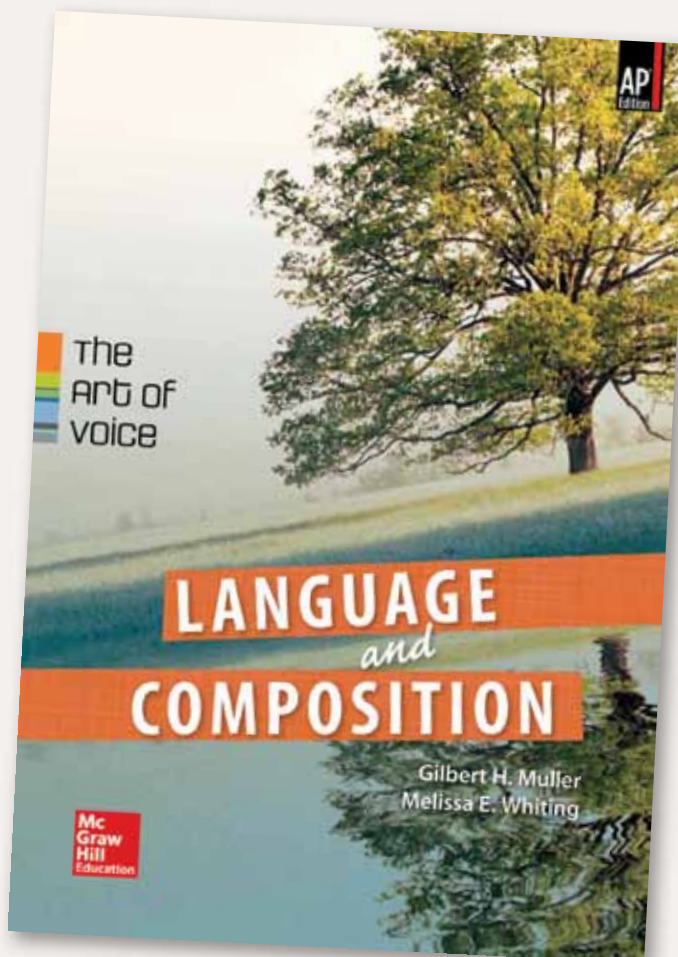


PREFACE

ISSUES ACROSS DISCIPLINES, LITERACIES ACROSS MEDIA

Language and Composition: The Art of Voice is a textbook created specifically for AP* English Language and Composition classrooms. This text engages students with the finest classic and contemporary essays—works that span myriad ages, cultures, and disciplines—and prepares students for an expanded universe of literacies, encouraging fluency with print, audio, visual, digital, and interactive texts. Eudora Welty speaks of reading as “a sweet devouring,” and this book invites students to participate in—and enjoy—the vast and varied pleasures of responding to texts in any form.



ORGANIZATION

Comprised of 3 parts, *Language and Composition: The Art of Voice* covers the major modes of writing and many of the disciplines that high school students will encounter on the AP Exam and as college students.

Part 1: Close Reading and Writing Skills Chapter 1 presents an introduction to the ways we read and respond to texts today. Chapter 2 focuses on strategies for critical thinking, reading, and writing, emphasizing multiple 21st-century electronic options, while Chapter 3 provides extensive coverage of argument and persuasion. Finally, Chapter 4 offers up-to-date coverage of 21st-century research writing, including citation and documentation.

Part 2: Issues Across the Disciplines Chapters 5–11 explore core liberal arts disciplines, including education, the social sciences, the humanities, and the sciences. Each chapter asks a key question, drawn from the disciplines it represents, designed to elicit constructive class discussion and sound critical writing. Each of these disciplinary chapters offers 5 to 8 prose models that encourage students to practice skills they will need throughout life—including analysis, criticism, argumentation, and facility with digital texts.

Part 3: AP Favorites This part includes 23 essays and speeches, discourses and sermons, and plays and proposals. The selections in this part were particularly placed according to a survey of more than 250 AP English Language and Composition teachers.



