



## INSTRUCTIONAL SERVICES

**Lloy Schaaf**

Assistant Superintendent of Teaching and Learning

### Memorandum

**To:** Stanwood-Camano School Board of Directors

**Fr:** Lloy Schaaf, Ed.D.

**Re:** Approval of Novel "Everything's an Argument"

**Date:** June 7, 2016

On May 19, 2016 the Instructional Materials Committee convened to address approval of the text, *Everything's an Argument*. This text is recommended by the College Board and is for the AP Language and Composition Course. This is a Junior and Senior level text.

The Instructional Materials Committee approved the text and is recommending that the text be adopted by the school district.

**RECOMMENDATION: That the Board approve the novel, "Everything's an Argument" for AP Language and Composition Course.**

/th

## Novel Review – May 12, 2016

**Novel:** Everything's an Argument

**Name of Person Submitting:** Denise Eicher

**Name of Author:** Lunsford, Andrea and John Ruzkiewicz

**Publisher:** Boston: Bedford-St. Martin's

**Copyright Date:** 1999

**Description of Novel (a few paragraphs will suffice):** Designed to be a true alternative to traditional argument texts, Everything's an Argument takes a fresh and friendly approach to the subject by showing students that argument is everywhere. Everything's an Argument with Readings complements this approach with a uniquely broad range of examples -- from essays to billboards to emails to radio programs -- that help students recognize and respond to the arguments all around them. Andrea Lunsford and John Ruzkiewicz's instruction is fresh, elegant, and jargon-free, emphasizing inclusivity (moving beyond simple pro/con positions), humor, and visual argument to make Everything's an Argument immediately accessible. Students like this book because it helps them see and understand that a world of argument already surrounds them; instructors like it because it helps students construct their own arguments about that world.

**Rational for the Novel being adopted:** Currently we do not have a textbook for the AP Language and Composition course. I have to copy all of the essays and texts students read and study. This isn't too problematic as it allows me to be flexible with the texts and bring in sources that are fresh and relevant. However, I must also copy instructional material. There is a lot of instructional information students need to learn about rhetoric, rhetorical devices, types of argument, modes of argument, types of evidence, etc. Everything's an Argument is a user friendly text we have used for several years in this class to instruct students in the areas of rhetoric. Allowing students to take home the text would help me to avoid copyright violations. Finally, the College Board (AP Central) recommends Everything's an Argument for the AP language and Composition course.

**Course:** AP Language and Composition

**Grade Lv:** 11

**Possible Controversial Issues/Language/etc.:** None

**How are the Novels are being paid for:** Department/District Budget

**Alignment with State Standards:** RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of newspaper).

RI.9-10.5

Move students to: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or large portions of a text (e.g., a section or chapter).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

2.4.7

- Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**Fiction or Nonfiction:** Non fiction