

Succeeding on the AP[®] English Language Exam

With College-Level Analysis

by
Mary Margaret Pryor

Student Book

First Edition, January 2012
Institute for Excellence in Writing, L.L.C.

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*Succeeding on the AP[®] Literature Exam
With College-Level Analysis*

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With College-Level Analysis*
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800.856.5815
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Assignments Timeline: One-Semester Course (18 Weeks)

While I do **not** recommend that you attempt the completion of this course in only one semester, I have included a timeline for a one-semester course for those of you who feel that this pace is necessary to challenge a voracious reader and avid writer. My concerns for this pace are that the depth of understanding and the enjoyment of reading will be lost. If at any time during this study, you feel that the pace is too demanding or frustrating, I recommend that you switch immediately to the **Full-Year Course Timeline** that follows this one-semester timeline.

Section 1

Week 1

Begin by reading, “How to Use this Book.” Read through the materials as directed. Then read all introductory material leading up to, and including, “Section 1: Style Analysis Exercises” on p. 25.

Complete Style Analysis exercises 1–3 on pages 25–33. Check your responses with the key in the back of the appendix.

Week 2

Begin “Applying the Question Two Prompt to Various Passages” on pages 35–41. Complete Section 1 Essay Assignments 1–3 on pages 43–49. Check your responses according to the instructions.

Week 3

Complete Section 1 Essay Assignments 4–6 on pages 49–55. Check your responses according to the instructions.

Section 2

Week 1

Read the material titled, “Section 2: *The Iliad*” on pages 57–60.

Read *The Iliad* Books 1–6. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Begin Essay Assignment 1 on pages 61–62.

Week 2

Read *The Iliad* Books 9, 11, and 16–17. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Complete Essay Assignment 1 on pages 61–62.

Week 3

Read *The Iliad* Books 18–19, 22, and 24. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Complete Essay Assignment 2 on pages 62–64.

Section 3

Week 1

Read the material titled, “Section 3: *Macbeth*” on pages 65–66.

Read *Macbeth* Acts 1–2. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Week 2

Read *Macbeth* Acts 3–4. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Week 3

Read *Macbeth* Act 5. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Complete Essay Assignments 1 and 2 on pages 77–80. Check your responses according to the instructions on pages 78 and 80.

Section 4**Week 1**

Read the material titled, “Section 4: Civil Rights” on pages 81–83.

Read *Manhunt* Chapters 1–4. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Complete Essay Assignment 1 on pages 85–88.

Week 2

Read *Manhunt* Chapters 5–8. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Complete Essay Assignment 2 on pages 88–90.

Week 3

Read *Manhunt* Chapters 9–10, the Epilogue, and Booth’s Diary. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Complete Essay Assignment 3 on pages 90–92.

Section 5**Week 1**

Read the information titled, “Section 5: Argument” on pages 93–100.

Complete Essay Assignments 1 and 2 on pages 101–102. Check your responses according to the instructions on pages 101 and 102.

Week 2

Complete Essay Assignments 3 and 4 on pages 102–103. Check your responses according to the instructions on pages 102 and 103.

Week 3

Complete Essay Assignments 5 and 6 on pages 103–104. Check your responses according to the instructions on pages 103 and 104.

Section 6**Week 1**

Read the information titled, “Section 6: The Synthesis Essay” on pages 105–118.

Complete Essay Assignment 1 on page 119–120. Check your responses according to the instructions on pages 119–120.

Week 2

Complete Essay Assignments 2 and 3 on pages 120–123. Check your responses according to the instructions on pages 121 and 123.

Section 7

Week 1

Complete “Section 7: Multiple-Choice Practice” on pages 125–129. Check your responses with the key in the appendix.

Download additional multiple-choice practice questions from the College Board according to the instructions on page 129. Answer the practice questions and check your answers with the key.

To take the AP English Literature and Composition Exam, which costs approximately \$90, contact your local AP test provider no later than March 15th (see pages 8–9).

