A ABBATE

The SAT

Practice Essay #5

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5M510E

As you read the passage below, consider how Eric Klinenberg uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Eric Klinenberg, "Viewpoint: Air-Conditioning Will Be the End of Us." ©2013 by Time Inc. Originally published July 17, 2013.

1 Earlier this week, as the temperature in New York City hit the upper 90s and the heat index topped 100, my utility provider issued a heat alert and advised customers to use air-conditioning "wisely." It was a nice, polite gesture but also an utterly ineffectual one. After all, despite our other green tendencies, most Americans still believe that the wise way to use air conditioners is to crank them up, cooling down every room in the house—or even better, relax in the cold blasts of a movie theater or shopping mall, where someone else pays the bills. Today Americans use twice as much energy for air-conditioning as we did 20 years ago, and more than the rest of the world's nations combined. As a climate-change adaptation strategy, this is as dumb as it gets.

2 I'm hardly against air-conditioning. During heat waves, artificial cooling can save the lives of old, sick and frail people, and epidemiologists have shown that owning an AC unit is one of the strongest predictors of who survives during dangerously hot summer weeks. I've long advocated public-health programs that help truly vulnerable people, whether isolated elders in broiling urban apartments or farm workers who toil in sunbaked fields, by giving them easy access to air-conditioning.

3 I also recognize that air conditioners can enhance productivity in offices and make factories safer for workers who might otherwise wilt in searing temperatures. Used conservatively—say, to reduce indoor temperatures to the mid-70s in rooms that, because of shortsighted design, cannot be cooled by cross-ventilation from fans and windows—air conditioners may well generate enough benefits to balance the indisputable, irreversible damage they generate. But in most situations, the case for air-conditioning is made of hot air.

4 What's indefensible is our habit of converting homes, offices and massive commercial outlets into igloos on summer days, regardless of how hot it is outdoors. Recently, New York City prohibited stores from pumping arctic air out onto the searing sidewalks in an attempt to lure customers while burning through fossil fuels in suicidal fashion. I can't help but wonder whether cities like New York will ever prohibit stores from cooling their facilities below, say, 70°F. No doubt a law like that would raise even more objections than Mayor Michael Bloomberg's attempt to ban big sodas, but it might well be necessary if we can't turn down the dial on our own.

5 I'm skeptical that American businesses and consumers will reduce their use of air-conditioning without new rules and regulations, especially now that natural gas has helped bring down energy bills and the short-term costs of cranking the AC are relatively low. Part of the problem is that in recent decades, the fastest-growing U.S. cities—places like Las Vegas, Phoenix and Austin—have effectively been built on air-conditioning. (This is also true in the Middle East and Asia, and as a result, global energy consumption is soaring precisely when it needs to be lowered.) Throughout the country, most designs for new office, commercial and residential property rely entirely on AC, rather than on time-honored cooling technologies such as shading from trees and cross-ventilation from windows and fans. As a result, there is now an expectation that indoor air will be frigid on even the steamiest days everywhere from the Deep South to the Great West. What's worse, this expectation is spreading to the nations where American culture carries influence; sales of air conditioners rose 20% in India and China last year.

6 Trying to engineer hot weather out of existence rather than adjust our culture of consumption for the age of climate change is one of our biggest environmental blind spots. If you can't stand the heat, you should know that blasting the AC will ultimately make us all even hotter. Let's put our air conditioners on ice before it's too late.

Write an essay in which you explain how Eric Klinenberg builds an argument to persuade his audience that Americans need to greatly reduce their reliance on air-conditioning. In your essay, analyze how Klinenberg uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Klinenberg's claims, but rather explain how Klinenberg builds an argument to persuade his audience.

BEGIN YOUR ESSAY HERE.

title?

In his Viewpoint article, Author Eric Klinenberg attempts to convince the reader that the rate at which we use air conditioning as a society will prove to be dangerous to the ecosystem in the near future. Klinenberg utilizes strategies such as metaphors comparing our habits to extremes, statistics to emphasize the seriousness of the issue, and an overall foreboding tone.

