers use to analyze.

Rhetorical Analysis

- 4. Why does Atwood begin on a personal note: "I grew up with George Orwell"? What is the effect of beginning the essay this way?
- What is Atwood's main claim? What premises or warrants does she establish, and how sound is the logic? Justify your response.
- 6. Consider the appeal of ethos. Atwood seems to speak from a position of authority. How does she establish this sense of authority in the essay?
- 7. Why does Atwood summarize Orwell's two novels at considerable length? How does she use comparison and contrast to frame her discussion of the novels?
- 8. What causes and effects does Atwood analyze in this essay? In each, what is her purpose?
- 9. How does Atwood conclude her discussion of Orwell? How successful do you find the ending, and why?

Rhetorical Analysis

Visual Rhetoric

Paired visuals — Classic and Contemporary Images — appear in Chapters 1 – 10. Instruction and activities increase in rigor as students learn to apply rhetorical analysis skills to visual texts. There are a variety of images for analysis and response, including paintings, ads, photographs, cartoons, graphs, and more.



once-fertile regions in the Great Plains into a massive Dust Bowl. Many farmers had no choice but to leave the lands their families had farmed for generations. The Farm Security Administration [FSA] hired a group of photographies to record the social a economic problems faced by the farmers and migrant workers living in rural section of the country. Among these photographies was Dorothea Lange.

on the edge of a pea field, where the crop had falled in a small tent, the found a young mother and her three children dressed raggedly and clustered together. Lange's finance photo communicates a powerful portagol of hopelessness and anxiety. The strong upward movement created by the woman's foream leads the week's eye elicitety hoter face. The viewer can tell that worry plaques the wom lines are etherd in her fourther and and at the corners of her eyes. The woman section has the body of the control of the con

Advertisements

The visual elements used by advertisers take advantage of our innate capacity to affected by symbols—from McDonald's golden arches to a pickup truck framed the an eagle or the American flag. When velwing advertisements from an active perspective, learn to detect the explicit and implicit messages being control or certain images and symbols, and determine the design stateties that condition you response. Such visual emblems decreased to the promote produce to promote produce, personalities.

- color, light, and shadow;
- the impact of typography;
- · the impact of language if it is employed;
- the medium in which the visual appears; the inferences and values you draw from the overall compos

Find an example of each detail listed above in the advertisements here.

Chapter 1 | Active Reading and Response to Texts

Analyzing Visual Texts

We are immersed in a visual culture. This culture requires us to contend with and think actively about the constant flow of images encountered. In addition, coaless in the humanities, fine arts, English, engineering, social science, computer science, media communications, and others require you to analyze and understand visual elements. Some visual elements—graphs, tables, and diagrams, for example—may integral to an understanding of written texts. Other visual—photographs, painting, integral to an understanding of written texts. Other visual—photographs, painting, advertisements, graphic novels, political cartoons, and even graffiti—my function a distributent of persussions, commentaties on current events, perspectives on the past, portals to psychological understandings, humor, and occasions for enjoyment.

Visual images convey messages that other are as powerful as well-composed written texts. Consider, for example, Eddie Adams's potent photograph of the execution of a prisoner by the notionises their of the Saigne national policy. General Nguyen Ngec Loan (see Chapter S, page 108). The chief of policy aims his pitted at the head of the prisoner and presses the trigger. The viewer, in that captured instant, set the jolt of the prisoner's head and a sudden spurt of blood. Reproduced widely in the American press in February 1966, Adams's image did as much as any written extention il to transform the national debette over the Veterant War.