If you prefer to take a CLEP exam, this course provides you with the information necessary to perform well on both the College Composition exam and the College Composition Modular exam. Costing approximately \$80, CLEP exams are administered at colleges and military bases around the world and will provide a student with college credit. For more information, go to www.collegeboard.com.

If the pace of this one-semester course has worked well for you, you may extend the course into a year-long course by choosing additional passages, novels, plays, or epic works from the lists on pages 17–18. Apply the techniques found in this book to these works as you analyze the authors’ techniques and rhetorical strategies. For additional essay prompts, please see pages A-38–39. You may also create your own argument prompts by watching for issues that arise in the news. To create your own synthesis essay questions, you may visit www.ontheissues.org or look for op-ed columns on both sides of current issues.

Assignments Timeline: Full-Year Course (36 Weeks)

Because you are using the full-year timeline for the completion of this course, you should take the time to be thorough in your reading, analysis, and note-taking of the various texts.

Section 1

Week 1

Begin by reading, “How to Use This Book.” Read through the materials as directed. Then read all introductory material leading up to and including, “Section 1: Style Analysis Exercises” on p. 25.

Begin Style Analysis Exercise 1 on pages 25–26.

Week 2

Complete Style Analysis Exercise 1 on pages 25–26. Check your responses with the key in the back of the appendix.

Week 3

Complete Style Analysis Exercise 2 on pages 26–30. Check your responses with the key in the back of the appendix.

Week 4

Complete Style Analysis Exercise 3 on pages 30–33. Check your responses with the key in the back of the appendix.

Week 5

Read the material titled, “Applying the Question Two Prompt to Various Passages” on pages 35–41.

Complete Style Analysis Essay Assignment 1 on pages 43–45. Check your response according to the instructions on pages 44–45.

Week 6

Complete Style Analysis Essay Assignment 2 on pages 45–47. Check your response according to the instructions on pages 46–47.

Week 7

Complete Style Analysis Essay Assignments 3 and 4 on pages 47–51. Check your response according to the instructions on pages 48 and 50.

Week 8

Complete Style Analysis Essay Assignments 5 and 6 on pages 51–55. Check your response according to the instructions on pages 52 and 55.

Section 2**Week 1**

Read the material titled, “Section 2: *The Iliad*” on pages 57–60.

Read *The Iliad* Books 1–4. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Week 2

Read *The Iliad* Books 5–8. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Week 3

Read *The Iliad* Books 9–12. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Begin working on Essay Assignment 1 on pages 61–62. Be thorough with your research of current events and Bible character or event.

Week 4

Read *The Iliad* Books 13–16. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Continue working on Essay Assignment 1 on pages 61–62. Be thorough with your research of current events and Bible characters or events.

Week 5

Read *The Iliad* Books 17–20. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Complete Essay Assignment 1 on pages 61–62.

Week 6

Read *The Iliad* Books 21–24. As you read, follow the assignment instructions on pages 59–60. Check your responses with the key in the appendix.

Complete Essay Assignment 2 on pages 62–64.

Section 3

Week 1

Read the material titled, “Section 3: *Macbeth*” on pages 65–66.

Read *Macbeth* Act 1. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Week 2

Read *Macbeth* Act 2. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Week 3

Read *Macbeth* Act 3. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Week 4

Read *Macbeth* Act 4. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Complete Essay Assignment 1 on pages 77–78. Check your responses according to the instructions on page 78.

Week 5

Read *Macbeth* Act 5. As you read, follow the assignment instructions on pages 66–68. Check your responses with the key in the appendix.

Complete Essay Assignment 2 on pages 78–80. Check your responses according to the instructions on page 80.

Section 4

Week 1

Read the material titled, “Section 4: Civil Rights” on pages 81–83.

Read *Manhunt* Chapters 1–3. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Week 2

Read *Manhunt* Chapters 4–6. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Week 3

Read *Manhunt* Chapters 7–8. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Complete Essay Assignment 1 on pages 85–88.

