




# Final Preparation & Major Concepts to Remember

for the


AP Language &  
Composition Exam



# Everything You Have Accomplished

-  Above all else, celebrate everything that you have learned over the last 8 months.
-  You have come so far, and regardless of your performance on the exam, you should be proud of what you have learned and achieved.
-  I am proud of everything you have accomplished!

# Setting Yourself Up for Success






 Prepare all of your supplies this evening:

1. Pens
2. Pencils (and eraser)
3. Snack (to be placed under your chair)
4. Water??? (to be placed under your chair)
5. Warm clothes/Layers
6. Watch/Timing Device

 **TURN OFF YOUR PHONE!!!**

 Cell phones and backpacks should be left elsewhere.


# Setting Yourself Up for Success

-  Spend time reviewing and reminding yourself of everything you already know.
-  Spend some time relaxing & resting your brain.
-  Get a good night's sleep, & eat breakfast.
-  Arrive by 7:30 in the Main Gym for your test (less stress = better performance).
-  Do your best, & be proud of yourself for taking this chance!


# TO REVIEW

 This PowerPoint





 Multiple choice testing tips

 Rhetorical analysis, argument development and synthesis informational packets






 Student samples

 Rhetorical analysis & argument development jigsaw

# Reminders for the Multiple Choice Section

-  You don't have to answer every question to do well.
-  Easy questions & hard questions are worth the same amount of points; find the easy questions.
-  You don't have to understand the passage to answer some questions.
-  Attitude can make a tremendous difference.

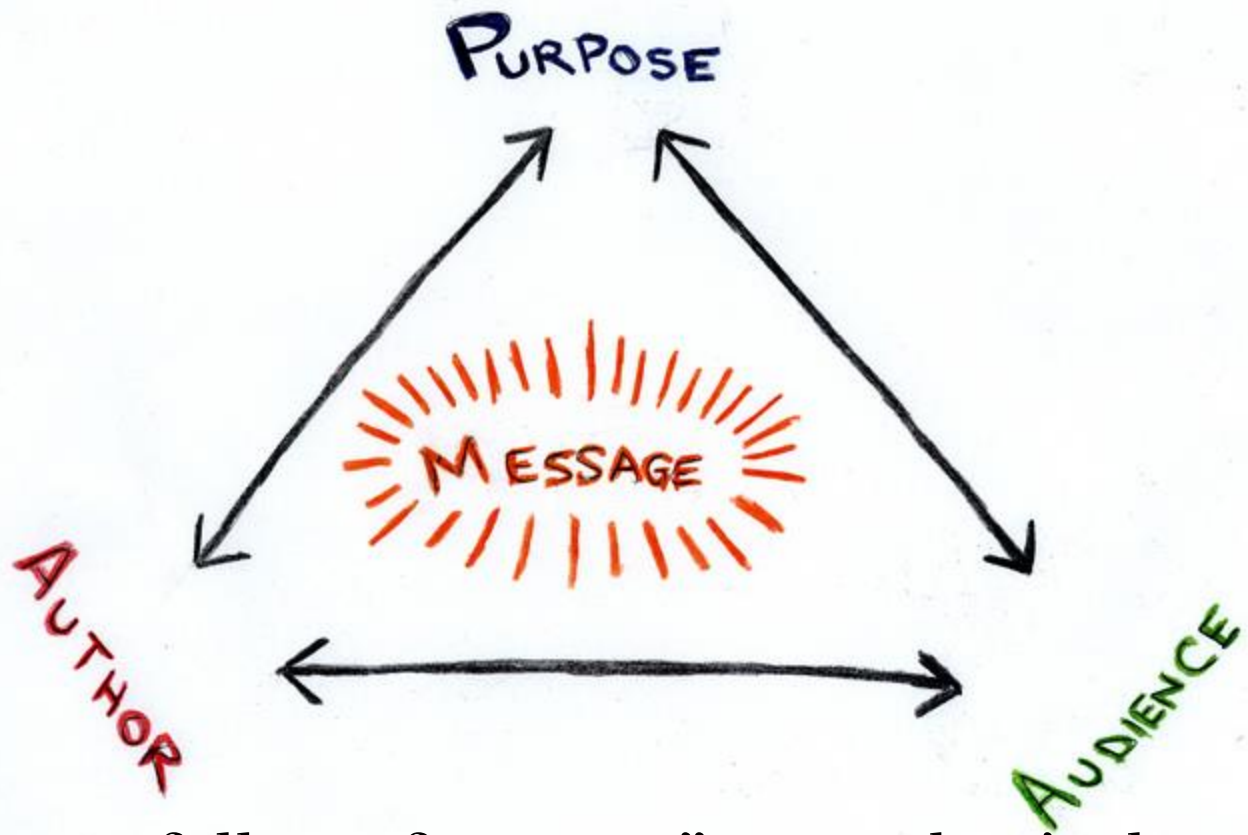
# Reminders for the Essay Section

-  Make a **plan** - **Scan** what you are doing before starting. Determine how you should organize your time.
-  Don't copy the prompt into your response. Write a thesis that answers the prompt.
-  Respond completely to what the prompt asks.
-  Respond to the prompt, not to a formula or "recipe" that you have pre-determined.
-  Use all of your time.