Questions to Guide Visual Analysis

Just as you analyze or parse a verbal text during the process of active reading, you also have to think actively about visual images or elements. In general, when you assess a visual, you are usually looking for three things:

- 1. The purpose of the visual—for example, to inform, instruct, persuade, entertain 2. The context of the subject matter—cultural ideas associated with people or items in the image
- 3. The overall emotion conveyed by the image—pride, attraction, revulsi fear, amusement, and so on—and how that emotional effect is created (she colors, tectures, and symbols used; how lines, shapes, and colors focus attention in the image)

- What are the design elements, format, and structure of the visual? Is it black and white, or are other colors used? How does the placement of design
- and winte, or are other colors used: Flow does the placement of design elements affect the message?

 Is the image abstract or realistic—or both? What is the relationship among the elements making up the image?
- Does the image have a historical or cultural context necessary to understand it? Loots me image nave a nistorical or cultural context necessary to understand it?

 Who is the intended audience? Does the image call for a specific audience response.

 What textual information do you immediately notice? What is the relationship between image and text?

Analyzing Visual Texts — provides in-depth instruction in visual rhetoric to help students understand that images, like texts, are a channel for communication.



Integrated and Focused Treatment of Argument

Synthesis is a critical skill for successful argumentation. Developing the ability to take a position and build, support, and sustain an effective argument helps students become critical readers and thinkers as well as informed citizens. A focused chapter on persuasive writing is reinforced throughout the book by "Writing an Argument" essay assignments accompanying each reading.



Traditionally, we think of an argument as argument can be a quarrel or a dispute. Ewhich participants express opposing view reasons for or against a position or an iss examples, the purpose is the same: the spersuade or convince the audience of his

Writing an Argument Argue for or against the proposition that an effective parent should have—at least—a touch of unconventionality. Alternatively, take a position on the role of conformity in life.

Writing an Argument Think about the numerous action heroes or superheroes that young children and adolescents encounter today in various media forms. Write an essay in which you contend that exposure to such superheroes either does or does not encourage violent behavior in young people.



The **Synthesizing Sources** features in Chapters 4–10 prompt students to examine a variety of textual and visual arguments from different points of view to identify patterns of agreement and disagreement. *Language and Composition: The Art of Voice* encourages students to consider complex, multiple perspectives, moving beyond pro/con thinking.

Argumentation and Synthesis (continued)

A Variety of Synthesis Activities

Synthesizing multiple texts and images leads to a comprehensive understanding of an issue or topic and provides a broader contextual range for evaluation. Three types of Synthesis practice are found throughout the book to help students as they prepare for the Synthesis question on the AP exam.

Synthesizing the Classic + Contemporary Essays

- 1. Compare and contrast the tone of each writer. How does tone affect purpose? How does it affect mood? Select at least three passages from White and three from Kingsolver that demonstrate how their tones differ. Do they offer any hints as to the "voice" or personality of the writers? Why or why not?
- 2. What contemporary issues does Kingsolver address that White either ignores or is unaware of? Consider that White was born 58 years before Kingsolver, so his world was quite a different one. Are there other variables that might help us distinguish their concerns and outlooks—for example, gender, class, and environment?
- 3. What central values does each author have regarding the family? How are they similar? How do they differ? How do their values reflect their times?

Each pairing of Classic & Contemporary Essays has a group of Synthesis questions that require students to analyze, compare, and contrast.

At the end of Chapters 4–10, the **Connections for Critical Thinking** questions in the Chapter Assessment help students gain practice in synthesizing, critiquing, and making comparative assessments of various groups of essays.

Connections for Critical Thinking

- 1. Both Annie Dillard's "An American Childhood" and E. B. White's "Once More to the Lake" explore the experience of childhood from a different perspective. Do they share a common voice or mood? What is distinctive about each essay? Which essay do you prefer, and why? Consider the style and emotional impact of the writing.
- Argue for or against the claim that Alvarez's portrayal of a quinceañera and Brooks's take on online dating are biased.
- Argue for or against the idea that the presentation of relatively new types of relationships like those described in the essays by Kingsolver and Brooks seem more highly romanticized than the "traditional" relationships described by White and Alvarez.
- 4. Argue for or against the view that changes in society and its norms—specifically, increased geographical mobility, an evolving workplace, ideas about economic class, individual liberties—have resulted in new forms of identity. Use examples from the work of Brooks, Kingsolver, and others.