Week 4

Read *Manhunt* Chapter 9. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Complete Essay Assignment 2 on pages 88–90.

Week 5

Read *Manhunt* Chapter 10, the Epilogue, and Booth’s Diary. As you read, follow the assignment instructions on pages 81–83. Check your responses with the key in the appendix.

Complete Essay Assignment 3 on pages 90–92.

Section 5

Week 1

Read the information titled, “Section 5: Argument” on pages 93–100.

Complete Essay Assignments 1 and 2 on pages 101–102. Check your responses according to the instructions on pages 101–102.

Week 2

Complete Essay Assignments 3 and 4 on pages 102–103. Check your responses according to the instructions on pages 102–103.

Week 3

Complete Essay Assignments 5 and 6 on pages 103–104. Check your responses according to the instructions on pages 103–104.

Section 6

Week 1

Read the information titled, “Section 6: The Synthesis Essay” on pages 105–118.

Complete Essay Assignment 1 on page 119–120. Check your responses according to the instructions on page 119–120.

Week 2

Complete Essay Assignments 2 and 3 on pages 120–123. Check your responses according to the instructions on pages 120–123.

Section 7

Week 1

Complete “Section 7: Multiple-Choice Practice” on pages 125–129. Check your responses with the key in the appendix.

Download additional multiple-choice practice questions from the College Board according to the instructions on page 129. Answer the practice questions and check your answers with the key.

More Skills Application

Use this section to complete the full-year course in order to strengthen the skills achieved and to review for the AP English Language exam, if necessary. After the exam has been taken in May, use weeks 4–6 below to practice your reading and analysis skills.

Week 1

Turn to the page in the appendix titled, “Additional Practice” (see A-38). Choose two of the passages listed under *Style Analysis*. Find them online through a reliable search engine, apply the prompt, and write a forty-minute timed essay on each one. If you are timing yourself, be sure to choose a medium-length passage, or use the instructions at the top of the page to go to the AP website to choose a passage and prompt.

Week 2

Turn to the page in the appendix titled, “Additional Practice” (see A-38). Use the two prompts listed under *Argument* to write two more argument essays. Give yourself forty minutes to write each essay.

Week 3

Turn to the page in the appendix titled, “Additional Practice” (see page A-38). Follow the instructions under *Synthesis Essay* (page A-39) to write two more synthesis essays. Give yourself fifty-five minutes to write each essay.

Weeks 4–6

Turn to the section labeled, “Additional Non-Fiction Works, Essays, Speeches, and Authors I Recommend” on pages 17 and 18. Choose an additional work to read. Apply the analysis techniques used for the other works we have studied to read for depth of understanding.

To take the AP English Language and Composition Exam, which costs approximately \$90, contact your local AP test provider no later than March 15th (see pages 8–9).

If you prefer to take a CLEP exam, this course provides you with the information necessary to perform well on both the College Composition exam and the College Composition Modular exam. Costing approximately \$80, CLEP exams are administered at colleges and military bases around the world and will provide a student with college credit. For more information, go to www.collegeboard.com.

If you finish this course ahead of schedule, you may extend the course by choosing additional passages, novels, plays, or epic works from the lists on pages 17–18. Apply the techniques found in this book to these works as you analyze the authors’ techniques and rhetorical strategies. For additional essay prompts, please see pages A-38–39. You may also create your own argument prompts by watching for issues that arise in the news. To create your own synthesis essay questions, you may visit www.ontheissues.org or look for op-ed columns on both sides of current issues.

How to Use This Book

This book is for teachers and parents who want to provide a preparation course for Advanced Placement® English Language and Composition from a Christian worldview, and for students who want to know how to prepare for the AP® exam and what to expect when they take it. This book is written to students as if they were in my classroom. If you are a parent or teacher, then you may use the book as a model or script. Do not feel bound to say everything the way it is written. Feel free to articulate the concepts in your own way. For a timeline for teaching the material for a full-year or one-semester course, see the pages immediately preceding this section.

