

"But that's what I wrote!"

Line of Reasoning

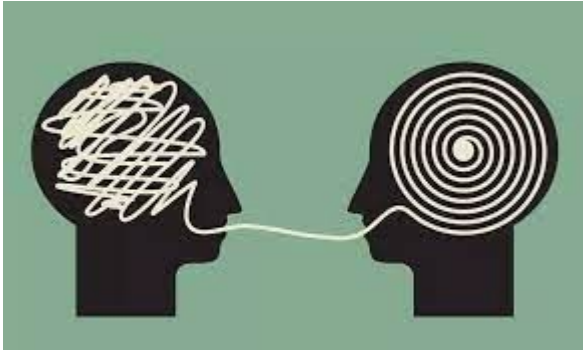
A modified presentation by

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Agenda



- Reasons vs Reasoning
- Lines of Reasoning and Logic
- Line of Reasoning in Action



1. How do you explain Line of Reasoning to students?
2. What are their common misunderstandings or mistakes?

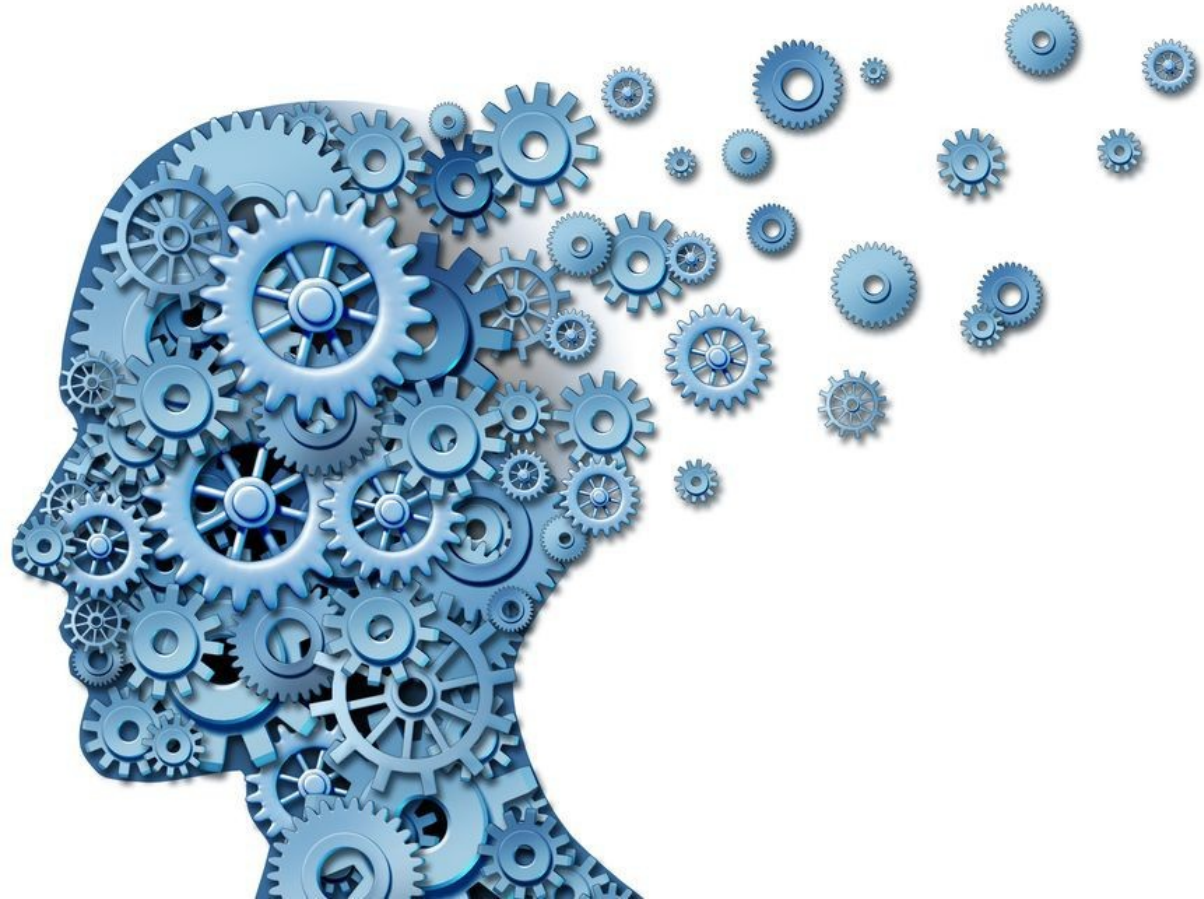
METACOGNITION

Beyond-Knowing

The next step in

thinking. Thinking

about thinking.



Reasons vs. Reasoning

Reasons & Reasoning

A set of reasons connected through logic and used to reach a conclusion

Reasons and Reasoning are not the same thing

Reasoning is a logical process; thinking

Reasons are explanations, causes, or justifications

Connecting reasons in a logic way that explains how they lead to an interpretation creates a line of reasoning.

Reasons

CLAIM:

School uniforms actually increase inequity and create a troubling atmosphere of uniformity harmful to the development of individuality.

Reason 1: Only students with money will be able to buy enough sets to last a week

Reason 2: No opportunity to express oneself

Reason 3: Students don't learn to think independently around peers

School uniforms actually increase inequity and create a troubling atmosphere of uniformity harmful to the development of individuality.

1. School uniforms actually increase inequity
 - a. School supplies one set, but students must buy others
 - i. Only students with money will be able to buy enough sets to last a week
 1. Students must constantly clean their uniform or wear it dirty
 - a. Peers more likely to notice, tease, and alienate.
2. create a troubling atmosphere of uniformity
 - a. Everyone dresses the same
 - i. Troubling because no opportunity to express oneself
 1. Expression helps people learn empathy for those who are different from them
3. harmful to the development of individuality.
 - a. Constant uniformity prevents people from learning to think for themselves
 - i. Harmful because students don't learn to think independently around peers
 1. Independent thinking prevents people from being manipulated.



Broader Contexts for School Uniforms



Figure 1-4

CLAIM:

School uniforms **promote teamwork**, **prevent bullying**, and actually make people **appreciate their individuality**...

Reason 1: **promote teamwork**

- Sports teams work closely together and are united by their uniforms.
- Uniforms remind everyone that they have similar goals and should work together and support one another.