Key Features

Informed by the comments and suggestions of teachers from across the country, *Language and Composition: The Art of Voice* offers the following proven and significant features:

A RICH SELECTION OF READINGS

The essays and images in this book address themes of current and enduring interest. Topics like social networking, the legacy of Michael Jackson, the appeal of Superman and Wonder Woman, globalization, and the cultural cross-overs should elicit lively student response and effective writing. The essays have been selected carefully to embrace a rich assortment of authors, to achieve balance among constituencies, to cover major historical periods, and to provide prose models and styles for class analysis, discussion, and imitation. The authors in this text—from Frederick Douglass to Anna Quindlen, Rachel Carson to Jared Diamond, and Julia Alvarez to David Sedaris—all have high visibility as writers and thinkers of value. All of these authors—writing from such vantage points as literature, journalism, anthropology, sociology, art history, biology, and philosophy—start from the perspective that ideas exist in the world, that we should be alert to them, and that we should be able to deal with them in our own discourse.

POLITICS AND THE ENGLISH LANGUAGE

GEORGE ORWELL

THE VEIL

MARJANE SATRAPI

STONE SOUP

BARBARA KINGSOLVER

THE ART OF RHETORIC

ARISTOTLE

A TEXT THAT WORKS WITH A WIDE VARIETY OF LEVELS AND APPROACHES

Because the selections range from very simple essays to more abstract and complex modes of discourse, teachers and students will be able to use *Language and Composition: The Art of Voice* at virtually all levels of a program. It can be used with any of the major pedagogical perspectives common to the practice of composition today: as a writing-across-the-curricula text, as the basis for a rhetorically focused course, as a thematic reader, as a multicultural anthology, or as an in-depth reader. Teachers can develop their own sequences of essays that will contribute not only to their students' reading and writing proficiency but also to their growing intellectual power.

The image displays three overlapping pages from the book's table of contents. The top page shows the beginning of Chapter 14, 'SPEAKING AND THE ARTS: WHY DO THEY MATTER?', and Chapter 15, 'SAYERS AND THE ENVIRONMENT: HOW DO THEY RELATE TO THE NATIONAL IDENTITY?'. The middle page shows the beginning of Chapter 16, 'SPEAKING AND THE ARTS: WHY DO THEY MATTER?', and Chapter 17, 'SAYERS AND THE ENVIRONMENT: HOW DO THEY RELATE TO THE NATIONAL IDENTITY?'. The bottom page shows the beginning of Chapter 18, 'SPEAKING AND THE ARTS: WHY DO THEY MATTER?', and Chapter 19, 'SAYERS AND THE ENVIRONMENT: HOW DO THEY RELATE TO THE NATIONAL IDENTITY?'. Each page lists the title of the chapter, the author of the essay, and the page number.

CHAPTER INTRODUCTIONS THAT ENCOURAGE STUDENTS TO REFLECT ON MAJOR ISSUES

The introduction to each disciplinary chapter gives students a broad perspective on the field at hand by putting major issues and concerns in context. Each introduction begins with a preview section that alerts students to strategies for reading, discussion, and writing.



As you read the essays in this chapter, consider the following questions:

- According to the author, what is the value of the art or literary form under discussion?
- What function does literature or art serve?
- Is the writer's perspective subjective or objective, and why?
- How does the author define his or her subject—whether it is poetry, fiction, art, or photography?
- Is the writer's experience of literature or art similar to or different from your own?
- In what ways do gender and race influence the writer's perspective on the subject?
- What is the main idea that the author wants to present about literature or the arts? Do you agree or disagree with this key concept?
- What have you learned about the importance of literature and the arts from reading these essays?

INTEGRATED AND FOCUSED TREATMENT OF ARGUMENT

A focused chapter on persuasive writing is reinforced throughout the book by “Writing an Argument” essay assignments accompanying each reading. The “Synthesizing Sources On . . . Advertisements” feature in Chapter 9 prompts students to examine visual arguments. *Language and Composition: The Art of Voice* encourages students to consider complex, multiple perspectives, moving beyond pro/con thinking.



CHAPTER 3

Argumentation and Synthesis

An argument asserts an opinion based on evidence; you find them everywhere—Internet blogs, editorial articles, science articles, and so on. People can use argument to sift through competing viewpoints in order to achieve a consensus that everyone can live with. In a world where people from different countries interact more and more, we must find ways to consider positions different from our own, and to communicate in ways that are thoughtful, considerate, and interesting.