Start by reading the information about the AP English Language and Composition Exam. Then read the Frequently Asked Questions and their answers. After reading these two sections, skip to the Appendix to become acquainted with the materials provided. These pages are the handouts I give to my students at the beginning of the year. We go over them briefly on the first day of class, returning to them whenever needed throughout the year.

The segments of study contained in this book will strengthen your understanding of rhetoric—the art of persuasiveness—which will not only help you in your endeavors to answer the exam essay questions and multiple-choice questions, but will also help you in college and beyond. My philosophy of teaching AP English is that quality of knowledge is more effective than quantity of knowledge. Understanding and mastering basic concepts and writing techniques will benefit you in other courses in high school and in college.

As you complete the reading assignments, you may read the novels with or without the aid of an audio or video version. When my students study the works of Shakespeare, we generally watch the BBC version of the play on DVD as we read through the text looking for rhetorical strategies and deeper meaning. The individual plays are available on DVD from ambrosevideo.com. At last check, an individual BBC version of one of Shakespeare's plays on DVD was \$35, but other sites may offer the individual movies for less. Other versions exist and are available for less, but I prefer the BBC versions because the sets and scenery are not overdone, and the dialogue is generally true to the text.

My preference is to show an act or several scenes of an act so that the students can get a feel for the action taking place on the stage. We then read through the text of the viewed scenes for the understanding of the language and for the discovery of tropes, schemes, motifs, and themes. N.B.:* You should always preview the entire movie before showing it to your children or your class. I skip the scene in *Macbeth* (1.5) when Lady Macbeth is asking to be made tough by being un-gendered. I feel that the BBC version plays this scene wrong, as if Lady Macbeth is asking to be made more sensual. I simply skip to the next scene because we cover the text in our discussion. Always preview.

*N.B. is an abbreviation for the Latin *Nota Bene*, which literally means, *note well*. It is used to call attention to something important.

Advanced Placement English Language and Composition emphasizes the *how* and *why* of rhetoric. As you read and complete assignments, focus on how and why authors employ certain techniques.

I require my students to have three or four *Blue Book Examination Books*—college essay Blue Books—for writing timed essays and for keeping notes while completing journal assignments. *Blue Book Examination Books*, which are becoming *Green Book Examination Books* because of their recycled paper, are available online or from college bookstores and should only cost 20–30 cents. It is not necessary to require examination books, but it is helpful to have all the work contained in one place. You may choose to use a spiral notebook instead. I like examination books because they fit in a binder, and because they prepare my students for college professors who require them. If you order online, be sure you are getting 11” x 8.5”. The correct books may say they have 4 sheets (11x17, stapled in the middle) or 8 pages, which means there are 16 useable pages. We punch three holes along the left margin so that they fit neatly into a 3-ring binder.

If you are a student of the Institute for Excellence in Writing (IEW), don’t forget to include the dress-ups, sentence openers, and decorations as you write your essays. These stylistic techniques will serve to enhance your essays and boost your writing scores. For those who are familiar with the techniques but may be a bit rusty, see a quick review of IEW’s Dress-Ups and Stylistic Techniques in the Appendix (see A-26). For a more thorough review, please go to the IEW website at www.excellenceinwriting.com for materials.

Introduction to the AP English Language and Composition Exam

The Advanced Placement exams are given only at specific times and on specific dates in May. In order to sign up for the test, students must register through a participating test site and pay the fee by the end of March. Each AP exam begins either at 8:00 a.m. or at 12:00 p.m. The AP English Language and Composition exam is given on Wednesday of the second full week of May at 8:00 a.m. The three-hour and fifteen-minute exam, consisting of a multiple-choice section and an essay section, is administered in a very secure setting. All participants must arrive before the 8:00 a.m. start time, and the door is to be shut—with no admittance after this time. Students will need to bring two number two pencils and two black or dark blue ink pens. **Students should also strongly consider bringing the following items:** a watch, tissues, water, and a small snack. The administrative time it takes to fill out the test form is added to the three hours and fifteen minutes of actual test time and the ten-minute break, which means that students will not emerge from the test center until approximately noon.