Reason 2: **prevent bullying**

Reason 3: **appreciate their individuality**



Lines of Reasoning and Logic

Sylogisms and Enthymemes

All humans will die.

Therefore, Socrates will die.

School uniforms stifle individuality
Individuality is important to self-confidence.
∴ School uniforms stifle self-confidence.

“But that’s what I wrote.”

School uniforms ultimately affect students’ development of self-confidence. They are harmful because of this. They interfere with students becoming more confident in themselves and learning to interact in healthy and productive peer relationships.

School uniforms ultimately affect students’ development of self-confidence. **Expressing oneself as unique contributes to the each person’s individuality and that expressions and its acceptance lead to self-confidence.** School uniforms are harmful in this way because they interfere with students becoming more confident in themselves and learning to interact in healthy and productive peer relationships.

Line of Reasoning in Action

Reporting Category	Scoring Criteria				
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>7.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 			<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the passage.</p>	
<p>Row B</p> <p>Evidence AND Commentary</p> <p>(0-4 points)</p> <p>7.A</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE:</p> <p>Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Summarizes the evidence but does not explain how the evidence supports the student's argument.</p>	<p>2 points</p> <p>EVIDENCE:</p> <p>Provides some specific, relevant evidence.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one literary element or technique in the passage contributes to its meaning.</p>	<p>4 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Consistently explains how the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how multiple literary elements or techniques in the passage contribute to its meaning.</p>
<p>Row C</p> <p>Sophistication</p> <p>(0-1 points)</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p> <p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> Identifying and exploring complexities or tensions within the passage. Illuminating the student's interpretation by situating it within a broader context. Accounting for alternative interpretations of the passage. Employing a style that is consistently vivid and persuasive. <p><i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</i></p>			

