

AP Language Plan for Tuesday, 9.8 to Friday, 9.11

Unless otherwise marked, all students, A Day, B Day, and DLI students, will follow this schedule!

Tuesday, 9.8

- Go to [Clever.com](https://www.clever.com), Ms. Leaphart, and then [Perusall.com](https://www.perusall.com). Perusall is the site we'll use to read and collectively annotate texts, as well as the site we'll use for online discussions. You will need to create an account, so remember the "[Account Creation Document](#)" in Teams Files has all your password info.
- In [Perusall](#), Open the "AP Literature Syllabus 2020-21" & "CHS Student Expectations" Please read over the syllabus for this course. **I'd like you to ask at least one question to practice annotating in Perusall and clarify course expectations.** You annotate by highlighting a section in the text and then typing your question. Aim to ask questions that you think would help you and others to better understand the plan, expectations, etc. for this year.
- Read over the "CHS Student Expectations" document for Phase I. Annotate the document with any questions you have. If you have no questions, simply leave the following comment at the bottom of the page: "I understand and agree to the CHS expectations"
- Go to [Flipgrid.com](https://www.flipgrid.com) and join AP Language using the join code on the [Account Creation Instructions](#) document. Make a flipgrid video in which you introduce the book you read over the summer (include title, author, a 2 sentence summary, a one sentence review, and a trivia question that you write based on something you learned from the book). It would be great if you can show us the book as flipgrid is a visual medium! Post your video on the "Summer Reading Intro and Trivia" topic.

Wednesday, 9.9

- Watch 3 [flipgrid](#) videos and respond with your best attempt to answer your classmate's trivia question.
- Watch Ms. Leaphart's video introducing Argumentation (I'll post on Teams Wednesday).
- Look at the sample Argument [prompt from the AP exam](#). Make a spectrum like the one I showed in the video, then attempt to situate yourself on the spectrum with a brief statement of your belief. Login to [Perusall](#) and go to General Discussion (on the left hand bar). Submit your statements to the discussion entitled "AP Prompt."

Thursday, 9.10

- Ms. Leaphart will begin with an explanation of what an arguable thesis is and then offer her “[Thesis Tips](#)” (A Day/DLI/Absent students can watch the video which I’ll post on Thursday).
- We’ll look at a series of thesis statements and identify whether they’re arguable or inarguable thesis statements. DLI/A Day/Absent students: Go to
- Use the [Thesis Tips](#) to write at least 2 new versions of the thesis statement you included in your Summer Argument Essay on the “overrated” prompt. Login to [Perusall](#) and go to the General Discussion. Submit your original thesis and the 2 new statements to the discussion called Overrated Thesis Statements.

Friday, 9.11

- Log on to [Perusall](#) and go to the General Discussion, “Overrated Thesis Statements.” Read the thesis statement options submitted by the people who submitted before and after you did. Respond to them by offering your opinion as to which thesis statement is stronger and why.
- Ms. Leaphart introduces the concept of Argument as “reason-giving” (DLI/A Day/Absent students watch video which I’ll post Friday).
- Make a list of the reasons you support your stance (the overrated stance). Start each reason by restating your thesis and then adding “BECAUSE…” and then a new reason.
- Now look over your first draft of your paper. Which of the reasons you brainstormed is already in that draft? Find them and highlight them on your list. Are they worded as “reasons” in your draft? Are they serving to organize your essay (are they acting as topic sentences, driving the thinking in each paragraph?) Jot yourself some notes about how you could strengthen the use of each reason.
- Now look at the reasons on your brainstorm list that are NOT in your draft? Which might you add? Again, remember that reasons make fabulous organizing tools--Could you use one as a topic sentence and write an entire new paragraph centered around one of that reason? Try to find at least one new reason that you could use to add to your essay and mark it, jotting down notes about how you’d use it.
- Take a photo of your list of reasons with all your annotations and submit to Teams Assignments “Overrated Reasons.”