The Multiple-Choice Section

The first portion of the AP English Language and Composition exam is a multiple-choice test. Students are given one hour to read four or five passages and answer approximately 55 questions based on those passages. Each passage will have eleven to fifteen questions. Students, therefore, have less than one minute to answer each question after reading the passages. With a quick check of the clock every now and then, students should pace themselves by taking fifteen minutes per passage for a test with four passages and twelve minutes per passage for a test with five passages. The score from the multiple-choice section of the exam is worth forty-five percent of the overall score of 150 points. Forty-five percent of 150 total points is 67.5. If we divide 67.5 by the total number of questions on the multiple-choice portion of the test (55), we find that each point is worth 1.2272. Therefore, the raw score from the multiple-choice section of the exam is multiplied by 1.2272 to give the weighted score equal to forty-five percent of the total exam. This weighted score is added to the weighted score of the essay section for a total numerical score.

After a brief break following the multiple-choice portion, the exam continues with . . .

The Essay Section

This portion of the exam consists of three essay questions called, “Free-Response Questions” or FRQs. The English Language and Composition exam has an FRQ requiring a synthesis essay, an FRQ based on an essay for rhetorical analysis, and an FRQ that asks the student to state and support his or her opinion on a given topic. Each of the three essays is graded on a scale of zero to nine. Experienced Advanced Placement teachers and college professors from across the nation gather in various locations each June to read the essays from all the AP exams. Language teachers grade the language essays according to a specific rubric designed especially for each prompt (see A-29–34 for three general rubrics). According to the AP scoring guidelines, “The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be

raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.” During a one-week period, hundreds of teachers score thousands of essays, spending no more than two or three minutes per essay. The teachers are looking for an overall impression of command of language, as well as correctness and appropriateness of response.

The essay portion of the exam is worth fifty-five percent of the overall score of 150. Fifty-five percent of 150 total points is 82.5. If we divide 82.5 by the number of total essay points possible (27), we find that each essay point is really worth 3.0556. Therefore, the three essay scores are added together and multiplied by 3.0556 to give the weighted score equal to fifty-five percent of the total exam. The essay weighted score is added to the weighted score of the multiple-choice section for a total numerical score on a scale of 0 to 150. This total score is placed within a band of scores to be assigned the single-digit score that each student receives.

According to the Advanced Placement website, “for each AP score there isn't a fixed composite score range that is consistent from year to year, or even from subject to subject.” The total numerical score, however, is converted to an AP exam score according to a chart that is similar to the one below. The chart is determined by the performance of college students during the pre-testing of AP questions, and by a system called “equating” that relates scores from one year to the next. These two factors cause the score bands to move slightly from year to year.

For inquiring minds who want an approximate score equivalent, here is an estimate:

0–50	= 1	No recommendation
51–77	= 2	Possibly qualified
78–96	= 3	Qualified
97–110	= 4	Well qualified
111–150	= 5	Extremely well qualified

Example of a Student Score:

If a student scores 27 out of 55 on the multiple-choice section, that score becomes 33.1344 when multiplied by 1.2272. This is the weighted score for the student’s multiple-choice section. If the same student scores a 7 on each of his three essays, then his total essay score is 21. When multiplied by 3.0556, this total score of 21 becomes a weighted score of 64.1676. The two weighted scores are then added together and converted on the chart.

