**CHAPTER 3 – ARGUMENTATION**

**AP LANGUAGE & COMPOSITION – SEMESTER 2**

**POST-GALILEO PRE-TEST / CHAPTER 3 ASSIGNMENT**

INSTRUCTIONS: Open a Microsoft Word Online document, and copy/paste the text from this document into it. Then type your responses in the boxes. Share the document with me by 8:00 AM the day your class meets for Block #2 (3rd & 7th - Thursday 1/7; 4th - Friday 1/8). Early turn-in credit for complete responses before 11:59 PM the night before your class – BE SURE TO EMAIL ME by 11:59 to LET ME KNOW IT’S FINISHED TO GET EARLY TURN-IN!

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| ACTIVITY 3.1 (p.85)Identify at least 2 points in Domini’s article where she might have given way to accusation or blame or where she might have dismissed the Slow Food movement as being short-sighted or elitist. Discuss how, instead, she finds common ground and promotes dialogue with her audience through civil discourse. |
| YOUR RESPONSE: |

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| ACTIVITY 3.2 (p. 86)For each of the following statements, evaluate whether it is arguable or too easily verifiable to develop into an effective argument. Try revising the ones you consider too easily verifiable to make them into arguable claims.1. SUV owners should be required to pay an energy surcharge.
2. Charter schools are an alternative to public schools.
3. Ronald Reagan was the most charismatic president of the twentieth century.
4. Requiring students to wear uniforms improves school spirit.
5. The terms global warming and climate change describe different perspectives on this complex issue.
6. Students graduating from college today can expect to have more debt than any previous generation.
7. People who read novels are more likely to attend sports events and movies than those who do not.
8. Print newspapers will not survive another decade.
9. The competition is fierce among countries to become a site for the Olympic Games.
10. Plagiarism is a serious problem in today’s schools.
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| EXPLAIN YOUR CHANGES: |

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| ESSAY IN PROGRESS: Selecting a Topic (p.85)What are two controversial topics that interest you? Brainstorm how you might develop an argument about each from two different viewpoints (PRO & CON). Consider the potential for volatile or highly emotional responses to each. What could you do to encourage a civil tone and approach? Make sure to choose ideas that you could RESEARCH and develop into a full essay. You will have the opportunity to return to them throughout the chapter.SOME IDEAS:* Gun control policy
* Media influence on young people
* Social media addiction
* Immigration policy
* Drug testing for welfare recipients
* Health care / insurance access
* Health care / research ethics
* Information access: Privacy vs. safety
* Equal rights for same-sex / domestic partners
* Educational reform
* Technology integration in the classroom
* Equal consideration for paternity / maternity leave
* Genetically Modified food (GMO)
* Climate change / global warming
* Tuition-free college
* Government assistance / welfare programs

NOTE: You may modify any of the choices above, or create your own. |
| TOPIC 1 INTEREST: |
| PRO: |
| CON: |
| What could you do to encourage a civil tone and approach to this topic? |
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| TOPIC 2 INTEREST: |
| PRO: |
| CON: |
| What could you do to encourage a civil tone and approach to this topic? |

**Activity 3.3 (90) – HARD COPY TURN-IN 1/11/16**

 Find a review of a movie, a television show, a concert, an album or a song, or another form of popular culture. Identify the claim in the review. What criteria does the reviewer use to justify a thumbs-up or a thumbs-down?

