

Agenda for the Week (4 days)  
English Language and Composition  
June 19-22, 2018 – Musselman High School, Inwood, WV

Bob Kuhn

Tuesday

- A. Morning Session
  - a. Setting expectations for the week
  - b. Exigency: the source of energy and purpose
  - c. Finding the audience
  - d. Examining the notions of argument
  - e. Blankenhorn on civility and doubt
  - f. The basics of AP English Language and Composition
  - g. Rhetorical Analysis Data Sheet
- B. Afternoon Session:
  - a. Basic organizational structures for AP English Language
    - i. Rhetorical modes
    - ii. Thematic units
    - iii. Exam units
  - b. Recommended Order of Study
    - i. Argumentation
    - ii. Rhetorical Analysis
    - iii. Synthesis
  - c. Assignments
    - i. Words Matter assignments
    - ii. Reading empathetically
    - iii. Reading rhetorically
    - iv. Practice AP prompts
    - v. Everything ends in an essay
    - vi. Toulmin summaries (precis)
    - vii. Quick debates
    - viii. Seminars
    - ix. Peer review
    - x. Imitation exercises
    - xi. Chapbooks
    - xii. Dialectical journals
  - d. How to Study Arguments in Anything: Toulmin's model
    - i. Seeing Arguments: the basic Toulmin model
    - ii. Capturing the Point: Building claim statements
    - iii. Evidence
    - iv. Commentary: converting evidence into proof

- e. Using Classical Topics to create effective claim statements and commentary
  - i. The topics are frames of perception, not just sentence structures
  - ii. Choosing the right frame means everything
- f. Studying Classical Rhetoric
  - i. Dialectic vs. rhetoric (The Gorgias)
  - ii. Socratic definition of purpose
  - iii. Aristotle's definition
  - iv. Invention (Discovery), Arrangement, and Style
  - v. The Special Topics
  - vi. The means and modes of persuasion: ethos, logos, and pathos
  - vii. Modern Connection: Maslow's Hierarchy of Needs

### Wednesday

- A. Morning Session: Teaching the Argumentation Essay
  - a. Basic structure (balanced approach)
    - i. Concession/acknowledgment
    - ii. Confirmation/refutation
    - iii. Conclusion/peroration
  - b. Core strategy: Discovering arguments
    - i. Special topics
    - ii. Stock issue analysis
    - iii. Comparative advantage analysis
    - iv. Cost-benefit analysis
    - v. Rogerian model
  - c. The argumentative thesis
    - i. Definition
    - ii. Comparison
    - iii. Relationship
    - iv. Circumstance
    - v. Testimony
  - d. Argumentative strategies
    - i. Point by point
    - ii. Ethos-Logos-Pathos
    - iii. Narrative-descriptive
    - iv. Satire/irony
- B. Afternoon Session I: Argumentation
  - a. Ethical Argument
  - b. Difference Makers
    - i. Compelling evidence
    - ii. Persuasiveness: Audience movement
    - iii. Voice
  - c. Practicing with old argumentation AP Prompts
  - d. Scoring and discussion of 2018 prompt

## Thursday

- A. Morning Session I: Rhetorical Analysis
  - a. The Rhetorical Triangle: What it is and why it matters
  - b. Rhetorical strategies
    - i. Dominant strategies
    - ii. Supporting strategies
  - c. The means and modes of persuasion
  - d. Teaching diction and syntax
  - e. Writing the rhetorical analysis essay
    - i. Beginning with purpose
    - ii. Seeing audience movement
    - iii. Aligning rhetorical strategies to purpose
    - iv. Writing efficient topic sentences
    - v. Developing support and commentary
  - f. Evaluating rhetorical analysis essays
  - g. Reviewing old RA prompts
  - h. Reviewing the 2018 RA essays
- B. Afternoon Session: Working with Objective Questions
  - a. Developing rhetorical knowledge
  - b. Refocusing student reading toward rhetorical analysis
  - c. Using old AP objective sections
  - d. Practice strategies
  - e. Materials for practice (available AP exams)

## Friday

1. Morning Session
  - a. Working with synthesis question
    - i. Large task applications:
    - ii. Short task applications
    - iii. Various assignments
  - b. Writing the synthesis essay
  - c. Reviewing old AP prompts
  - d. Evaluating the synthesis essay
  - e. Reviewing the 2018 synthesis essay prompts
2. Afternoon Session
  - a. Working with AP Central
    - i. Getting the syllabus through the audit process
    - ii. Material support
    - iii. Group discussion boards
  - b. Young, Becker, and Pike on Particle, Wave, and Field writing
  - c. Summer reading
  - d. Discovering and maintaining standards
  - e. The necessity of vertical teaming
  - f. Introducing pre-AP concepts to lower grades
  - g. Developing a community spirit
  - h. Expanding your professional horizons
  - i. Miscellaneous items
  - j. Final thoughts and evaluation

English Language and Composition  
Graduate Credit Assignment

Greetings,

Welcome to the summer institute for AP English Language and Composition. If you are new to this course, then prepare yourself for a new perspective to traditional literary approaches (See attached agenda). No matter how you approach teaching English, this course offers real insights and benefits to your class. Now, it is my understanding that some of you will need to fulfill additional hours of credit to meet your state's requirements. If you need an additional 15 hours of credit, complete Assignment B. If the institute offers graduate credit for this week, then you will need to complete Assignment B as well. If not, then complete Assignment A. I look forward to working with you. See you this summer.

Bob Kuhn  
APSI English Language Consultant  
[kuhnlng@gmail.com](mailto:kuhnlng@gmail.com)

Assignment A (For ALL Participants):

1. Due at the start of the course
2. Find a suitable copy of Aristotle's Rhetoric (online or in print) and have it available for use in class. A good online copy can be found here: <http://classics.mit.edu/Aristotle/rhetoric.html>. Although the classroom will undoubtedly allow for an internet connection, please have a downloaded version saved to your computer or a print copy (Dover Press sells them for under five dollars).
3. Read the Socratic dialogue The Gorgias found here: <http://classics.mit.edu/Plato/gorgias.html>. The same instructions as the Rhetoric apply here as well.
4. Have a thumb drive with at least 1 Gigabyte of available space for course materials
5. Bring a work of literary merit (novel, play, or work of nonfiction) published in the past five years that you would consider using in your course.

Assignment B (For those seeking graduate credit):

1. Due at the completion of the course
2. Create a lesson plan with the following three elements:
  - a. A presentation: this may be a lecture, PowerPoint presentation, or a collection of mini-lessons/discussions that prepare your students to engage the prompt effectively
  - b. A writing prompt for ONE of the following choices:
    - i. An argumentative prompt based upon either the Rhetoric or Gorgias or both.
    - ii. A synthesis prompt based upon the Rhetoric, the Gorgias, or both which provides seven or eight documents for incorporation into an informed argument
    - iii. An argumentative prompt that considers the rhetorical aspects of a proposed work of literary merit
  - c. A written response to that prompt: Answering your own prompt will help you understand the process and difficulties your prompt poses to your students.

3. Just a reminder: I see my role as assisting you in clarifying and accomplishing these tasks. What we want is something useful for our students next year.