

Line of Reasoning and Methods of Development

AP English Language ■ Unit 3

AP English Language



Line of Reasoning and Methods of Development

What we will cover

- 1 Identifying Claims and Evidence
- 2 Developing a Paragraph with Claim and Evidence
- 3 Describing the Line of Reasoning
- 4 Developing a Line of Reasoning and Commentary
- 5 Recognizing Methods of Development
- 6 Using Methods of Development

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Identifying Claims and Evidence

Identifying Claims and Evidence

Unit 3 is where the course stops being about parts and starts being about **structure**. Its subject is the **line of reasoning** 推理线索 – the path an argument takes from where it starts to what it proves.

- Effective use of evidence uses **commentary** 评述 to establish a **logical relationship between the evidence and the claim**.
- Writers **introduce source material** using commentary to integrate it into their line of reasoning – so commentary comes before as well as after.
- **Synthesis** 综合 requires **consideration, explanation, and integration of others' arguments into one's own**. That is the exact skill Question 1 tests, and the word *integration* rules out a paragraph that simply summarises each source in turn.
- Writers must **acknowledge** the words, ideas, images, and texts of others through **attribution and citation** 归属与引用.

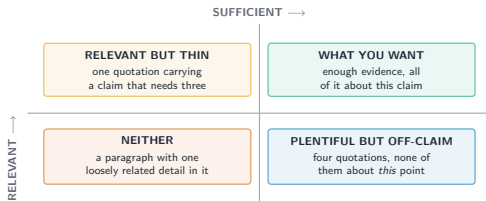
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Developing a Paragraph with Claim and Evidence

Developing a Paragraph with Claim and Evidence

Applied to your own writing, the change from Unit 2 is that commentary now has **two jobs, not one**: it introduces the evidence into the reasoning, and it explains the relationship afterwards.

Relevant and sufficient are two failures



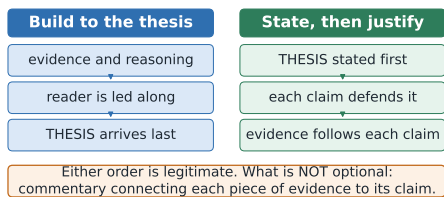
- Writers may **lead readers through a line of reasoning and then arrive at a thesis** - the argument builds to its claim.
- Writers may **express a claim and then develop a line of reasoning to justify it** - the argument declares and then defends.

3

Describing the Line of Reasoning

Two legitimate orders, one requirement

Two ways to arrange an argument



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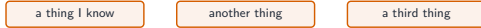
Describing the Line of Reasoning

The CED allows two arrangements, and both are valid:

- Writers may **lead readers through a line of reasoning and then arrive at a thesis** – the argument builds to its claim.
- Writers may **express a claim and then develop a line of reasoning to justify it** – the argument declares and then defends.
- Writers explain their reasoning through **commentary that connects chosen evidence to a claim**.
- Commentary explains the **significance and relevance** of evidence in relation to the line of reasoning.
- **The sequence of paragraphs in a text reveals the argument's line of reasoning** – which is the practical tool for reading. To find a writer's reasoning, write one sentence per paragraph and read the list.

The shuffle test

A LIST



A LINE OF REASONING



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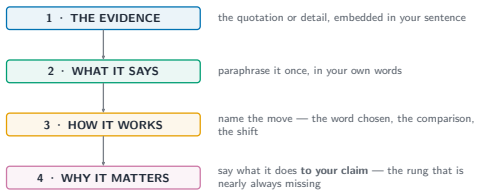
Developing a Line of Reasoning and Commentary

Developing a Line of Reasoning and Commentary

For your own essays, the useful discipline is to decide the **order of your claims before writing any of them**. An essay whose paragraphs could be shuffled without loss has no line of reasoning – it has a list.

Test a draft by asking of each paragraph: *why does this come after the one before it?* If the only answer is "it is another thing I know about the topic", the structure is a list and the reasoning point is at risk.

Commentary, in four rungs



- Developing through **narration** 叙述: writers offer details about **real-life experiences** and **reflections** on them. The reflection is what makes narration an argument rather than a story - an...
- Developing through **cause-effect** 因果: writers **present a cause, then assert the effects or consequences** of that cause - or begin from an effect and trace it back.

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Recognizing Methods of Development

Recognizing Methods of Development

- Developing through **narration** 叙述: writers offer details about **real-life experiences** and **reflections** on them. The reflection is what makes narration an argument rather than a story – an anecdote with no reflection has supplied no reasoning.
- Developing through **cause-effect** 因果: writers **present a cause, then assert the effects or consequences** of that cause – or begin from an effect and trace it back.

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Using Methods of Development

Using Methods of Development

Choosing a method is a rhetorical decision, not a stylistic one. Narration works when the audience needs to *feel* the situation before they will accept a claim about it.

Cause-effect works when the audience already accepts the facts but not the connection between them.

Exam tips

- Commentary has **two jobs**: introducing evidence into the reasoning, and explaining the relationship afterwards. Write both sentences.
- **Synthesis means integration**, not summary in sequence. A paragraph per source is the classic low-scoring shape.
- To find a writer's line of reasoning, **summarise each paragraph in one sentence** and read the list.
- Ask of your own paragraphs: *why does this one follow that one?* No answer means no line of reasoning.
- **Narration needs reflection**. An anecdote without it has told a story, not made an argument.
- Choose a method of development for a **rhetorical** reason and be able to say what it is.