

Qualifying Arguments, Syntax, and Conventions

AP English Language ■ Unit 7

AP English Language



Qualifying Arguments, Syntax, and Conventions

What we will cover

- 1 Introductions and Conclusions Revisited
- 2 Writing Introductions and Conclusions
- 3 How Claims Are Qualified
- 4 Qualifying a Claim
- 5 Clauses and Relationships Between Ideas
- 6 Writing Clear Sentences

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Introductions and Conclusions Revisited

Qualifying Arguments, Syntax, and Conventions

└ Introductions and Conclusions Revisited

Introductions and Conclusions Revisited

Unit 7 returns to introductions and conclusions with more experience behind you, then moves to the two things that most separate competent writing from strong writing: **qualification** 限定 and **sentence structure**.

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Writing Introductions and Conclusions

Qualifying Arguments, Syntax, and Conventions

└ Writing Introductions and Conclusions

Writing Introductions and Conclusions

At this stage the useful upgrade is to make the conclusion do the work the CED permits. A conclusion may:

- Explain the **significance** of the argument – why it matters that this is true;
- Situate it in a **broader context** – what larger question it belongs to;
- Present the **thesis** in its final, now-earned form.

Writing Introductions and Conclusions, continued

The third is the strongest under exam conditions: restate the thesis in language you could not have used in the introduction, because the argument had not yet been made.

3

How Claims Are Qualified

How Claims Are Qualified

- A lack of understanding of the complexities of a subject can lead to **oversimplification or generalisation** 过度简化与以偏概全.
- Because arguments are usually part of an **ongoing discourse**, effective arguments often **avoid expressing claims in absolute terms** 绝对化表述.
- Writers may strategically use **words, phrases, and clauses as modifiers** to **qualify or limit the scope** of an argument.

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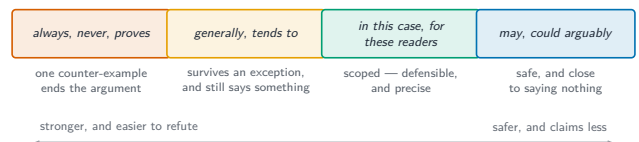
Qualifying a Claim

Qualifying a Claim

The tools are ordinary words used deliberately: *in most cases, where X holds, for this population, unless, to the extent that*. Each narrows the claim to the ground the evidence actually covers.

A student who states a position, then shows they know its limits and defends it anyway, has demonstrated exactly the control the rubric is looking for.

How much of a claim you can hold



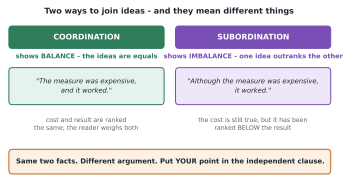
Aim for the third position. A qualified claim is not a weaker claim — it is one you can **hold** for the length of an essay

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Clauses and Relationships Between Ideas

Qualifying Arguments, Syntax, and Conventions
└─Clauses and Relationships Between Ideas

Two ways to join ideas, meaning different things



- Writers express ideas in **sentences**, made up of **clauses**, at least one of which must be **independent** 独立分句.
- The **arrangement of sentences** in a text can **emphasise particular ideas**.
- Subordination and coordination** 从属与并列 express the intended relationship between ideas in a sentence.

Qualifying Arguments, Syntax, and Conventions
└─Clauses and Relationships Between Ideas

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- Subordination and coordination** 从属与并列 express the intended relationship between ideas in a sentence.
- Writers use **coordination** to illustrate **balance or equality** between ideas.
- Writers use **subordination** to illustrate **imbalance or inequality** between ideas.

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Writing Clear Sentences

Qualifying Arguments, Syntax, and Conventions
└─Writing Clear Sentences

Writing Clear Sentences

For your own writing: decide the relationship first, then choose the structure that expresses it. If two ideas genuinely carry equal weight, coordinate them.

If one is a concession and the other your point, subordinate the concession – and put your point in the independent clause, where the emphasis falls.

Qualifying Arguments, Syntax, and Conventions
└─Writing Clear Sentences

Where a sentence ends

THE FAULT	WHAT IT LOOKS LIKE	THE FIX
COMMA SPLICE	The data was clear; the committee ignored it.	full stop, semicolon, or add but
RUN-ON	The data was clear the committee ignored it.	the same three require — the comma was never the problem
FRAGMENT	Although the data was clear.	attach it to the sentence it depends on

- Grammar and mechanics** that follow established conventions **enable clear communication**.
- Writers use **punctuation strategically** to demonstrate relationships among ideas.
- Punctuation** - commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, end marks - **advances the argument**.
- Design features** such as **italics** or **boldface** create emphasis.

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Grammar, Mechanics, and Clarity

Qualifying Arguments, Syntax, and Conventions
Grammar, Mechanics, and Clarity

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Conventions of Grammar and Mechanics

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Conventions of Grammar and Mechanics

Conventions of Grammar and Mechanics

The examinable framing is that punctuation is argumentative, not merely correct. A colon promises that what follows explains what preceded. A semicolon asserts that two independent statements belong together.

A dash interrupts, and the interruption is the point.

Qualifying Arguments, Syntax, and Conventions
Conventions of Grammar and Mechanics

Exam tips

- **Qualify your claims.** An absolute claim is defeated by one counter-example; a qualified one is not.
- Qualification is the most reliable route to the sophistication point.
- **Coordination = balance. Subordination = imbalance.** The CED says so, and it makes syntax analysable.
- Put your point in the independent clause. Concessions belong in the subordinate one.
- Punctuation advances the argument. A colon explains, a semicolon joins as equals, a dash interrupts.
- Never write "the writer uses a semicolon" without saying what relationship it asserts.

Qualifying Arguments, Syntax, and Conventions
Conventions of Grammar and Mechanics

Three marks, three promises

MARK	WHAT IT PROMISES	AN EXAMPLE
semicolon :	two complete statements, closely related and of equal weight	The policy was cheap; it was also useless.
colon :	what follows delivers what the first half announced	The result was predictable: nobody applied.
dash —	an interruption, or a turn the reader did not expect	The scheme worked — for the six people who heard of it.

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