



# **ELA Virtual Learning**

# **AP Language and Composition Argumentation**

**April 24, 2020**



# AP Language & Composition

## Lesson: April 24, 2020

### **Objectives:**

- 1) Identify and describe the claims and evidence of an argument.
- 2) Analyze evidence writers use to support a claim.
- 3) Develop writing that includes a claim and evidence supporting that claim.



Today's lesson is part 5 of 5

## Today's Lesson

### Today, you will...

- review grammatical concepts that apply to your writing.
- identify errors that relate to redundancy, run-on sentences, and more.
- proofread and revise your own writing from yesterday.
- self-assess your writing.



## Before you begin

1. You need your work from yesterday.
2. Are you able to explain the following terms?
  - Run-on sentence
  - Wordiness
  - Redundancy
  - Verb tense
  - Sentence variety



## Before you begin - continued

- Run-on sentence - **when two or more independent clauses are not joined correctly**
- Wordiness - **using more words than are needed**
- Redundancy - **repetition of the same idea or information**
- Verb tense - **time references (past, present, future)**
- Sentence variety - **varying the length and structure of sentences**



Today's lesson is part 5 of 5

## Practice - Part One

**Directions:** Identify the errors in the sentences below. Each error will relate to one of the terms from the previous slide.

1. Miguel cleaned his room, does the laundry, and mowed the grass.
2. I told the interviewer I don't want to work on the weekends, consequently I didn't get the job.
3. Under circumstances in which I am elected, I will work to change some unpopular policies.
4. The employees need to enter the data manually by hand.
5. I studied for my exam, I earned an A.



Today's lesson is part 5 of 5

## Practice - Part One

1. Miguel cleaned his room, does the laundry, and mowed the grass.
  - Verb tense: “cleaned” and “mowed” are past tense; “does” is present tense.
  - Change “does” to did”
2. I told the interviewer I don't want to work on the weekends, consequently I didn't get the job.
  - Run-on: “consequently” is a transitional expression (TE)
  - When TEs join two independent clauses, place a semicolon before the TE and a comma after it.
  - ; consequently,
3. Under circumstances in which I am elected, I will work to change some unpopular policies.
  - Wordiness: replace “under circumstances in which” with “if”



Today's lesson is part 5 of 5

## Practice - Part One

4. The employees need to enter the data manually by hand.
  - **Redundancy:** “manually” means by hand, so delete “by hand”
  
5. I studied for my exam, I earned an A.
  - **Run-on:** You cannot join two independent clauses with a comma only (it's called a comma splice).
  - You can correct it one of the following ways:
    - I studied for my exam; I earned an A. (semicolon in place of comma)
    - I studied for my exam, and I earned an A. (add a coordinating conjunction after the comma)
    - I studied for my exam; therefore, I earned an A. (add a transitional expression and punctuate it appropriately).





Today's lesson is part 5 of 5

## Practice - Part One

If you would like additional information, click on the links below.

[Verb tense consistency](#)

[Run-on sentences](#)

[Wordiness and redundancy](#)

[Sentence variety](#)



Today's lesson is part 5 of 5

## Practice - Part Two

**Directions:** Reread your own writing from yesterday. Look for examples of the mistakes listed below and make the necessary revisions.

1. Run-on sentences
2. Wordiness and redundancy
3. Verb tense
4. Sentence variety

## Practice - Part Two (continued)

**Directions:** To complete the final steps in proofreading and revising your writing, follow the directions listed below. (If you don't have highlighters, you can mark your text by underlining, circling, etc.)

- **Yellow** or underline - topic sentence that states a specific point in support of your thesis/claim.
- **Red** or →arrows← - Context for your evidence (information/background so your evidence can be fully understood by a reader)
- **Orange** or circle - specific evidence you've included
- **Green** - (parentheses) - explanation of evidence
- **Blue** [brackets] - transitions (additionally, for example, etc.)
- **Purple** \*asterisks\* - objection to your argument and your counterargument

**Does your paragraph have every color? If it does, you are finished with this week's lesson. If it doesn't, make the necessary revisions/additions.**



Today's lesson is part 5 of 5

## **Double-check your work (after writing your paragraphs)**

Be sure your paragraphs include each point listed below.

- Topic sentence
- Specific evidence
- Explanations - why your evidence is important, how your evidence relates to and supports your claim
- A possible objection and counterclaim (in one paragraph)
- Transitions
- Some context for your evidence
  - Information/background so your evidence can be fully understood.