A Correlation of

*Everyday Use: Rhetoric at Work in Reading and Writing*

2nd Edition ©2009

Advanced Placement (AP)
Topic Outline for
English Language & Composition
Introduction

This correlation shows the close alignment between Everyday Use: Rhetoric at Work in Reading and Writing, 2nd edition ©2009, to the Advanced Placement (AP) Topic Outline for English Language & Composition. Correlation page references are to the Student Edition.

Everyday Use: Rhetoric at Work in Reading and Writing

Brief and accessible, this rhetoric teaches AP* and upper-level high school students to read closely, critically, and rhetorically and to write effectively to achieve their rhetorical goals. Everyday Use will develop the confidence and competency students need to write successful essays on the AP* exam.

Puts Rhetoric and Argument at the Center of Teaching English By emphasizing the reading-writing connection, the text teaches students to understand the argument and artistry of texts and how to produce their own rich, purposeful, and effectively crafted texts.

Addresses the Five Canons of Rhetoric As students study invention, arrangement, style, memory, and delivery, they actively construct what they are reading and apply rhetorical principles, not just to reading and writing argument, but also to reading and writing about literature.

Includes More Than Two Dozen Readings Chosen to represent the types of passages students will encounter on the AP* exam, the readings include essays, short stories, speeches, and poems and model a variety of tones and rhetorical styles.

Engages Students in Active Learning Journal writing and collaborative writing activities, as well as essay prompts, are among the types of activities that reinforce the concepts learned in each chapter.

* Advanced Placement
### Advanced Placement (AP) Topic Outline for English Language & Composition

<table>
<thead>
<tr>
<th>Advanced Placement (AP) Topic Outline for English Language &amp; Composition</th>
<th><strong>Everyday Use: Rhetoric at Work in Reading and Writing, 2nd Edition AP Edition ©2009</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition calls for students to: Engage in informal and formal writing contexts.</td>
<td>The text advises writers to examine the context before they begin writing so that they know how informal or formal the piece should be (page 63).</td>
</tr>
</tbody>
</table>
| Keep a journal | Journal writing is mentioned as an activity for both writers and readers.  
- Journal writing is explained as a way to generate material for writing at a later date (page 51).  
- A model from a student's journal leads into an activity that asks students to produce reading journals (page 110). |
<p>| Write collaboratively | A case study illustrates the advantages of discussing a writing project with others and working on it with them (page 112). |
| Read pieces from many subject areas and many periods | Besides the Thoreau, Boland, and Walker pieces, readings include a sports-magazine editorial (page 8) op-ed pieces about race relations (page 117), an introduction to chaos theory (page 128), and a reflection on family life in the Middle East (page 145). Readings range from a speech by Shakespeare (page 174) through 18th-, 19th-, and 20th-century writing (pages 159, 11, 161), to prose written in the last few years (pages 14, 23). |</p>
<table>
<thead>
<tr>
<th><strong>Advanced Placement (AP)</strong>&lt;br&gt;<strong>Topic Outline for</strong>&lt;br&gt;<strong>English Language &amp; Composition</strong></th>
<th><strong>Everyday Use: Rhetoric at Work in</strong>&lt;br&gt;<strong>Reading and Writing,</strong>&lt;br&gt;<strong>2nd Edition AP Edition ©2009</strong></th>
</tr>
</thead>
</table>
| Develop a more mature prose style, one marked by  
  - varied sentence structures  
  - organization and coherence based on repetition, transitions, and emphasis  
  - balance between generalizations and specifics  
  - control of tone and voice | The first three bulleted items get major focus on pages 67, 79, and 74. The fourth item is a topic that comes up throughout the textbook—for example, on page 108. |

All teachers published on [http://apcentral.collegeboard.com](http://apcentral.collegeboard.com) encourage students to:

Read not only broadly but also deeply.  
As noted earlier in this preface, the seven inter-chapters (the first of which begins on page 29) give seven separate opportunities to road and reflect on a Thoreau essay, a Boland poem, and a Walker short story. Returning to a selection to examine it from different perspectives shows the possibilities of in-depth reading. The book also explains the difference between reading for pleasure and reading for information (page 130). |

Make nonfiction the heart of the course but incorporate poetry, fiction, and drama as well.  
In addition to a wealth of nonfiction, models in the textbook come from drama by Stoppard (pages 202, 218) and Ibsen (page 208), poetry by Dove (page 215) and Browning (page 214), and fiction by Dickens (pages 135, 195), Morrison (page 140), Proulx (page 196), Twain (pages 11, 210), Kingston (page 211), Hawkes (page 212), and others. |

Master terms and strategies to call on when analyzing or responding to texts.  
Rhetorical terms and strategies are defined and illustrated in the textbook proper. In addition, a glossary of more than 200 rhetorical terms and strategies appears at the back of the textbook (page 341). Activities call on students to read rhetorical analyses and to write their own. |
| Practice recognizing and using large-scale organizing strategies such as comparison/contrast as well as sentence-level techniques such as figurative language. | Chapter 3 gives practice in using the five canons, including arrangement, and covers the standard parts of various genres. Chapter 3 also covers style—the choices a writer makes in words, phrases, and sentences. |
| Practice multiple-choice question about the rhetoric of passages. | In addition to the model passage and multiple-choice questions in Chapter 6 from a recent AP English Language and Composition exam, the teacher will have other multiple-choice questions to give students more close-reading practice on passages in the book. |
| Practice essay prompts calling for • textual analysis of a passage • a position that supports, qualifies, or disputes an author's point in a passage • a position that synthesizes information and perspectives from other texts | In addition to the essay prompts that appear in Activities throughout the chapters and inter-chapters, the teacher will have other essay prompts to give students more practice with timed writing. |