You must learn argument as a mode of thinking, reading, an in-classroom situation, but you should use it in your civic and social situations; you engage in argumentation, you offer reasons to support a conclusion.

A typical argumentative essay makes a point that not everyone defends it by describing widely accepted facts or direct personal experience combined with interpretation in support of the debated point. Argumentation is *persuasion*, in which the writer appeals to reason, logic, emotions, and beliefs in order to influence them to adopt a position or act in a certain way. Logic and persuasive appeal often combine when a writer tries to convince an audience that his or her position is valid and that other perspectives, while understandable perhaps, require reconsideration.

76

Writing an Argument Think about the numerous action 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.

Writing an Argument Write an essay in which you either agree or disagree with Gitlin's claim that increasingly "we are in a media torrent." Use appeals to logic, ethics, and emotion to advance your claim. Make certain that you have adequate evidence to support your major and minor propositions.

NECESSARY COVERAGE OF PLAGIARISM, SUMMARY, DOCUMENTATION, AND THE RESEARCH PROCESS

The chapters in Part 1 provide integrated guidelines on plagiarism, summarizing, documentation, and the research process. Chapter 4 offers an up-to-date tour of research, research writing, and MLA/APA documentation in this age of new media.

CHAPTER 4

Writing a Research Paper

Research actually means the careful investigation of a subject in order to discover or revise facts, theories, or applications. Your purpose is to demonstrate how other researchers approach a problem, how you synthesize their most useful ideas, and how you treat that problem yourself. A good research paper subtly blends your ideas and synthesizes the attitudes or findings of others. In research writing, you are dealing with ideas that are already in the public domain, but you are also contributing to knowledge. When *your* ideas—rather than the ideas of others—become the center of the research process, writing a research project becomes dynamic instead of static.

Consider the following projects:

- Evaluating a CD album, or a CD album and a CD album
- Analyzing the music of the 1960s decade
- Investigating the music of the 21st century
- Assessing the effectiveness of urban, suburban, and rural schools, comparing specific measures of student success
- Defining a popular dietary or health-related term, examining how it influences consumer behavior when shopping for food
- Examining how media outlets use social networking Web sites to deliver content to audiences in target demographics

How would a professional researcher view these projects? First, the researcher sees a subject as a *problem* rather than a mere topic. The researcher has the task of developing or testing a hypothesis stemming from the particular problem—for example, whether a vegetarian diet effectively wards off cancer. *Hypothesis formation* is at the heart of professional research.

MLA (Modern Language Association) Documentation

APA (American Psychological Association) Documentation

UNIFORM APPARATUS THAT REINFORCES CLOSE READING AND WRITING

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 four categories—COMPREHENSION, RHETORICAL ANALYSIS, WRITING, and NETWORKING: APPLYING 21ST-CENTURY LITERACIES—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.

170 Chapter 5 Education and Society

COMPREHENSION

1. What strategies does Douglass use to continue his education after his mistress's abandonment?
2. Why did the author's mistress find his reading newspapers particularly threatening?
3. Why does Douglass call learning to read "a curse rather than a blessing" (paragraph 6)?

RHETORICAL ANALYSIS

1. What is the thesis of Douglass's narration? How well is it supported and developed by the body paragraphs? Explain.
2. The first couple of sentences in the story, though simple, are very powerful. How do they serve to set up the mood of the piece and the reader's expectations?
3. Cite examples of Douglass's use of metaphors, and discuss why they work in those paragraphs.
4. How would you describe Douglass's writing style and level of language? Does it reveal anything about his character? Justify your response.
5. Explain the way in which the author uses comparison and contrast.
6. What is Douglass's definition of *abolition*, and how does he help the reader define it? How does this method contribute to the reader's understanding of the learning process?