# Rhetorical Analysis


- ✎ Consider audience & how the author's language impact it
- ✎ Paraphrase instead of quoting – copying wastes your time. NO LINE CITATIONS are needed!
- ✎ Avoid labels (appeal to emotion/logic).
  - Appeal to the woman's desire for affection
  - Focus on American values of national pride
- ✎ Never identify a device without specifying its effect or connection to purpose.
  - You can't adequately analyze a passage's language without analyzing its meaning, purpose & effect.









“Form follows function.” An author’s desire to create meaning, purpose & effect is fleshed out in his decisions about the structure of the argument, organization of the text, diction, syntax, imagery and figurative language.


# Rhetorical Analysis

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- ✎ It isn't about the terms or a "correct" answer. Successful & unsuccessful responses identify the same features; what makes a response successful isn't the "identification" of features, but the students' abilities to explain how those features work within the rhetorical situation. Too often, students list what a speaker does, appearing to think that the more successful choices they identify, the better they'll do on the exam; instead, success comes from the ability to dig deep into the explanations of why and how the choices work in the particular contexts.

# Dealing with Difficult Passages

-  If it is hard for you, it is hard for everyone else... you will be fine.
-  First, decide what the piece is about - major ideas & purpose.
-  Then, decide on tone. If nothing else, determine whether it is positive or negative.
-  Look for a shift... it can be the key to understanding a difficult passage.

# Argument Development



Don't include your concession as the last paragraph. Integrate conceding phrases throughout the response (unless the prompt asks for pros and cons).



Use specific evidence that you explain in depth, instead of a list.






Make it **complex**!

2015 – Function of Polite Speech

Simple: Polite speech is good/bad

**Complex**: Following the established guidelines for polite speech helps us to maintain civility and functionality when we know less and less about others in our communities.

# Argument Development

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-  When including a variety of kinds or types of evidence, focus on articulating how the different pieces fit together, to make clear how the variety of evidence connects back to the prompt.
  -  Explain how your evidence illustrates why their claim is valid. Avoid listing examples, then stating they support the claim. Instead, explain HOW the example illustrates the claim's truth.

### Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Read the following passage by the German philosopher Arthur Schopenhauer (1788-1860). Then write a carefully reasoned essay that defends, challenges, or qualifies one of Schopenhauer's claims. Support your argument with appropriate evidence.

The difference between the effect that thinking for oneself and that reading has on the mind is incredibly great; hence it is continually developing that original difference in minds which induces one man to think  
Line 5 and another to read. Reading forces thoughts upon the mind which are as foreign and heterogeneous to the bent and mood in which it may be for the moment, as the seal is to the wax on which it stamps its imprint. The mind thus suffers total compulsion from without;  
10 it has first this and first that to think about, for which it has at the time neither instinct nor liking.

On the other hand, when a man thinks for himself he follows his own impulse, which either his external surroundings or some kind of recollection has deter-  
15 mined at the moment. His visible surroundings do not leave upon his mind *one* single definite thought as reading does, but merely supply him with material and occasion to think over what is in keeping with his nature and present mood. This is why *much* reading






20 robs the mind of all elasticity; it is like keeping a spring under a continuous, heavy weight. If a man does not want to think, the safest plan is to take up a book directly he has a spare moment.

This practice accounts for the fact that learning  
25 makes most men more stupid and foolish than they are by nature, and prevents their writings from being a success; they remain, as Pope has said,


“For ever reading, never to be read.”—*Dunciad*,  
iii. 194.

30 Men of learning are those who have read the contents of books. Thinkers, geniuses, and those who have enlightened the world and furthered the race of men, are those who have made direct use of the book of the world.


# The Synthesis Prompt

-  Develop a plan BEFORE writing.
-  Cite paraphrases & quotes, but be thoughtful about how much you are “copying.” Paraphrasing can save time.
-  Use AT LEAST 3 sources.
-  On a persuasive prompt, consider reflecting both sides, making your stance more complex.
-  Issues aren't binary; they are complex.  
*Eminent domain isn't all bad or all good.*

# The Synthesis Prompt



Integrate source information with your position; instead of repeating source info, use it to support your OWN argument.



Include sophisticated analysis. Think about how the sources are connected. Interpret the information, the values it reveals, the situations it does and does not apply to.



## Question 2

(Suggested time — 40 minutes. This question counts one-third of the total essay section score.)

More than one hundred years ago, a writer for *The Atlantic Monthly* confronted an issue that is still timely. Read the following essay carefully. Then write an essay in which you analyze the nature of the writer's arguments and evaluate their validity for our own time.