Klinenberg wants the reader to understand just how bad the problem of air conditioning is, and he reaches this goal by using strong metaphors. He makes frequent use of phrases like "cold blast" and "blasting the AC", which serve to emphasize how often and how heavily people make use of air conditioning. He compares modern summertime homes to "igloos" in order to put a strong image in the reader's head.

paragraph #?

After the reader understands the problem, Klinenberg goes on to add a factual backing to his claims. He says that we "use twice as much energy for [AC] as we did 20 years ago" and that "sales of air conditioners rose 10% in India and China last year". These statistics show the reader that the problem is real and that it is actively worsening. This serves to add to the reader's understanding and to appeal to their sense of logic. Klinenberg hopes that people will, with the help of his article, that this problem is growing, but

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SERIAL #

that people can actually help to rectify it.
The statistics and metaphors that Eric Klinenberg uses help not only to increase the readers understanding, they also contribute to the sense of foreboding that he conveys through his tone. Klinenberg does very little in the way of actively asking his audience to lower their AC, and that's because his tone does it for him. He uses phrases like "burning through fossil fuels in a suicidal fashion" and "the short term costs of cranking the AC are relatively low" to convey to the reader that these habits are not sustainable. By the end of the article, it is made clear that the overuse of AC is going to cause serious ecological and financial problems for everyone.
Eric Klinenberg throughout his [illegible] article uses rhetorical strategies such as [illegible], statistics, and tone in order to convey the severity of the issue at hand. These strategies also serve to convince the reader that they can and should be actively helping to stop this issue.

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need more quotes.
add paragraph #'s.

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Reading 3x2
Analysis 3x2
Writing 3x2
TOTAL 15/24

SCORE 5/5/5

STOP.

Andrew Abbate

SAT Essay Scoring Rubric

Three dimension scores will be reported, each on a scale of 2–8, the combined scores of two scorers using the three 1–4 scales in the rubric below.

Score Point 4 — Advanced

Reading

- The response demonstrates thorough comprehension of the source text.
- The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.
- The response is free of errors of fact or interpretation with regard to the text.
- The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.

Analysis

- The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.
- The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.
- The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.
- The response focuses consistently on those features of the text that are most relevant to addressing the task.

Writing

- The response is cohesive and demonstrates a highly effective use and command of language.
- The response includes a precise central claim.
- The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
- The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.
- The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.

Score Point 3 — Proficient

Reading

- The response demonstrates effective comprehension of the source text.
- The response shows an understanding of the text's central idea(s) and important details.
- The response is free of substantive errors of fact and interpretation with regard to the text.
- The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.

Analysis

- The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.
- The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.
- The response contains relevant and sufficient support for claim(s) or point(s) made.
- The response focuses primarily on those features of the text that are most relevant to addressing the task.

Writing

- The response is mostly cohesive and demonstrates effective use and control of language.
- The response includes a central claim or implicit controlling idea.
- The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.
- The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.
- The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.

Score Point 2 — Partial

Reading

- The response demonstrates some comprehension of the source text.
- The response shows an understanding of the text's central idea(s) but not of important details.
- The response may contain errors of fact and/or interpretation with regard to the text.
- The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.

Analysis

- The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.
- The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response's analysis are unwarranted based on the text.
- The response contains little or no support for claim(s) or point(s) made.
- The response may lack a clear focus on those features of the text that are most relevant to addressing the task.

Writing

- The response demonstrates little or no cohesion and limited skill in the use and control of language.
- The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.
- The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.
- The response has limited variety in sentence structures; sentence structures may be repetitive.
- The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.
- The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.

Score Point 1 — Inadequate

Reading

- The response demonstrates little or no comprehension of the source text.
- The response fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s).
- The response may contain numerous errors of fact and/or interpretation with regard to the text.
- The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.