WRITING

1. What does Douglass mean when he writes that "education and slavery were incompatible with each other" (paragraph 2)? Write an essay in which you consider the relationship between the two.
2. Both Douglass and his mistress were in inferior positions to Master Hugh. Write an essay in which you compare and contrast their positions in society at the time.
3. Illiteracy is still a problem in the United States. Write an account of what your day-to-day life would be like if you couldn't write or read. What impact would this deficiency have on your life? Use concrete examples to illustrate your narrative.
4. **Writing an Argument** Write an essay in which you argue for or against the proposition that American education continues to discriminate against minority groups.

NETWORKING: APPLYING 21ST-CENTURY LITERACIES

Analyzing Illiteracy Find online statistics about adult illiteracy. What challenges do adults face because of illiteracy? Go to the website nces.ed.gov/NAAL/ and give a statistical analysis about one aspect of adult illiteracy. Do not forget to cite your sources.

SYNTHESIS FEATURES

Three types of Synthesis practice are found throughout the book to help students as they prepare for the Synthesis question on the AP Exam. Each pairing of Classic & Contemporary Essays has a group of Synthesis questions that require student to analyze, compare, and contrast. The Synthesis topics listed after the final essay within a chapter help students gain practice in synthesis and critique, and make comparative assessments of various groups of essays. At the end of Chapters 5-11, the feature “Synthesizing Sources On . . .” provides students with multiple sources of excerpts, cartoons, graphs, poetry, and more about a particular topic—technology, women’s rights, helicopter parents, views of Americans, and so on. A cadre of questions and activities require students to synthesize the pieces within each of these Synthesis groupings.



Synthesis: Classic and Contemporary Questions for Comparison

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 their concerns and outlooks—for example, gender, class, and culture—might have influenced?
3. What central values does each author have regarding the relationship between men and women? How are they similar? How do they differ? How do their values reflect their time and place?

Synthesis: 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.
2. Argue for or against the claim that Alvarez’s portrayal of a quinceañera and Brooks’s take on online dating are biased.
3. 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 “traditional” relationships described by White and

The collage shows several pages from the 'Synthesizing Sources On...' section. The top-left page is titled 'HELICOPTER PARENTING' and includes a cartoon of a parent hovering over a child. The middle-left page features a photograph of a man and a woman in a professional setting. The bottom-left page shows a cartoon of a woman in a purple dress. The right side of the collage displays a table titled 'Total of Synthesizing Sources by Topic' with columns for 'Topic', 'Classic', 'Contemporary', and 'Total'. The table lists various topics such as Technology, Women's Rights, Helicopter Parents, Views of Americans, and so on.

view that changes in society and its norms—specifically, mobility, an evolving workplace, ideas about economic class, sexual preference—have resulted in new forms of identity. Work of Brooks, Kingsolver, and others. by analyzing the types of women presented in the essays by Alvarez.

VISUAL RHETORIC

“CLASSIC AND CONTEMPORARY IMAGES”

Paired visuals appear at the beginning of each chapter. These photographs, paintings, and other visual texts, along with the accompanying “Using a Critical Perspective” and “Analyzing Visuals and Their Rhetoric” questions, serve to interest students in the chapter’s central topics and get them thinking and writing.



VISUAL
RHETORIC



ANALYZING VISUALS AND THEIR RHETORIC

1. What is your major impression of the two shots of the second photo?
2. What rhetorically differentiates the issue of health in the classic photo as compared to the contemporary photo?
3. Immigrants are divided into legal and illegal aliens. How do these photos support those labels?
4. Examine the elements physically surrounding the men in each photo. Write a paragraph describing how these elements reflect immigration policy of the time.

“NETWORKING: APPLYING 21ST-CENTURY LITERACIES” ASSIGNMENTS

Designed to foster digital, multimedia, and real-world literacy skills, these new assignments send students online; to video, audio, or interactive sources; or away from their desks to create visual texts or conduct primary research. These assignments may provide opportunities for collaborative work, enhanced research projects, or composition in different genres or across media. For easy reference, these are listed in the Table of Contents.

NETWORKING: APPLYING 21ST-CENTURY LITERACIES

Reading Action Heroes in Different Media Write a personal essay about your favorite action hero or heroine—drawn from comics, television shows, or videogames. Explain why this figure appeals to you and what this appeal reveals about the broader culture. In your exploration, include a discussion of how this particular medium/genre was ideal for this character.

