

1. You will utilize your knowledge of SOAPS and DIDLS to analyze “Why Establish this Paper?”

Diction: “Cary speaks on behalf of her and her equals. She uses the word “we” in order to maintain familiarity with her audience. Cary speaks of a serious topic through this essay, and utilizes formal diction to describe the conflict. She is consistent with her argument and establishes credibility while not elevating her position as a leader.

Imagery: The civil rights movement is spoken of as an "organ" to describe its unity and its necessity. This importance is later mentioned in the following paragraph, along with an attempt to appeal to the audience with this analogy.

Details: Cary regards the united states constitution numerous times throughout her speech. By using it as both a persuasive tool and critiques it for its contradiction.

Language: She addresses her audience as good friends by the end of her speech, creating a bond with her audience over their shared enemy.

Syntax: Cary speaks with a combination of both complex and compound sentence structure. Suitable for her serious manner of speaking, she utilizes rhetorical strategies combined with familiar pronouns in order to empower people alike.

Speaker: Mary Ann Shadd Cary, civil rights leader, lawyer, abolitionist, writer, publisher and icon.

Occasion: 18th century, United States on the Fugitive Slave Act. Cary discusses anti-slavery and activism. She speaks to fellow African Americans and abolitionists.

Purpose: Cary speaks to persuade and motivate African-Americans to let their voices be heard. She speaks on the importance of establishing a permanent black presence, and fighting a white-dominated society.

Subject: The Provincial Freeman was the very first newspaper directly addressing the African-American populous in order to empower and motivate them. The paper was co-edited by Cary and specifically discussed the slaves who escaped to Canada, due to the Fugitive Slave Act.

2. You will use your knowledge of rhyme, meter, sound devices, and figurative language to analyze “Ballad of Birmingham.”

Rhyme: The flow is consistent throughout the entire piece. The word choice is suitable in order to tell the story. There is also repetition to maintain fluidity. "No, baby, no, you may not go."

Meter: The poem's meter is not consistent, as it begins with an unstressed/rising meter, and later a stressed/falling meter. This variation attracts the audience's attention, while also fitting the story within.

Sound Devices: The rhyming syllables are consistent, creating an almost musical flow visually and audibly. In the lines where he creates purposeful inconsistency is solely to create interest.

Figurative Language: The audio illustrates powerful imagery in order to put the situation into perspective. By describing the young girls hair, outfit and little shoes, the audience is given insight on how young and innocent the child is. By the end, the streets of Birmingham is

described in the midsts of the rioting, and eventually we learn there are shots fired, with the shoe found at the scene.

3. During class, you will review the timed writings you completed for the April AP Practice Exam. Using examples from each response, you will reflect on the writing process that you followed to develop your responses in the 40 minute time limit.

-What question type still gives you the most difficulty?

Overall, persuasion remains the most difficult essay topic despite our constant practice. Persuasion, although given given the most freedom, often involves strongly opinionated stances which can easily be muddled when under time pressure. I find myself spending more time outlining my ideas instead of writing, but even so I am still unable to organize them clearly.

-What question type displays your strength as a writer?

- Synthesis easily displays all my strengths as a writer. By providing us with evidence and an open ended prompt, I am able to organize my ideas clearly by first jotting down the article facts, and input my own outside knowledge while writing.

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

- All timed writings are stressful no matter the prompt, but there are techniques I learned during the process. We were taught many forms of outlining and drafting throughout the course, but in the end, no two people followed the exact same model. For myself, I use a more visual method to draft out my ideas. By categorizing the facts I plan on using on a map, I am able to jot down ideas while visually seeing what I need to add to.

4. You will select one essay from each quarter to reflect on the growth of your writing.

–How much have you improved your efforts in planning your written work using graphic organizers and formal and informal outlines to improve your thought process?

- Creating graphic organizers on works we did not study about was rather tedious, but once you find yourself struggling to compose an essay, we always end up back to the basic rules of formatting. The use of informal outlines were necessary toward the end of the year as we were given more and more timed essays. I utilized informal outlining during a very difficult timed writing on exemplification, based on a merchant and his goods. By organizing the ideas I already knew and filling in the gaps, I scored an 8 on that particular work.

-How well do you engage the audience?