In these same chapters, the feature **Synthesizing Sources** provides students with multiple sources of excerpts, cartoons, graphs, poetry, and more about a particular topic — social media, women's rights, helicopter parenting, online shopping, GMOs, and so on. A cadre of questions and activities require students to synthesize the pieces within each of these Synthesis groupings.

AP Favorites and Sample Student Essays

Part 3 The Art of Voice provides favorite AP essays and student sample essays in one easy-to-find location.



Maya Angelou, Graduation	500
Francis Bacon, Of Revenge	510
Francis Bacon, Of Studies	512
Judy Brady, <mark>I Want a Wife</mark>	514
Joan Didion, Marrying Absurd	516
John Donne, Meditation (No Man Is an Island)	520
Jonathan Edwards, Sinners in the Hands of an Angry God	523
Queen Elizabeth, The Golden Speech	536
Ralph Waldo Emerson, Education	539
Thomas Hobbes, Leviathan	546
John F. Kennedy, Inaugural Address	557
Martin Luther King, Jr., Letter from Birmingham Jail	561
Abraham Lincoln, Second Inaugural Address	575
Machiavelli, The Prince	577
Nancy Mairs, On Being a Cripple	580
Tim O'Brien, The Things They Carried	590
George Orwell, Shooting an Elephant	604
Plato, Allegory of the Cave	610
David Sedaris, Me Talk Pretty One Day	614
Brent Staples, Black Men and Public Space	618
Jonathan Swift, A Modest Proposal	621
Henry David Thoreau, On the Duty of Civil Disobedience	628
Virginia Woolf, A Room of One's Own	641

Chapter 12 provides real student essays deemed "excellent" by their teachers: **Synthesis Essay, Analysis Essay,** and **Argument Essay**. These essays can be used as models as students develop their essay-writing skills. Knowing that these essays were written by their peers helps students develop confidence by demonstrating how this level of writing is achievable.

The **23 essays** in Chapter 11 are texts highly valued by AP Language and Composition teachers. Providing these essays in one place saves time and effort on the part of teachers so they can focus on instructional planning and actual teaching instead of spending time searching through multiple sources for their favorite essays.

Sample Student Rhetorical Analysis Essay

By Arianna Kholanjani New Century Technology High School

Sample Student Argument Essay

By Emma Perkins Boulder High School

Sample Student Synthesis Essay

By Ariel Carter White Bear Lake High School South Campus White Bear Lake, Minnesota

Responding to Question 1 from the 2009 Released Exam, this essay offers a documented opinion on the considerations the United States government should take in funding space exploration.

When it comes to making decisions regarding space exploration, financial issues should be considered above all others. Money and government's allocation of that money leads to additional discussion of resources, determines the quality of life for regular citizens.

Since the beginning of space exploration, people have looked to the stars in wonder, asking what could be out there, but also questioning whether or not space exploration is the best use of fax payer money—sepecially since there has been little found. According to Source E, the United States spent 17 billion dollars in 2006 alone on space exploration. This may be an obvious statement, but that's a lot of money, and one has to ask, what else could that money have gone to? 2006 was two years before the Great Recession, and that same 17 billion dollars could have been used to support American citizens in more direct ways. See space exploration does not financially help and the state of th

AP-Style Assessment

Chapter assessments and practice exam prepare students for the AP Language and Composition exam. The thematic chapters include **new Chapter Assessments** that mimic Section I of the updated AP exam, giving students the opportunity to practice deep analysis and evaluation skills required on the actual test.