NETWORKING: APPLYING 21ST-CENTURY LITERACIES

Analyzing a Film Select a contemporary gangster movie. Using Warshow’s criteria, demonstrate—via reference to its characters, plot, and theme—how your selection reinforces the author’s thesis.

NETWORKING: APPLYING 21ST-CENTURY LITERACIES

Analyzing Graphic Novels Through Cultural Perspective Find three graphic novels online from three different artists in the world. How do the drawings differ by country? Describe the visual rhetoric used in each style and argue that cultural bias determines artistic appreciation.

NETWORKING: APPLYING 21ST-CENTURY LITERACIES

Alluding to Print on the Web Do a Google Images search for “once more to the lake.” Explore how various people around the world used this caption or description with their own photographs, blog entries, or professional articles. Choose three or four examples and discuss how they use this allusion to the E. B. White essay. Do they mention the piece itself, or only its title? What power of nostalgia might this essay possess in and of itself, for readers who have known it for years? What books, poems, stories, or songs make you nostalgic—for family, friends, a particular time in your life? How does thinking about these specific examples influence your response to question 3 under Writing?

AP* TEACHER MANUAL

LANGUAGE AND COMPOSITION: THE ART OF VOICE

The Teacher Manual is tightly integrated with the Student Edition and offers lesson plans and strategies for teaching close reading and writing skills. It also provides well-considered strategies for teaching individual essays, sample rhetorical analyses, answers to questions, additional thought-provoking questions, comparative essay discussion formats, and tips for prewriting and guided writing activities.

ALSO INCLUDED:

Pacing Guides

Sample syllabus to help organize the course

66 Chapter 4 Writing a Research Paper

secondary sources are advantageous because they will allow students to include others' interpretations into their own research papers.

Activity—Limiting Topics

Take students to the media center and allow them to spend a class period finding and narrowing their potential topics. Point out that one way to choose and limit a topic is to ask questions about it. Give students the following example: Suppose someone asked you "What do you know about Germany?" You might be too overwhelmed by the topic to answer. But what if the question were more limited: "What do you know about the reunification of East and West Germany?" You would probably have a better idea of where to begin. The same principle applies when you write a research report.

Explain that a topic web can also help one choose a research topic that is narrow enough in scope to cover fully. Here's how: First, enter your topic in the center of a web like the one shown below. Then ask questions such as "What different kinds of areas does my topic include? What events does it cover? What places does it include? What people or groups of people are involved?" Tell students to use their answers to help fill in the groups of ovals. Circle the most interesting subject. Try to narrow it again by repeating these steps for the subtopic.

Class Closer

Using poster board or sticky notes, create a chart of all the chart in your classroom.

LESSON PLAN 4.2
CONDUCTING RESEARCH

Class Opener

Ask students to phrase their research topic as an argument with the word "should" are generally arguable.

153

19th-Century American Literature—Acts and Audiences of Satire

The Satiric Audiences Agrees with Speaker

Can be Swayed **Satirized by Speaker**

A satirist can safely assume that some portion of the audience—most likely the majority—will agree with his position. In dealing with this audience, the satirist simply aims to maintain an intelligent position that will impress his supporters with wit, humor, and amusing rhetorical acrobatics.

A second audience emerges among those the satirist believes can be swayed—if only those intelligent souls can see how foolish the opposing viewpoint is. The satirist walks a fine line with this audience. If the arguments are too vicious or too punishing, they may push the

14 Chapter 1 Active Reading and Response to Texts

LESSON PLAN 1.5
ANNOTATING AND QUESTIONING THE TEXT

This lesson is about annotating and questioning the text. At this point, students are working toward what will eventually be rhetorical analysis. They are learning to read actively, and it is time to move them toward the what-why-how that will enable them to truly understand complex prose. The assignments that follow will introduce a complicated version of the double-entry journal. Students have probably had some experience with double-entry journals in their earlier classes, but at this point in their academic sojourn, they will find that it is time to add a column or two and create multiple-entry journals. The multiple-entry journal format will reappear with some frequency in this Teacher Manual. This approach forces students to move past simply reading an essay for comprehension and into the realm of rhetorical analysis.