- From the very beginning of the year to now, my writing has evolved from somewhat acknowledging my audience to involving them in all of my persuasive claims. In The Road essay, my primary focus was analyzing the characters themselves instead of addressing my audience and the prompt. Now, it is evident as to where and how I have improved when it comes to engaging my audience in works such as the synthesis essay "Cyberbullying." By personally persuading your audience, your claim becomes stronger in both voice and rhetoric.

-How effective are your thesis statements in each essay?

- My thesis statements are a hit or miss depending on the type of essay I wrote. Some of my weaker thesis statements are often about analyzing language, while some of my better were persuasive arguments. This contrast can be seen within the outside reading "Memoirs of A Geisha" and "Competition." Personally, I don't believe in the standard end of introductory paragraph thesis format, but it is important to me to lead into the thesis in order to peak interest.

-How have you been able to use knowledge of persuasion, description, and exemplification to develop your body paragraphs?

-Yes, of course. Over the course we learned how to use rhetorical techniques to improve our argumentative stances and to support our claims. Our number one priority is to persuade your audience and then help them visualize your proposal. In many synthesis essays over the year, I gradually got better at improving my position through persuasion and organization. An example work for my improvement is within the synthesis essay on "Social Media." By developing a stance on the necessity of social media background checks, we persuaded our audience in an organized format in order to exemplify our factual points and personal opinion.

-How have you grown as a writer that is now able to progress your ideas to a meaningful conclusion in a variety of writing styles?

- In the beginning of this course, we all had a general sense of forms of essay writing. We've grown up telling narrative stories of our childhoods and attempted to persuade our audience on black and white topics. A whole school year later, we have endured countless practice essays, exercises and exams in order to test our mental states. Through the constant testing, we each individually found our unique writing methods in order to complete the tasks assigned, thus making us faster and better writers. The contrast is apparent from my very first essay, "The Road" to my final essay, "Reflection."

5. You will reflect how well Google Apps helped you engage in the study of challenging texts on a deeper level and facilitated collaboration with your peers to develop individual and group writing projects throughout the year.

- As ever, technology is constantly underestimated in the field of education due to the negative attributes it builds on students. However, new technology such as Google Apps helps prove how useful the Internet and our phones can be. Through Google Drive, it works as a hub for all of our projects, documents, photos and resources throughout high school. We are provided with a digital classroom setting through Google Classroom, even with the ability to share resources to our classmates and beyond. While the paper remains our primary form of essay delivery, students are now able to draft, write and share essays through Google Docs, digitally keeping our work organized and safe. Google continues to produce more and more educational assets for both students and teachers alike, and further integrate technology into our classrooms.

Reflection Essay: The Relationship

From the beginning to the end of our year as AP Language and Composition students, our writing and critical reading skills have evolved from a wilder, bolder animal into a tamer, neater stallion. The process to becoming a better communicator and writer is illustrated through my relationship with my audience. Quarter by quarter, my persona took on its own transformation as I learned to communicate with my listeners. The growth of my relationship is documented in the forms of essays, exams and creative exercises, marking the beginning of my journey to the end.

In the beginning, I was introduced to someone I would know later as my focal point: the audience. Starting off as humble acquaintances, I was not sure how to address this vague enigma that would become as important to me as the words itself. In one of our very first essays, "The Road", I spoke as if I were explaining the topic to myself, instead of regarding the audience in front of me. How rude of me! By quarter two, I understood the importance of organizing my ideas instead of speaking off the top of my head. With these simple corrections, my essays became less of a personal comment to a conversation with my audience.

Quarter three is when the audience began to speak back to me, and it began my journey of learning how to keep up my conversation. Learning rhetoric and persuasive tools, I formulated my words to not only mention my ideas, but fully try and persuade my audience in order to get my points heard, as exemplified in the synthesis essay "Social Media." By the end of this quarter, the audience became an inquisitive friend that would soon become my focal point. By the very last quarter, I learned to fine tune the voice I used to speak to my audience. Clear and concise, I demanded to be heard without shouting and finally, I was listened to.

The evolution on my relationship with my audience is not a cute love story, as I dealt with numerous ups and downs. With guidance and practice from my mentor and spirit guide Robert Davis, I learned to not avoid the audience, but fully take in what I needed to write in order to form understanding. By the end of this literate journey, I've improved my own voice and persuasive skills to connect with what matters the most, you.