Multiple-choice weighted score	+	Essay weighted score	=	Total AP score
33.1344	+	64.1676	=	97.302

On our estimate of a conversion chart above, a 97 is equivalent to a 4. Our hypothetical student’s score on this AP is a 4. It is possible, however, that the chart could fluctuate up one year, and this hypothetical student’s score might turn out to be a 3 instead of a 4. On

the other hand, if our hypothetical student received a score of 30 on the multiple-choice portion, he would land pretty solidly in the category of a 4. If the same student hopes to score a 5 on the AP exam, then scoring 8s on each of the three essays and 32 points out of 55 on the multiple-choice portion would allow him to reach his goal. The good news is that scoring a passing score of 3 is quite doable, and a score of 4 or 5 is within reach of many students who are willing to work hard.

The one big disappointment of the whole AP system is that no student ever sees his or her individual scores on the multiple-choice section or on the three essays. The only score a student receives from the College Board is a one-digit number after all test portions have been weighted, added, and converted. Hopefully this lack of information will change in the near future. In July 2010, student scores were available online for the first time ever. Because of this advancement in reporting scores, the breakdown of those scores may also someday become a reality.

One side note is that in the summer of 2010, the College Board sent a notice to AP educators stating that, beginning with the 2011 exams, points will no longer be deducted for incorrect answers on the multiple-choice section of the exam. Previously, wrong answers cost one-fourth of a point, but that penalty no longer exists. Students may freely guess at answers on the multiple-choice section of the test. Of course, as always no points are awarded for answers left blank.

Sample

Frequently Asked Questions

What is AP?

AP® stands for Advanced Placement®. The AP program is sponsored by the College Board®, the non-profit organization that also oversees the SAT® and PSAT/NMSQT®. Advanced Placement courses provide high school students with the opportunity to learn at a college level and to receive college credit. According to the AP website, there are thirty-seven courses and exams offered through the AP program, and more than ninety percent of the nation's colleges and universities offer students some form of credit for successful completion of an AP exam. Of the thirty-seven courses and exams, there are two courses in the category of English: English Literature and Composition, and English Language and Composition.

What is the AP exam?

The Advanced Placement exam is the culmination of an AP course. Students do not have to take an AP course to take an AP exam, but it is very difficult to pass the exam without having had the preparation from a class. Students may receive up to a year of college credit in a subject for a passing score on an AP exam.

What is the difference between the English Literature and Composition course and the English Language and Composition course?

English Literature and Composition is a course based on fiction works, including poetry. In fact, poetry makes up approximately forty-three percent of the literature exam. English Language and Composition is based on non-fiction works and rhetorical, or persuasive, strategies. The exam for English Language and Composition includes no poetry.

How do students receive college credit?

Students must take the AP exam and pass it according to the standards set by the university they plan to attend. Scores on the AP range from a one to a five, with five being the best. While some universities will only give credit for a four or a five, other universities and smaller colleges will give credit for a three. Some very competitive universities do not give any credit but may require a certain score for acceptance.

What credit can students expect to receive for each of the possible scores?

Some colleges will give a semester of credit for a three and one year of credit for a four or five. Others may require a four or even a five before giving a semester of credit. There is no credit given for a one, and generally no credit given for a two.

How does a student find out what the standards are for receiving credit at his or her college?

Standards may often be found through an online search at the university's admissions webpage. If the student is unable to find the standards, he or she can ask for them by emailing the admissions office. It is always better to receive information in writing via email or traditional mail, rather than over the phone. The AP acceptance policy for many universities is listed on the College Board website. To find this listing, go to www.collegeboard.com. Click on *For Students* near the top of the page; then click on the

tab for *College Board Tests*, also near the top of the page. On the left side of the page, under the heading *Tools*, click on *AP Credit Policy Info*. Here you may type in the name of a university, and if the school has listed information with the College Board, you will be able to see the list for all subjects.

Does a student have to take an AP course to take the AP exam for that course?

No, any student may take any AP exam, provided he or she signs up through a participating site before the deadline in late March. It will, however, be difficult to pass any AP exam without having taken a course in preparation for that exam.

May any teacher or parent teach an AP course?

While any teacher or parent may teach a course that prepares students for the AP test, only those teachers who have been through the rigorous process of having their AP syllabi audited and approved by the College Board may call their courses AP and be listed in the College Board roster of approved courses.