Row B: Evidence and Commentary

- Explanation of HOW something relates to an interpretation = commentary.
- Evidence is not evidence until it is connected to a claim and



<p>Row B Evidence AND Commentary (0-4 points)</p> <p>7.A 7.C 7.D 7.E</p>				<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one literary element or technique in the passage contributes to its meaning.</p>	
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Sample A

[1] Through his penning of the novel, the author encapsulates the complex and multifaceted feelings of the narrator, Philip Hutton, as he travels back to his deceased mother's childhood home. His feelings are justly intense; his mother was ostracized from her family many years ago due to her marriage to an Englishman, of which her father greatly disapproved. By utilizing intimate conversations between Philip and Aunt Mei, beautiful imagery and depictions of nature, and the symbolic role of the fountain, the author illustrates the anger and resentment which our narrator feels, as well as the sense of peace and reconciliation which he experiences toward the conclusion of the passage.

[2] From the outset of the passage, it is apparent that Philip Hutton has not traveled to this house under positive pretenses. There is a sense of sadness and despair as well as intense longing which one can feel from the emotional initial conversations which Philip engages in with his Aunt Mei, which is how the reader can begin to understand the reason for our narrator's trip. Aunt Mei informs him that "Everything was removed after she married your father. Her clothes were given away, her books donated to the Ipho Library. Everything." Aunt Mei said. "When I came back one day I found this room as empty as you see it now. I was furious with your grandfather." In these few short lines, a wealth of vital information is revealed: Philip's deceased mother married a man which her father disapproved of, and so she was cast out of her house and family permanently. It is evident that Aunt Mei was not supportive of this binding decision which her father had made concerning her sister, and so Aunt Mei and Philip appear to have a sense of commonality with each other in their bitterness over his mother's exile. As a result of this decision, perhaps Aunt Mei was unable to form a meaningful relationship with her nephew Philip; this would account for the somewhat awkward tone of their conversation, as well as the need for Aunt Mei to explain the entire story of exile which Philip's mother clearly never informed him of. Additionally, Philip clearly made the journey to his grandfather's house for another reason (in addition to wanting to see his mother's childhood home): he would confront his grandfather over his irrational and unfair treatment of his mother. Perhaps Philip believed that by spewing his hatred of his grandfather and his decisions at him, then this would make him feel more at peace with his mother's passing. He states that "I had decided that I would express to him my disappointment at how my mother had been treated. I would let him know that my father had been a good husband to her. Then I would tell him that I saw no point in our meeting again and that I would leave the next day." Indeed, it is evident that anger and resentment are two prominent emotions which our narrator displays during his visit to his grandfather's house.

[3] However, when the moment arrived for Philip to let his anger loose upon his grandfather, he was unable to do so. His grandfather is kind and gentle to him as he leads him through the lush gardens of his home. The author writes that "He led me out to the garden, pointing out the various flowers to me, their fragrance unabashed and heady." This is reminiscent