Analysis

- The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.
- The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing,
- Or numerous aspects of the response's analysis are unwarranted based on the text,
- The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.
- The response may not focus on features of the text that are relevant to addressing the task.
- Or the response offers no discernible analysis (e.g., is largely or exclusively summary).

Writing

- The response demonstrates little or no cohesion and inadequate skill in the use and control of language.
- The response may lack a clear central claim or controlling idea.
- The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.
- The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.
- The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

Rhetorical Analysis --- Practice Test #5 --- Score: Reading 8 | Analysis 7 | Writing 8

Eric Klinenberg, in his Time, Inc. article from 2013, titled "Viewpoint: Air-Conditioning Will Be the End of Us," uses a condescending tone and colorful adjectives to appeal to the reader's sense of duty when deciding how to best use air conditioning, since the AC has apparently become one of the worst offenders of energy consumption and fossil fuel usage. Klinenberg takes a straightforward --- and sometimes harsh --- approach to challenge his readers to assume responsibility for the role of air conditioning use in the depletion of natural resources.

Klinenberg opens his argument with an anecdotal introduction to put his reader in the mindset of a person facing the dilemma of what to do in such a case as a sweltering day in New York City. His use of quotations around the word "wisely" foreshadows some of his argument that people often will not make the wisest decision when it comes to the conflict of self-preservation versus preservation of Earth's natural resources. Klinenberg's condescension shines through when he calls the gesture of an adversary "nice" and "polite" but then later clarifies that they are "ineffectual" and "as dumb as it gets" as a strategy for changing the behavior of air conditioning usage. Even Klinenberg's clarification after the em dash "or even better..." brings forth a cheeky statement about people in society today.

After his introduction, Klinenberg transitions into a further clarification of his own personal stance. He believes that certain circumstances make using air conditioning a viable --- and even necessary --- option, such as the case of the "old, sick and frail people" or "truly vulnerable people." The descriptive adjectives the author uses contrast nicely with the vulnerability of those people he is defending in order to appeal to a reader's ethical side and to make sure the reader would agree that older people should be kept safe against "broiling," "dangerously hot," and "searing temperatures." How could someone argue with that? He also hints at the importance of air conditioners to "enhance productivity," all while introducing a corollary argument that the focus of fighting the heat should <u>not</u> be on using more air conditioners, but on incorporating design improvements. In both Paragraphs 3 and 5, Klineneberg faults "short-sighted design" and the lack of "time-honored coding technologies" that he clearly prefers, such as cross-ventilation and window fans.

Klinenberg's anger swells in Paragraph 4, calling the habit of using AC "indefensible." Though he throws a supposition of how the public would react to stricter laws, he uses the last sentence of Paragraph 4 to appeal to the reader's own conscience to self-regulate the use of air conditioning. He even blatantly says he is "skeptical" that Americans would reduce usage on their own. He further highlights the problem of American persuasion of other countries in their usage of air conditioners and their blatant disregard of the long-term effects of relying on such a wasteful form of cooling. His conclusion even leads into a direct statement criticizing "our culture of consumption." The usage of second-person pronoun "you" pleads directly with readers to consider their actions.

Overall, Klinenberg's argument is considerably persuasive, though the instances when he gets flippant and employs the usage of puns: "case for air-conditioning is made of hot air" (Paragraph 3) and "put our air conditioners on ice" (Paragraph 6) fall flat when compared to his descriptive use of adjectives earlier in the article. One must also ask --- since Klinenberg left out an integral piece of information --- whether he himself used something other than an air conditioner on this particular day when the "heat index topped 100." Did he create his own "igloo" or simply employ his own recommendation of "cross-ventilation from fans"? There is no way to really know, which highlights a weakness in his rhetorical strategy. If his goal was to persuade the average American that he or she could survive such heat without AC, then what better way than to share more of his personal experience? But he does make a good point that if America is to adjust its culture, air conditioning is surely one of the "biggest environmental blind spots."