

UNIT OF STUDY 6

<p>Title: How to Argue Constructively Composition Topic: Conventions of Argument Designer: Sheryl Murtha</p>	<p>Subject/Course: AP English Language and Composition Length: 4 weeks Grade: 11</p>
UNIT GOALS AND EXPECTATIONS	
<p>IMPORTANT CONCEPTS:</p> <p>Persuasion is present everywhere: “Everything’s an argument.” Convincing others is a part of everyday life. For effective argumentation, you need to know basic argumentation terminology. Eleven questions on the AP exam refer to the author’s view or attitude. Fourteen questions refer to analyzing rhetorical strategies. Eight questions ask the reader to defend, to challenge/refute/dispute, or to qualify. Four questions ask for the reader to base his/her responses upon reading, observation, or experience. All of the above are part of the argumentation process.</p> <p>Persuasion is dependent upon reading, writing, and organizational skills.</p> <p>Fallacies make up much of argumentation. Recognizing fallacies can prevent us from being coerced into accepting an argument with not clear support</p> <p>Writing arguments will be necessary to one’s future life.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What is argumentation? What are the elements of argumentation? What are fallacies? How can fallacies be recognized and avoided in one’s own writing?</p> <p>What are appeals? How can appeals be used in one’s own writing? What is connotation?</p> <p>How does the culture of a time period determine rhetoric? How do we evaluate the credibility of an author’s argument?</p>
<p>STUDENT LEARNING EXPECTATIONS:</p> <p>Ongoing reading and writing SLE’s</p> <p>R.10.11.26 Evaluate the credibility of an author’s argument or defense. R.10.11.9 Analyze word choice, tone, and voice. R.9.11.5 Draw inferences from a complete selection R.11.11.1 Recognize and apply specialized vocabulary W.5.11.7 Write responses to literature W.7.11.3 Apply elements of discourse: purpose, speaker, audience, and form when completing persuasive writing assignments W.7.11.4 Demonstrate organization, unity, and coherence by</p>	<p>R.10.11.26 Evaluate the credibility of an author’s argument or defense W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing persuasive writing assignments W.5.11.3 Write using rhetorical strategies with special emphasis on argumentation/persuasion that demonstrate logic. W.5.11.4 Write persuasive compositions that use logic W.7.11.3 Apply such elements of discourse as purpose, speaker, audience and form when completing persuasive writing assignments. W.7.11.7 Use precise word choices that convey specific meaning</p>

<p>using transitions and sequencing R.9.11.1 Analyze personal biases brought to a text R.9.11.9 Use logic to challenge or defend author’s use of fallacies in both inductive and deductive arguments R.9.11.10 Analyze and defend a position using concepts gained from reading.</p>	
<p>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</p> <p>Understand argumentation terminology Recognize fallacies in others’ writing. Recognize fallacies in own writing. Recognize and understand connotation Understand how a topic becomes arguable. Recognize topics that cannot be argued. Understand elements of argumentation Understand how personality can determine audience support Define argumentation Define argumentation terminology</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</p> <p>Use terminology in own writing Find fallacies in given passages Write fallacies and identify as a group Use a given strategy for writing an argument. Use narration in argument. Use rhetorical devices in argument Evaluate advertisements for fallacies Compose an argumentative thesis Use a rubric for evaluation Identify and using elements of argumentation Analyze an argument. Analyze various media</p>
<p>UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)</p>	
<p>Locate and analyze an ad Analyze an original ad Write argumentative prompts Find fallacies in a given passage Write fallacies Analyze of argumentation in film View and analyze a video clip Respond to prompts</p>	
<p>Traditional Assessments: Quiz on terminology Quizzes on reading</p>	<p>Other Evidence of Learning:</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Read an excerpt from Thomas Jefferson’s “Notes on the State of Virginia” in which he presents several criticisms of slavery. Think of a practice or behavior with which you are familiar from your own experience, and write an argument showing it to be justified or unjustified. For example, you might want to write about your school’s dress code (or lack of one), or your community’s curfew, or a policy concerning athletic eligibility.</p>	<p><i>Thank You for Arguing</i> (Jay Heinrichs) Movie “The Great</p>

<p>Model an outline of an argument on the Smart Board e.g. “Teacher Merit Pay.” Have students list pros and cons on each side of a graphic organizer. .</p> <p>Give students practical examples of fallacies. In groups identify their types and determine why they are fallacies. Report from each group.</p> <p>In groups write three fallacies. Read fallacies to class with the other groups attempting to identify each.</p> <p>Read “Danny’s Dilemma,” (Preparing for the AP). Decide what choices Danny has and what kinds of appeal(s) each choice offers—logical, ethical, emotional, or combinations of each. Decide which you would recommend. Discuss solutions with the class.</p> <p>In groups search for an existing advertisement to be presented to and judged by the class and the teacher. Each group will show its ad to the class. The other groups write a critique of the ad using the appeals and fallacies. They decide what about the ad appeals to logic, emotions, and/or ethics, and what fallacies exist. After all ads have been presented, everyone will discuss and rank the ads according to given categories.</p> <p>In groups write an original advertisement about a new product or a product currently on the market. Evaluate the ad as it is composed. Then create an illustration or some other type of visual, including text. Be sure to include appeals. Present the ads to the class</p> <p>Each student chooses three issues that are relevant to him/her and makes a statement about each. These statements may be about student issues at school or at home about responsibility or some other concern which is important to him/her. They add a claim to each to create three thesis sentences; they should be prepared to read and discuss their thesis statements to the class, who will decide if the statements are arguable and without fallacies.</p> <p>Using one of the thesis statements developed earlier, students write an argumentation essay defending their positions on that issue. They will use the Argumentation Format which they were previously given. Before they begin, they will list the pros and cons of their arguments including every argument they can think of that supports their positions. Then consider the opposite argument for each and list it.</p> <p>Read, highlight, and annotate selected articles. Determine in groups the rhetorical devices used in each, the fallacies, if there are any, and the appeals. Evaluate the articles for their credibility following the Argumentation Format.</p> <p>View the film “The Great Debaters.” Individually, determine the appeals used, and write a response to the film that indicates understanding of rhetorical appeals as well as the validity of the film’s claim.</p> <p>View the video clip of Martin Luther King’s “I Have a Dream” speech. Compare the rhetorical devices used in that sermon with the ones used by Jonathan Edwards. Which is more effective? Why? How does the culture of the time determine the rhetoric that is used? How does a speaker’s personality contribute to his/her rhetoric? Consider using clips from speeches by O’Bama, McCain, Palin, and Biden as contemporary examples of rhetoric.</p>	<p>Debaters”</p> <p>Everything’s an Argument: Part 4</p> <p>Lesson 2 Advanced Composition Skills</p> <p>Excerpts from “Civil Disobedience” Henry David Thoreau</p> <p>“The Earring” Judith Viorst (children’s book)</p> <p>“I Have a Dream” Martin Luther King—reading and video clip from The Language of Composition.</p> <p>Preparing for the AP Exam: Argumentation and Synthesis</p> <p>“Sinners in the Hands of an Angry God” Jonathan Edwards</p> <p>“Danny’s Dilemma”— Preparing for the AP Exam</p>
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Use SOAPS reading strategy to identify the claims of selected articles/passage.

Career Connections

Advertiser
Designer
Speech writer