Class Opener

This activity will take longer than a traditional bell ringer, but establishing the strategy of the multiple-entry journal is important. Have students return to the Lakoff essay they read earlier in the chapter. Ask them to quickly fill in the chart below (which should be written on the white board).

Lakoff's purpose: _____

A quotation that demonstrates this purpose. (What)	
Your rationale for why this quotation demonstrates Lakoff's purpose. (Why or Commentary)	
A description of what is unique about the writing style. (How)	

POSSIBLE RESPONSES:

Lakoff's purpose: to connect the power of language to the horrors of war.

A quotation that demonstrates this purpose. (What)	"So some terms of war are collective nouns, encouraging us to see the enemy as an undifferentiated mass, rather than as individuals capable of suffering." (paragraph 11)
--	---

position directly and often without much compassion. position must feel when their positions and even their gh satire. Explain that, in order to sway the swayable, as looking views that are simply unswayable.

is and how it works, write the following elements of

of these satirical elements within Molly Ivins's essay students find examples, they should come to the board adings. At the end of class, discuss the examples they

ences to whom Ivins is directing her essay: those who e with her given a little push; and those whom she is

Technology Resources to Prepare Students at Every Step of Their AP* Journey

ONBOARD™ FOR AP ENGLISH LANGUAGE AND COMPOSITION

www.onboard.mcgraw-hill.com

ONboard™ for AP English Language and Composition is an online, self-paced, research-based program designed to teach students the skills necessary to be successful in their upcoming AP English Language and Composition course. Through interactive screens, students learn, apply, review, and practice the skills and basic content AP English Language and Composition teachers expect of them. A Pre-Test and Comprehensive Exam allow students and teachers to evaluate how much has been learned in ONboard™.

MODULE 1: READING SKILLS

Text and Visuals
Author's Purpose, Audience, and Tone
Rhetorical Analysis

MODULE 2: GENERAL WRITING SKILLS

Writing Clearly
Using Words Effectively
Types of Writing

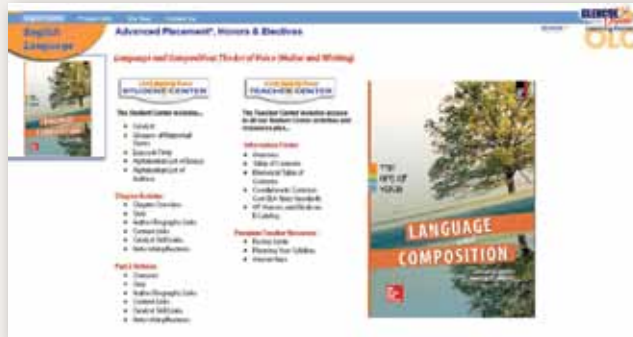
MODULE 3: WRITING ESSAYS

Pre-Writing: Invention/Discovery
Developing a Thesis
Writing Introductory Paragraphs
Writing Body Paragraphs
Writing Conclusion Paragraphs
Writing Arguments
Synthesizing
Revising



ONLINE LEARNING CENTER

The Online Learning Center (OLC) for *Language and Composition: The Art of Voice* provides additional biographical and cultural links about many of the authors in the textbook. Also provided are correlations to the College Board and Common Core ELA standards. Links to Catalyst 2.0 on the OLC multiply available resources tenfold.



CATALYST 2.0

The premier online resource for writing, research and editing, **Catalyst 2.0** is available free with every McGraw-Hill English textbook. This fully integrated online resource includes a new state-of-the-art course management and peer review system that allows users to do the following: Create and comment on multiple drafts among groups of users; Embed comments and links next to reviewed papers; Drag and drop editing symbols that link for grammar coverage within **Catalyst**.



CONNECT COMPOSITION 2.0

Connect Composition 2.0 is an online learning management system that harnesses the power of technology to enable more effective teaching and learning. **Connect Composition 2.0** includes a customizable diagnostic test that develops a personalized learning plan for each student. The plan is continually adaptive and helps students stay on track by developing strong time management skills. This online component also features extensive additional resources: 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.