Chapter Assessment 8. What is the primary effect of the colon in the sentence. "If he were writing 10. Placing the term "math anxiety" in quotation marks does which of the what is the primary enected the count in the seamer, in the were writing today. Harrington would find the same populations he described then; young, marginally educated people who drift in and out of low-pay, dead-end jobs, and older displaced workers, unable to find work as industries transform and following? A. It makes clear that the "syndrome" defined in the second sentence is fact and crucial to the argument of the essay. B. It comeys to the audience that the author does not believe this syndrome actually exists. C. It acknowledges that the concept is likely one that the audience will implicitly understand even without a definition. older uspiace was as a subspace was a subspace constraint of the c impricing understand even without a definition. It sets the term apart as important and invites the audience to consider its definition before the author presents one directly. E. It shows that the term has been used by the author in other writing. D. It separates an otherwise run-on sentence into meaningful parts. E. It allows the author to show the clear distinction between his own work and Harrington's. **Connections for Critical Thinking** 9. How does the following sentence relate to the sentences that precede it? 'And while the poor he wrote about were invisible in a time of abundance, ours are visible in a terrible recession, although invisible in most public policy.' A. It presents the essential paradox of the position the group he defines find themselves in. B. It completes the definition Rose offers in the second sentence in the paragraph. C. It illustrates the economic problems established with globalization. Compare and contrast the rhetorical devices of a personal essay as represented in Rodriguez's "The Lonely, Good Company of Books" with the rhetoric of an argumentative essay like Rose's "What College Can Mean to the Other America." Analyze an event in your education when you had a disagreement with a teacher, administrator, or another authority figure. Explain and explore whether the differences in viewpoint were based on emotional perspectiv intellectual perspective, or both. It allows him to connect to the preceding sentences through the use of multiple conjunctions at the beginnings of sentences. E. It establishes the complete contradiction from the world Harrington. Select the essay in this chapter you find most pertinent to your life as a student. Explain why you selected the essay, and explore your intellectual and emotional responses to it.

Rhetorical Analysis and Assessment

Each major essay in Chapters 4-11 includes online rhetorical analysis, assessment, and additional content about the author to provide support and context that enable students to gain a deeper and broader understanding of why and when these essays were written and the reason they are important.

Thinking challenges students to synthesize the essays to compare and contrast, explore issues, or take and defend a position adding more rigor to the assignment.

Connections for Critical

A complete **new Practice Exam** in Part 5 prepares students to take the updated AP exam by reflecting on the content and format of the exam, including the new Composition Questions.

Does your high school seem to support Jacoby's views regarding the educational lives of women? Explain why or why not.

It is 2050. Write an essay in which you explore the demographics of a typical high school classroom. Refer to the ideas contained in the Gregorian and

Write an essay that categorizes at least three educational issues that the authors in this chapter examine. Establish a clear thesis to unify the categories you establish.

Analyze the patterns and techniques Menand, Rose, and Jacoby use to advance their claims about education today.



Section I—Multiple Choice

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each

Questions 1–15. Read the following passage carefully before you choose your answers. (This passage is excerpted from a contemporary book about writing.)

- se exceptora from a comemoprary sone amount unmary.

 CAN CREATIVE WRITING BE TAUGHT?

 It's a reasonable question, but no matter how often I've been asked it, I never know quite what to say. Because if what people mean is: Can the love of
 language be taught? Can agiff for storytelling be taught? then the answer is no. Which may be why the

- tecauses of water people freeze in SC List the love of tecauses of the Lindburg of the Lindbur
- into place, and ultimately emerge in a more polished form: clear, commonical, sharp.

 Meanwhile, my classmates were providing me with my first real audience. In that prehistory, before mass photocopying enabled students to distribute manuscripts in advance, we read our work aloud. That year I was beginning what would become my first
- AP Language and Composition Practice Exam

LIKE most—maybe all—writers, I learned to write by writing and, by example, from reading books.
—Except from pp. 1-2 from READING IEA & WRITER by FRANCINE F © 2006 by Francine Pross. Reported by permission of HarperColling

- 10 2006 by Fancone Procus Reported by permission of Heiper California.