of how a father would lead a small child through a forest, bonding with him over nature. Perhaps this is symbolic of the time which his grandfather has lost with his grandson as a result of his decision to exile his daughter from the family. As the duo continues throughout the garden, they arrive at a beautiful fountain situated at the heart of the garden. This particular structure is immensely symbolic; it encompasses all of the joy, peace, and beauty of his mother's childhood. It is revealed to the reader that this fountain was most likely the singular thing from her childhood home which Philip's mother missed the most. After her passing, Philip's father contacted Aunt Mei to send him the exact specifications of the fountain so that he could recreate it in his own home, as a memorial to his beloved wife. The grandfather is aware of this, which is why he inquires of his grandson, Philip: "Is it very similar?" While this may appear to be a simple question, Philip can sense the underlying emotion which is charged in every syllable. He states that "And so it was that I felt it clearly within me, the hidden mixture of regret, sorrow, and hope. I kept my face as carefully controlled as my grandfather's voice had been, so as not to embarrass him." The emotions of regret and sorrow are easy to understand, given the situation: a father had banished his daughter from his family, and she died without any sort of reconciliation. However, the emotion of hope is recognizable, and this is what gives Philip hope as well for a future with his forebear. When Philip informs him that yes, it bears a striking resemblance to the fountain before him, his grandfather is joyful. The author writes that "When he looked up again I saw the expression on his face softened by the truth of his words. 'That is good,' he said. 'I am glad.'" Clearly, the pair of matching fountains at each house is not simply an architectural cut-and-paste. Rather, it symbolizes the unbreakable bonds of family and kin, which cannot be shattered by mere physical distance and argument. It is this realization which gives the grandfather peace and hope, and which allows Philip himself to let go of his resentment and open himself up to his long-forgotten family once again.

[4] Through his writing of this novel, the author delves into the rush of emotion which our narrator, Philip Hutton, experiences as he visits his mother's childhood home for the first time. Through the usage of intimate conversations between Philip and Aunt Mei, peaceful vignettes of nature, and the deeply symbolic role of the fountain, the author illustrates the anger and resentment which our narrator feels, as well as the sense of peace and reconciliation which he experiences toward the conclusion of the passage. By the end of the passage, Philip is no longer an angry and resentful young man traveling to his grandfather's house to relieve his wrath, but rather is a man at peace with his family's checkered past, accepting of his present situation, and embracing the opportunities of a future with his newly-discovered family.

"the essay organizes and supports an argument about the complex and shifting emotions of the narrator, again relying both on specific evidence from the passage and commentary that consistently connects the evidence to the thesis with a line of reasoning that can easily be tracked and understood."

AP English Literature and Composition – FRQ 2: Prose Analysis – One-Page Rubric for **CLASSROOM use.**

Reporting Categories	Scoring Criteria					
<p>Row A Thesis (0-1 points)</p> <p>7.B</p>	<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 					
<p>Row B Evidence AND Commentary (0-4 points)</p> <p>7.A 7.C 7.D 7.E</p>	<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general.</p> <p>AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points EVIDENCE: Provides some specific relevant evidence.</p> <p>AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>		<p>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>AND Explains how at least one literary element or technique in the passage contributes to its meaning.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p>AND Explains how multiple literary elements or techniques in the passage contribute to its meaning.</p>
<p>Row C Sophistication (0-1 points)</p> <p>7.C 7.D 7.E</p>	<p>0 points Does not meet the criteria for one point.</p>				<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> Identifying and exploring complexities or tensions within the poem. Illuminating the student’s interpretation by situating it within a broader context. Accounting for alternative interpretations of the poem. Employing a style that is consistently vivid and persuasive. 	

Possible conversion of AP 9-Point Holistic Scores to 6-Point Analytic with consideration for graded progression across a school year.

Old	New		Q1	Q2	Q3	Q4
9	6	1-4-1	A+	A+	A+	A+
8			100%	100%	100%	100%
7	5	1-3-1 1-4-0	A	A	A-	B+
6			95%	95%	90%	89%
5	4	1-3-0	A-	B+	B	C+
			90%	89%	85%	79%
4	3	1-2-0	B	C+	C-	D
3			85%	79%	70%	65%
2	2	1-1-0 0-2-0	C	C-	REDO	F
			75%	70%		55%
1	1	1-0-0 0-1-0	REDO	REDO	REDO	REDO

NOTES:

- 1) The rubrics are not necessarily intended for classroom use. They are assessment tools more than instructional tools.
- 2) These ranges are estimations and should be adjusted based on teacher experience and school context.
- 3) This is based off of a 10-point grading scale and intended only as a model.

(Abdon 2019)

AP Exam Score	Relative College Course Grade*
5	A
4	B
3	B-/C
2	D
1	E/Fail

* The American Council on Education (ACE)