**AP Language & Composition**

**Final Review for AP Exam -2023**

*Note: these are the same concepts I am/will be assessing for this course.*

This is a skill-based course and relies on applying those skills, rather than memorizing content. If you practice the essays, you should be in good shape. We’ll continue to practice some in class, but you need to do some yourself. Importantly, you should reread your practice essays and see where there is room for improvement. You should also do some of the practice multiple choice questions on the AP Lang site; pick skills that you feel you need work on. Again, we’ll do some in class, but you need to supplement this in areas where you are not confident.

You should review the one-page skills chart from CollegeBoard, which gives a concise summary of all the skills being tested on the exam. Finally, you should watch all 8 videos put out by CollegeBoard and watch others in areas you need work on.

**Rhetorical Analysis: Essay and MCQs**

Here is a list of concepts that you should be ready to apply in the rhetorical analysis essay and the multiple-choice section:

* Rhetorical Situation – this is the most important piece, according to CollegeBoard guidance.
  + Rhetorical Triangle – based on relationships among the three elements.
  + SOAPSTone - adding Exigence and Historical Context.
    - Remember primacy of audience and purpose.
    - There may be multiple audiences.
* Rhetorical Appeals
  + Ethos – recognize connection to Speaker in SOAPSTone
    - “Persona” is a better word to use than “ethos”, e.g. “presents a persona of…”
  + Logos
  + Pathos – recognize connection to Audience in SOAPSTone
* Rhetorical Modes
  + Illustration
  + Description
  + Narration
  + Definition
  + Comparison/Contrast
  + Cause/Effect
  + Division/Classification
  + Argumentation
  + Process Analysis
* Tone
  + Review Tone Word handouts

**Synthesis and Argument Essays**

For the Synthesis and Argument essays, remember both are argument essays. For both these essays:

* State your position and provide evidence with insightful commentary. Do not merely summarize or paraphrase evidence/sources.
* Offer an IDEA(s)! Use concepts we’ve covered this year: happiness, moral and political philosophy, limits of science/knowledge, certainty and doubt, principles of inductive reasoning, etc. You are better prepared in this area than most other students.
* Use what you know from other classes and other learning: history, science, etc.
* Show that you understand complexity and nuance. Question underlying assumptions. Neither of these prompts will ever be clearly one-sided.
* Review the Chief Reader Reports – this is what the scorers (and I) want to see.

**Style**

In terms of writing style and effectiveness, you should review the “Writing Expectations” handout, all Common Errors/Learning handouts, and all class notes on writing. Remember that you are being scored both on what you say and how you say it: ideas and style. Recognize that *what* you say is inseparable from *how* you say it, much like the principles of modern physics we studied: *what* we observe in “reality” is influenced, and dependent on, ­ *how* we observe it.

These presentations are on my website (macleodclass.weebly.com), on the AP Lang page. I’ve also posted them on google classroom:

* Parallel Structure
* Conciseness
* Writing Expectations
* Modes

**Final Checklist for Exam Day:**

* + Write neatly with obvious breaks between paragraphs
  + Stay on topic; reread your thesis several times as you work through your essay. See where you’ve been to make sure it makes sense where you’re going.
  + Manage your time.
  + Maintain consistent tone.
  + Capture the reader’s attention in the first paragraph. This is best done with an IDEA, not a regurgitation of terminology.
  + Scorers are looking for the same things I am:
    - Depth of thinking – recognize nuance and complexity. Offer insight, ideas.
    - Clear definition of your debatable position.
    - Strong support
    - Control of language