

AP LANGUAGE AND COMPOSITION FINAL EXAM

1. SOAPS and DIDLS of “Why Establish this Paper?”

S: Mary Ann Shadd Cary was the first-ever female African-American newspaper editor in North America. She founded the black newspaper *The Provincial Freeman*. She was also the second African-American woman in the United States to earn a law degree.

O: *The Provincial Freeman* was created during a time of oppression. All of its board of directors and editor were African-American. It spoke to the population of African-Americans that were being oppressed during the mid 1850's. It was an enormous social phenomenon for the time period.

A: The audience for this writing piece were people that embraced the ideals of *The Provincial Freeman* AND those who opposed the ideals presented in the newspaper. This piece appeared in the second issue of the newspaper, and it largely helped define its goals and ideals. It was a beacon of light, one that helped attract those who supported it and those who opposed.

P: To define the voice of the civil rights movement and encourage readers to embrace and support the movement, adding to its overall voice, impact, and power.

S: The piece of writing addresses the need for the voice of the oppressed.

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D: The diction of the piece mocks those who oppose her viewpoint, simultaneously praising the civil rights movement and scorning those who do not share it. She attacks them with phrases like “beg to add”, “say it on our own responsibility”, “look after our rights and interests”, and “opposition or neglect disparaging us”. She thoroughly outlines her opinions and delivers a swift blow to the opposition.

I: The author compares the civil rights movement to an organ, giving the audience a graphic visual of it's constantly-changing state. And yet, she discuss the organ as if it is a whole exclusively because of the work the people who put in to the movement.

D: The author utilizes commonplaces in order to appeal to her audience. She essentially calls out the corrupt and racist of the world she lives it, heaping scorn onto them while still giving a voice to the civil right movement.

L: The language and diction are very much the same in this piece. The language is a double-edged sword, meant to protect those who support and influence the movement and

attack those who would criticise it. The arrangement of the words seems very old-fashioned but the message and tone is very modern.

S: The syntax of the passage is thoughtful yet precise. She offers a short, direct sentence and then follows up with a longer, explanatory sentence that allows the reader to fully understand while still maintaining the tone of approachability.

2.

<u>Element</u>	<u>Evidence</u>
Rhyme: The rhyming pattern alternates, and yet is consistent within a few of the stanzas. These two stanzas showcase this occurrence.	<ul style="list-style-type: none">- "No, baby, no, you may not go, for the dogs are fierce and wild, and clubs and hoses, guns and jails ain't good for a little child."- "No, baby, no, you may not go, for I fear those guns will fire. But you may go to church instead and sing in the children's choir."
Meter: The meter of this poem is purposefully inconsistent, encouraging the audience's attention. The lack of uniformity attracts the audience and hold their attention as he delivers his message.	<ul style="list-style-type: none">- "Mother dear, may I go downtown instead of out to play, and march the streets of Birmingham in a Freedom March today?"- "No, baby, no, you may not go, for the dogs are fierce and wild, and clubs and hoses, guns and jails ain't good for a little child."
Sound Devices: The author utilizes certain syllables and sounds in order to improve the overall flow of the poem. He alternates patterns, and the inconsistency works in his favor, improving the poem's flow.	<ul style="list-style-type: none">- "No, baby, no, you may not go, for I fear those guns will fire. But you may go to church instead and sing in the children's choir."- "Mother dear, may I go downtown instead of out to play, and march the streets of Birmingham in a Freedom March today?"
Figurative Language: The author utilizes vivid imagery in order to express the gravity of the situation. The destruction, sadness, and confusion is extremely present in these two stanzas.	<ul style="list-style-type: none">- "She has combed and brushed her night-dark hair, and bathed rose petal sweet, and drawn white gloves on her small brown hands, and white shoes on her feet."- "For when she heard the explosion, her eyes grew wet and wild. She

	raced through the streets of Birmingham, calling for her child.”
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3.

What question type still gives you the most difficulty?

