

Exercise walk-through

4.5

Recognizing methods of development

AP English Language and Composition

Five methods, and the job each is right for

- Developing through **comparison-contrast** : writers **present a category of comparison** and then examine similarities and differences within it.
- Developing through **definition or description** : writers relate the **characteristics, features, or sensory details** of a subject.

Five methods, and the job each is right for, in detail

The method	What the writer does	Reach for it when...
Narration	details of real experience, plus reflection on them	<i>the audience must FEEL the situation before judging it</i>
Cause-effect	present a cause, assert its effects - or work backwards	<i>they accept the facts but not the connection</i>
Compare-contrast	state a CATEGORY, then the similarities and differences	<i>they judge better against something already familiar</i>
Definition	relate the features that make the thing what it is	<i>they are applying the wrong standard</i>
Description	features and sensory detail	<i>abstraction is the obstacle - they cannot see it</i>

The right-hand column is the decision. The method follows from what the audience needs, not from the topic.

Developing through **definition or description**
characteristics, features, or sensory details

: writers relate the
of a subject.

Recognizing Methods of Development

Unit 3 covered narration and cause-effect. Unit 4 adds the rest:

- Developing through **comparison-contrast** : writers **present a category of comparison** and then examine similarities and differences within it. The *category* is the part students omit – a comparison without a stated basis is two descriptions side by side.
- Developing through **definition or description characteristics, features, or sensory details** : writers relate the of a subject.

Recognizing Methods of Development, continued

Definition is more powerful than it looks.

An argument that turns on what a word means – what counts as *success*, as *fairness*, as *progress* – is an argument that has moved to the ground where it can actually be won.

Exercises 2.1·2.2

2.1 State the effect on a reader of opening with narration.

[2]

2.2 Explain what asking “why not the alternative method?” reveals.

[2]

Exercises 2.1-2.2

2.1 State the effect on a reader of opening with narration. [2]

2.1

- it makes an abstraction concrete and secures attention before the argument begins
-

2.2 Explain what asking “why not the alternative method?” reveals. [2]

2.2

- it reveals the writer’s judgment of the audience and the evidence: the rejected method would have failed with this reader or with this material

Exercise 2.3 (a)

2.3 A passage shifts from comparison to cause and effect halfway through.

(a) State what the shift likely signals.

[1]

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(a) State what the shift likely signals.

[1]

(a)

- a change in what the writer needs from the reader – from accepting a parallel to accepting a mechanism

Exercise 2.3 (b)

2.3 A passage shifts from comparison to cause and effect halfway through.

(b) State how you would cite it.

[1]

Exercise 2.3 (b)

2.3 A passage shifts from comparison to cause and effect halfway through.

(b) State how you would cite it.

[1]

(b)

- quote the sentence where the shift occurs and name both methods

Exercises 3.1-3.2

3.1 A writer who narrates rather than quantifies may be doing so because

[1]

☐

A narration is always better

B the audience distrusts figures or the figures are weak

C narration is shorter

D figures are unavailable in all cases

3.2 Naming a method without stating its effect on the reader is

[1]

☐

A analysis

B labelling

C commentary

D a concession

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☐

A narration is always better

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3.1 B

- method choice reflects audience and available evidence

3.2 Naming a method without stating its effect on the reader is

[1]

☐

A analysis

B labelling

C commentary

D a concession

3.2 B

- a label is not an account of effect

Exercise 3.3 (a)

3.3 A passage classifies a problem into three kinds before proposing a remedy.

(a) State the effect of the classification.

[1]

Exercise 3.3 (a)

3.3 A passage classifies a problem into three kinds before proposing a remedy.

(a) State the effect of the classification.

[1]

(a)

- it makes the problem feel manageable

Exercise 3.3 (b)

3.3 A passage classifies a problem into three kinds before proposing a remedy.

(b) Explain how it prepares the remedy.

[2]

Exercise 3.3 (b)

3.3 A passage classifies a problem into three kinds before proposing a remedy.

(b) Explain how it prepares the remedy.

[2]

(b)

- once sorted into kinds, a remedy can be matched to each, so the proposal looks proportionate rather than sweeping