From time to time the question arises whether certain nude statues shall be exhibited in the museums of art where they are to be seen by the general public,—by children from the schools as well as by scholars from the universities. And from time to time the answer to the question is hotly debated, usually without agreement. Those who are concerned about the morals of the public maintain that grave harm is done by such exhibitions. Those who believe that beauty is its own excuse for being have scornful words for spectators who find evil where, most certainly, no evil was intended. Such controversies usually start from *a priori*<sup>1</sup> assumptions, and seldom lead to any useful end.

The question is capable of a practical solution that will be accepted by everyone. It is universally admitted that public libraries must reserve certain books from general circulation. In the same way, it is reasonable to affirm that a public museum of art may be justified in excluding certain statues. There need be

American town, two thousand years later, finds offense in it, for himself or for his children, I will not blame him. His point of view is essentially different from that of the Roman of that earlier day. His child's point of view is utterly different. He, as a citizen, pays the taxes that support his museum.

His opinion, therefore, deserves respect, even though he may be, from my point of view, uncultivated, intolerant, and unreasonable. If any considerable number of such citizens are offended, for themselves or for their children, I, for one, will not object if their opinions are respected by the public officer who is their servant as well as mine. Let the offending statue go to a reserved room, just as an offending book in the public library goes to a reserved shelf. Any one who has a right to see the statue will be admitted to do so by the curator. The general public is, on the whole, better off without access to the book, and, on the whole, the general public will be better off without access to the statue.

## Question 1

(Suggested time—40 minutes. This question counts one-third of the total essay section score.)

In 1962, the noted biologist Rachel Carson published *Silent Spring*, a book that helped to transform American attitudes toward the environment. Carefully read the following passage from *Silent Spring*. Then write an essay in which you define the central argument of the passage and analyze the rhetorical strategies that Carson uses to construct her argument.

As the habit of killing grows—the resort to “eradicating” any creature that may annoy or inconvenience us—birds are more and more finding themselves a direct target of poisons rather than an incidental one. There is a growing trend toward aerial applications of such deadly poisons as parathion to “control” concentrations of birds distasteful to farmers. The Fish and Wildlife Service has found it necessary to express serious concern over this trend, pointing out that “parathion treated areas constitute a potential hazard to humans, domestic animals, and wildlife.” In southern Indiana, for example, a group of farmers went together in the summer of 1959 to engage a spray plane to treat an area of river bottomland with parathion. The area was a favored roosting site for thousands of blackbirds that were feeding in nearby cornfields. The problem could have been solved easily by a slight change in agricultural practice—a shift to a variety of corn with deep-set

sprayed with this same parathion, workers handling foliage that had been treated a *month* earlier collapsed and went into shock, and escaped death only through skilled medical attention. Does Indiana still raise any boys who roam through woods or fields and might even explore the margins of a river? If so, who guarded the poisoned area to keep out any who might wander in, in misguided search for unspoiled nature? Who kept vigilant watch to tell the innocent stroller that the fields he was about to enter were deadly—all their vegetation coated with a lethal film? Yet at so fearful a risk the farmers, with none to hinder them, waged their needless war on blackbirds.

In each of these situations, one turns away to ponder the question: Who has made the decision that sets in motion these chains of poisonings, this ever-widening wave of death that spreads out, like ripples when a pebble is dropped into a still pond? Who has placed in one pan of the scales the leaves that might have

## Question 1

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Locavores are people who have decided to eat locally grown or produced products as much as possible. With an eye to nutrition as well as sustainability (resource use that preserves the environment), the locavore movement has become widespread over the past decade.

Imagine that a community is considering organizing a locavore movement. Carefully read the following seven sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that identifies the key issues associated with the locavore movement and examines their implications for the community.

Make sure that your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Maiser)

Source B (Smith and MacKinnon)

Source C (McWilliams)

Source D (chart)

Source E (Gogoi)

Source F (Roberts)

Source G (cartoon)

## Question 1

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

The United States Postal Service (USPS) has delivered communications for more than two centuries. During the nineteenth century, the USPS helped to expand the boundaries of the United States by providing efficient and reliable communication across the country. Between 1790 and 1860 alone, the number of post offices in the United States grew from 75 to over 28,000. With this growth came job opportunities for postal workers and a boom in the cross-country rail system. The twentieth century brought substantial growth to the USPS, including large package delivery and airmail. Over the past decade, however, total mail volume has decreased considerably as competition from electronic mail and various package delivery companies has taken business away from the USPS. The loss of revenue has prompted the USPS to consider cutting back on delivery days and other services.

Carefully read the following seven sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that argues a clear position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how.

Make sure your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (Stone)

Source B (graph)

Source C (O’Keefe)

Source D (Hawkins)

Source E (McDevitt)

Source F (Cullen)

Source G (photo)