- Synthesis essay questions will forever remain the bane of my existence. Out of all the questions, this is the one I have the most difficulty with. Something about reading numerous sources at once affects my ability to organize mentally. I still struggle with introducing a synthesis essay, and I find my conclusions are always a little rushed. No matter how much time I have, my evidence always comes across as cluttered.

What question type displays your strength as a writer?

- Analysis essay questions are now and will forever be the easiest, and my strongest, written responses. Identifying evidence from the passage and connecting it to analysis. Analysis gives you a certain amount of freedom that allows you to inject some of your own voice into the passage, giving it some life. As long as your analysis is supported by evidence from the piece, it's easy to write a strong analysis essay.

What strategy helped you most in improving your writing in a timed situation?

- The act of practicing with the time restrictions is what helped me the most. It was extremely difficult at the beginning of the year, but by practicing, I was able to focus my writing and write quicker, cleaner, and more effectively. Time restrictions helped to familiarize me with the format of the actual test, making the actual thing seem like a near. Time-management is an important skill to have, and practicing it really improved my writing overall. Practice makes better.

4.

Quarter 1: Summer Essay

- For this piece, I feel I didn't engage the audience as well as I would of liked to. My intro was rough, and the transition from the hook to the rest of the paragraph is admittedly

sloppy. I did, however, attempt to connect the essay to the idea of flight, adding to the overall theme of the essay.

- My thesis statement in this passage is certainly less effective than I would have liked. At the time, I thought it was solid, but, looking back, it feels a little cookie-cutter. It's also surprisingly non-specific, as I used the phrase "emerges a better man".
- Considering that this was essentially the first essay we turned in, I think it was a solid baseline for the rest of my work this year. This was my lowest grade I ever received on an essay, and I worked hard on it.

Quarter 2: Graduation Essay

- I feel like my use of quotes, meant to outline the context of the following paragraph, engages the audience. But I feel like my use of the quotes didn't entirely come across in the way I had meant them to, which backfired.
- This thesis statement is extremely effective in my opinion. Considering that we had to get our thesis statement approved for this essay, I feel like this is one of the stronger thesis statements I wrote during the year.
- Personally, I found this to be the best piece I wrote during Quarter 2. The grade I received reflects the effort I put into it. My analysis is thorough enough to the point of illustrating my understanding of the passage, but not overly so. I have textual evidence sprinkled throughout the passage in order to support my analysis, which, while slightly sporadic, adds to the overall tone.

Quarter 3: "Me Talk Pretty One Day" Outline

- If we're being perfect honest, this is one of my favorite writing pieces. Despite the fact that it's only an outline, it's the my favorite (and in my opinion, the best) outline I've ever created, which is why it belongs in my AP Writing Portfolio. This piece is thick with sarcasm and humorous honesty, and you can clearly read my voice and opinions. Through this, it engages the audience.
- My thesis statement is effective in the sense that it captures the audience's attention. It's a tad non-specific, written to encourage the reader to continue reading. It's short and to the point, which adds to the overall tone.
- I had a massive amount of fun writing this outline. It was the only piece of writing I feel fully captures my attention, and in turn, the audience. It was written to entertain and educate, offering a different perspective on the struggles between students and teachers.

Quarter 4: Creative Writing Exercise

- Considering that the main purpose of this piece was to entertain, I feel like I captured the audience with relative ease. It was interesting writing a narrative, as it was something we hadn't done all year. It was a new challenge.

- There was no thesis statement needed for this passage.
- This piece was challenging and fun, and yet encouraged us to branch out and attempt something we'd never really practiced before. It was important to utilize figurative language in order to convey the story how I wanted it to appear to the audience.

5. Google Classroom made working significantly easier. Schoology is great, but it's unorganized on a class-by-class basis. Classroom made the assignments easy to understand and the material easy to get to. The entire class could be working on one assignment together, which made feedback welcomed and available. Not only that, but turning in assignments was straightforward. The interface is extremely easy to understand, and it made every aspect of class easier. If you were absent or didn't understand the homework, it was on Classroom.