 (A) Posing a series of hypothetical questions, considering the underlying motivation behind these questions, then positing an answer (B) Censuring those who ask questions about the validity of teaching writing as accusing her of "committing criminal fand" (C) Enumerating examples of specific writers who have been successful due to their education in which of the development as a virier during (C). Offering a personal anecdose of the development as a virier during (C). C) and the control of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the development as a virier during the state of the st
- that view by saying that "is not where I learned to write".

 Consider this statement from the first paragraph: "Which may be why the question is so form asked in a skeptical tone implying that, unlike the question is so often asked in a skeptical tone implying that, unlike the properties of an asked in a skeptical tone implying that, unlike the multiplication tables or the principles of anti-mechanics, creativity care by the assumption from teacher to student. In the properties of the properti

- In lines 10-14 the author refers to Milton and Kafka primarily to (A) appeal for greater attention to be paid to genitus writers (B) stress the importance of studying one's craft to improve as a writer (C) suggest that not everyone will benefit from the course the author teaches (D) assert the importance of natural talent for creativity and writer (B) illustrate that formalized instruction is not the only way creativity is reached

Personalized, Adaptive, Dynamic

Language and Composition: The Art of Voice is enriched with resources including interactivities, reading and writing practice, and adaptive learning tools that enhance the teaching and learning experience both inside and outside of the classroom.

Intuitive Design

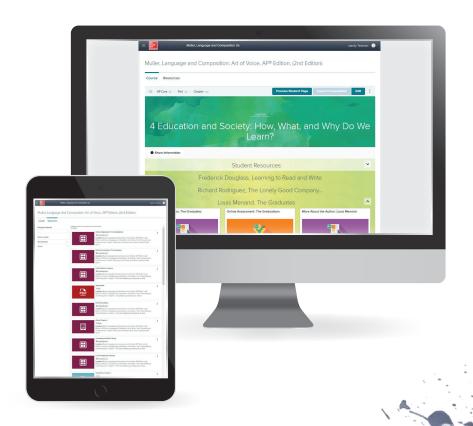
Resources are organized at the chapter level. To enhance core content, teachers can add assignments, activities, and instructional aids to any lesson. The chapter landing page gives students access to:

- Assigned activities.
- Resources and assessments.
- Interactive eBook.
- Composition Essentials 3.0.

Interactive Core Skill Development

The instructional chapters offer step-by-step online practice of the foundational skills vital to understanding and interacting with any form of communication. Each interactive instructional module includes four parts:

- Concept: The skill is introduced and explained.
- **Model:** An illustrative example demonstrates effective application.
- Practice: Independent application activities reinforce understanding.
- Assess: Measure students' depth of understanding and skill proficiency.



Digital Resources for Students (continued)

Composition Essentials 3.0

Composition Essentials 3.0 is included in the AP advantage suite of resources to support core skill mastery for developing writers. The results of a customizable diagnostic test create a personalized learning plan for each student that continually adapts as the student further engages with the content. Students have access to extensive resources to practice, apply, and assess their proficiency including: more than 4,500 exercises with feedback on grammar, punctuation, and usage; electronic peer review utilities; a database of sample student projects; tutorials on avoiding plagiarism, using document design, and understanding visual rhetoric; and more.