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| **Activity 3.4 (92)** Read the following argument of policy that appeared as an editorial in the *New York Times* in 2004. Annotate it to identify claims of fact, value and policy; then describe how these interact throughout the argument. |
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| **Essay in Progress staking a claim p. 94** Choosing one of the topics you explored initially (p. 85), write three different claims that could focus an essay. Be measure each is arguable. Comment on whether your overall argument will likely include more than one type of claim. |
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| **Activity 3.5 (96)** Develop a thesis statement that could focus an argument in response to each of the following prompts: Discuss why you think that the structure (open, close, counterargument) you chose would be appropriate or effective. |
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| **Essay in progress: developing a thesis p. 97** Now that you understand the different types of claims and how to develop them into thesis statements, you can begin drafting an argument. Select one of the claims you worked with in the activity on page 95. Draft two different thesis statements that might guide an essay on the subject. Which one do you think is more promising for a full argumentative essay? Why? |
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| **Activity 3.6 (109)**Identify the logical *fallacy* in each of the following examples.1. What’s the problem? All my friends have a curfew of midnight!
2. A person who is honest will not steal, so my client, an honest person, clearly is not guilty of theft.
3. Her economic plan is impressive, but remember: this is a woman who spent six weeks in the Betty Ford Center getting treatment for alcoholism.
4. Since Mayor Perry has been in office, our city budget has had a balanced budget; if he were governor, the state budget would definitely be balanced.
5. If we outlaw guns, only outlaws will have guns.
6. Smoking is dangerous because it is harmful to your health.
7. He was last year’s MVP, and he drives a Volvo. That must be a great car.
8. A national study of grades 6-8 showed that test scores went down last year and absenteeism was high; this generation is going to the dogs.
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| **Activity 3.7 (109)** Annotate the essay below by identifying the different types of first- and second- hand evidence presented to develop the argument. Analyze how each type of evidence appeals to ethos, logos, pathos, or a combination of those.  |
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| **Essay in Progress: Using Evidence p. 111** Choose one of the thesis statements you developed on page 97, and develop three paragraphs of support, using a different type of evidence in each. You will probably have to do some research if you want to use historical information, expert testimony, or quantitative data. |
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| **Essay in progress: Shaping an Argument p.119**Write an outline that shows how you could structure the argument you are crafting either inductively or deductively. If you are using induction, cite at least for specifics that lead to your generalization (claim). If using deduction, break the overall reasoning of the essay into a syllogism with both a major and minor premise and a conclusion. |
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| **Activity 3.8 (123)** Modeled on the *Declaration of Independence*, T*he* *Declaration of Sentiments* by Elizabeth Cady Stanton was presented on July 19, 1848, at the Seneca Falls Convention. Analyze the use of induction and deduction to support the claim and develop the argument. |
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| **Activity 3.9 (128)** For each of the following statements, identify the assumption that would link the claim to its support. Use the following format to discover the assumption: “because (support), Therefore (claim), Since (assumption), on account of (backing), unless (reservation).” Decide whether each of the statements would require a qualifier. 1. Grades should be abolished because they add stress to the learning experience.
2. Until you buy me a diamond, I won’t know that you love me!
3. Everyone should read novels because they make us more understanding of human foibles and frailties.
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| **Activity 3.10**  Complete each of the following templates, using an argument from this chapter (e.g. “Crazed Rhetoric” by Tim Toles, “Why investing in fast food may be a good thing” by Amy Domini, or “Star Wars” by Robert Ebert). Use at least two different texts.1. In his/her argument \_\_\_\_\_\_\_\_\_ concludes \_\_\_\_ and supports the conclusion with such evidence as \_\_\_\_ and \_\_\_\_\_ to link this conclusion with the evidence, he/she makes the assumption that \_\_\_\_\_\_\_\_.
2. Although what \_\_ says about \_\_\_ may be true in some cases, his/her position fails to take \_\_\_ into account. A closer look at \_\_\_ reveals \_\_\_\_.
3. While the Position advanced by C may seem reasonable, it assumes \_\_\_. If that were so, then \_\_\_\_. It might be more reasonable to consider \_\_\_\_\_\_\_\_.
4. One way to look at X would be to say \_\_\_\_\_\_\_; but if that were the case, then \_\_\_\_. Of course, another view might be \_\_\_\_\_\_. Yet another way to consider X might be \_\_\_\_\_\_\_\_\_.
5. Position X would be sound if only we chose to ignore \_\_\_\_\_\_\_. When we consider \_\_\_. Then \_\_\_\_. In addition, \_\_\_\_\_\_\_\_\_.
6. Wouldn’t it be wonderful if we could all agree about \_\_\_\_\_\_\_? The trouble is, \_\_\_\_. X says \_\_\_\_\_\_ and Y says \_\_\_\_\_. How can we come to a compromise that recognizes \_\_\_\_?
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| **Activity 3.11 (137)** The *Heroes of 2001* stamp depicts a photograph taken at Ground Zero after the September 11 terrorist attacks on the Twin Towers in New York City. Analyze the photograph’s argument, and explain why it is or is not an effective stamp for the U.S postal service. |
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| **Essay in progress: using visual evidence p. 137** Find a visual text- a political cartoon, advertisement, photograph, or the like- that supports or enhances the argument you have been developing. Write a paragraph or two explaining how the visual text makes its own argument. |
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| **Culminating activity 3.12 (137)** The political cartoon and article that follow make similar claims about the Nobel Peace Prize awarded to President Barack Obama in 2009, but in very different ways. The Tom Toles cartoon appeared in the Washington Post; the article appeared in the London Times. Discuss the way each argument is developed and the likely impact of each on its audience. |
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| **Essay in progress: First Draft p. 140** Write a full argument that includes at least three different types of evidence and a visual text. You have been developing this essay throughout the chapter: use the texts and drafts you’ve developed thus far, as you like, but do not hesitate to rethink and revise. Suggested length: 500-700 words. (1ST DRAFT HERE, TURNITIN.COM FOR FINAL DRAFT) |
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