Contents

UNIT 1 Writing Process

The Writing Process

Generating Ideas

Planning and Organizing

Drafting

Revising

Proofreading, Formatting, and

Producing Texts

UNIT 2 Critical Reading

Reading to Understand Literal Meaning

Evaluating Truth and Accuracy in a Text

Evaluating the Effectiveness and Appropriateness of a Text

UNIT 3 Research Process

Developing and Implementing a Research Plan

Evaluating Information and Sources

Integrating Source Material Into a Text

Using Information Ethically and Legally

UNIT 4 Reasoning And Argument

Developing an Effective Thesis or Claim

Using Evidence and Reasoning to Support a Thesis or Claim

Using Ethos (Credibility) to Persuade Readers

Using Pathos (Emotion) to Persuade Readers

Using Logos (Logic) to Persuade Readers

UNIT 5 Grammar And Common Sentence Problems

Parts of Speech

Phrases, Clauses, and Fragments

Sentence Types

Fused (Run-on) Sentences and

Comma Splices

Pronouns

Pronoun-Antecedent Agreement

Pronoun Reference

Subject-Verb Agreement

Verbs and Verbals

Adjectives and Adverbs

Dangling and Misplaced Modifiers

Mixed Constructions

Verb Tense and Voice Shifts

UNIT 6 Punctuation And Mechanics

Commas

Semicolons

Colons

End Punctuation

Apostrophes

Quotation Marks

Dashes

Parentheses

Hyphens

Abbreviations

Capitalization

Italics

Numbers

Spelling

UNIT 7 Style And Word Choice

Wordiness

Eliminating Redundancies and Recognizing Sentence Variety

Coordination and Subordination

Faulty Comparisons

Word Choice

Cliches, Slang, and Jargon

Parallelism

UNIT 8 MULTILINGUAL WRITERS

Helping Verbs, Gerunds and Infinitives,

and Phrasal Verbs

Nouns, Verbs, and Objects

Articles

Count and Noncount Nouns

Sentence Structure and Word Order

Verb Agreement

Participles and Adverb Placement

Stellar Print and Digital Teacher Resources

Teachers have access to the interactive eBook, adaptive Composition Essentials 3.0, plus a wealth of customizable chapter resources and powerful gradebook tools.

Teacher Manual, available in print and online, includes:

- Lesson plans and strategies for teaching close reading and writing skills, rhetorical analysis, synthesis, and argument.
- Strategies for teaching individual essays.
- Sample rhetorical analyses.
- Answers to questions in the Student Edition.
- Additional thought-provoking questions to ignite classroom discussion.
- Comparative essay discussion formats.
- Tips for pre-writing and guided writing activities.
- Sample syllabus to help organize the course.
- Pacing guides for 50-minute classes and 90-minute blocks.

Additional digital resources to support instruction include:

- Student Performance reports help teachers identify gaps, make data-driven decisions, and adjust instruction.
- Assignable interactive learning tools to support rhetorical analysis, developing an argument, and synthesizing.
- Online assessments.
- Customizable assignments—interactive activities and printouts.





Harness technology, unlock success with the digital resources for this text. **Visit My.MHEducation.com**

AP Content and Coverage

What's in the book?

Highlights from Part 1: Close Reading and Writing Skills

Chapters 1 through 3 address core reading skills, the writing process, and provides extensive coverage of argument and synthesis.

- Close Reading Strategies for active reading. Examples on pages 4-8, 11-14
- Rhetorical Analysis Coverage of rhetorical modes and devices, Aristotle's rhetorical triangle, and appeals—ethos, pathos, and logos. Examples on pages 15-29, 113-117
- Analyze Visual Texts Guidance on analyzing images. Examples on pages 35-45, 46-47, 50-51, 106-107
- **Argumentation** Focused instruction on how to take a position and build, support, and sustain an effective argument. *Examples on pages 108-117, 118-130, 136-145*
- **Synthesis** Explores developing explanatory and argument synthesis essays. *Examples on pages 131-135*
- Classic and Contemporary Images Compare and contrast and analyze the rhetoric of images on the same subject from different periods of time. Examples on pages 46-47, 50-51, 106-107

The Art of Rhetorical Analysis

Rhetoric is the art of discourse, or communication—both speaking and writing. In AP English Language and Composition, you will learn and apply rhetorical skills in your own essay. You will also learn how to conduct thetorical analysis. This occurs when you analyze the writing or speech of someone else.

You might have heard someone refer to a politician's words as "rhetoric," or worse yet "empty rhetoric," When people refer to rhetoric in this way, they imply a negative connotation—that the speaker is spouting meaningless words. In its rue sense, however, 'rhetoric' refers to the methods a writer or speaker uses to persuade a reader or audients.

Aristotle and the Rhetorical Triangle

The study of rhetoric is not new. The Greek philosopher Aristotle lived from 384 B.C. to 322 B.C. His book, often referred to as *The Art of Rhetoric*, is considered the foundation for all studies of rhetoric and persuasion. Aristotle stated that in any rhetorical situation-that is, in any argument-three elements are in constant communication with one another: the writer (or speaker), the subject (or topic), and the reader (or audience). We refer to these elements as the rhetorical triangle—see the "points" of the triangle below.

Simply put, when an author writes, she must consider the subject of the piece and make sure she is presenting that topic in the most persuasive light. At the same time, she must know her audience and how to appeal to it. Similarly, the audience is interpreting the writer's words as well as interacting with the topic, either because they are being persuaded or because they are rejecting the writer's arguments.



Highlights from Part 2: Issues across Disciplines

Chapters 4 through 10 contextualize analysis, criticism, argumentation, and synthesis skills within core disciplines, including education, the social sciences, the humanities, and the sciences.

- Classic and Contemporary Essays Paired readings to compare and contrast classic and contemporary essays on the same subject. Examples on pages 152-163, 280-289, 336-349, 438-445
- **Key Questions** Questions to guide student reading to ensure that they understand the main idea of the chapter. *Examples on pages 190, 234, 276, 382*
- Chapter Assessments End-of-chapter assessments that mimic Section I of the AP exam. Examples on pages 178-183, 224-229, 370-375, 482-489
- Synthesizing Sources Examination of a variety of textual and visual arguments from different points of view to identify patterns of agreement and disagreement. Examples on pages 272-275, 326-331, 376-381, 490-495

Highlights from Part 3: AP Favorites

AP Favorites includes 23 diverse essays, and three real student essays submitted as excellent by AP teachers.

- Favorite Essays 23 essays that span multiple time periods, geographical areas, and genres. Examples on pages 500-509, 561-574, 604-609, 621-627
- **Sample Student Essays** Real student rhetorical, argument, and synthesis essays. *Examples on pages 652-653, 654-655, 656-657*

Highlights from Parts 4 and 5

- Writing a Research Paper Up-to-date coverage of writing research papers and documentation. Examples on pages 662-681, 682-683
- AP Language and Composition Practice Exam Examples on pages 718-734, 735-744

Teacher Manual

Highlights

Throughout the book, resources, ideas, and best practices are provided with ample opportunities to teach synthesis, rhetorical analysis, and argument, while helping students develop test-taking, critical thinking, and writing skills.

- Lesson Plans Strategies for teaching close reading and writing skills, rhetorical analysis, synthesis and argument.

 Examples on pages 18-23, 64-66, 150-153, 246-248
- Sample Syllabus and Pacing Guide Resources to help teachers plan their course. Examples on pages xiii-xviii, xix-xxv, xxvi-xxxi
- Activities Discussion ideas and guiding questions for teaching and extending each chapter. Examples on pages 18-21, 25-28, 54-57, 116-118
- Homework Assignments Assignments give students a chance to independently apply the skills and concepts they've learned. Examples on pages 4, 23, 106, 118
- Essay Writing Activities Step-by-step instruction for writing synthesis, rhetorical analysis, and argument essays.

 Examples on pages 282-284, 284-286, 287-289
- Suggested Answers Answers to Comprehension, Rhetorical Analysis, and Writing questions in the Student Edition.

 Examples on pages 29, 69, 133-134, 179-180
- AP Practice Exam Answers and Rubrics Answers and feedback for multiple-choice questions and scoring rubrics for Essays on the Student Edition Practice Exam. Examples on pages 300-314