Does a student have to take the AP exam if he or she takes an AP class?

No, a student does not have to take the exam unless the requirement to do so comes from his or her school or district. The College Board does not require the exam, but colleges and universities will not give any course credit for an AP class unless the student takes the exam and passes it. Also, in order to gauge a student's level of motivation and perseverance, some universities look to see whether a student took the exam after completing the course. Having the courage to take the exam—and scoring well—may be one of the determining factors for acceptance at very competitive universities.

As a student, how can I prepare for the AP exam?

You will need to learn the techniques for responding to essay prompts in an essay format under a timed setting. This book will prepare you for that task. In addition to preparing for the essay section of the test, you will need to prepare for the multiple-choice section. The readings and essay exercises in this book will help you to understand writings more fully, which will help you to do well on the multiple-choice section. Although there is only one multiple-choice practice section in this book, several major companies publish books that contain full-length multiple-choice practice tests. The reference section of your local bookstore should have several AP preparation books. You may use one of these books to prepare primarily for the multiple-choice section of the test. In addition, by setting up a mock test for yourself, you may practice the pace of taking the complete AP exam. Set aside three hours to put yourself through the pace of taking a practice AP exam. Part of what is being tested on the AP is your mental stamina. The only way to gain the ability to keep going is to practice this.

As a teacher or parent, how can I find additional materials to use with my students?

Because of the valuable multiple-choice test questions they contain, you may want to use one of the AP preparation books found in the reference section of bookstores. Another source that is open to you is the College Board website for AP students, which is located at www.collegeboard.com/apstudents. Feel free to explore the links on this site. If you click on the box on the left labeled, *Select a Subject*, and select *English Language*, you

will be able to download the official course description, which contains sample multiple-choice and free-response questions for practice. By clicking on the tab on the left labeled, *Sample Questions and Scoring*, you will also be able to access all of the essay questions from every year, starting with 2002 and ending with the test from the previous year. The essay questions from each year are posted two days after the test. You may notice that two tests exist for each year. *Form B* exists to preserve the security of the exams that are administered in multiple time zones.

Additional free-response practice may be found in this book in the appendix (see A-38). If you wish to see the actual prompts from AP English Language and Composition exams, you may view them by going to the student-accessible page for *English Language Sample Questions and Scoring* mentioned in the previous paragraph and clicking on the *Free-Response Questions* for each of the years listed.

How do homeschool students sign up to take the AP exams?

Once again, go to www.collegeboard.com/apstudents, and click on the tab on the left labeled, *Registering*.

This page instructs homeschoolers to contact AP Services no later than March 1st to request a list of AP coordinators in your area. The email address and phone number for AP Services are listed on the right-hand side of the page. The page further instructs homeschoolers to contact local AP coordinators no later than March 15th to request permission to take the exam at his or her testing site.

N.B.: Even though the AP program encourages coordinators to accommodate homeschoolers, the coordinators do not have to allow you to test at their site, so the most difficult part of this process might be finding a test provider. The College Board also tells AP coordinators that they may negotiate a higher fee for homeschoolers to cover the additional costs incurred by allowing them to test. The actual exam costs approximately \$90. When you contact a local AP coordinator, be polite, respectful, helpful, and cheerful in order to have the best chance of getting in to the test site.

Will this AP English Language course prepare me to take the CLEP® English exams?

Yes, this course will prepare you for both the CLEP College Composition exam and the CLEP College Composition Modular exam. The College Composition exam consists of approximately 50 multiple-choice questions to be answered in 50 minutes followed by two essays to be written in 70 minutes. The College Composition Modular exam consists of approximately 90 multiple-choice questions to be answered in 90 minutes, which may be followed by one or two essays to be answered in a timed setting. For more information on the CLEP exams, please go to <http://clep.collegeboard.org>. Notice the absence of *www* and the use of *.org*, rather than *.com*, in the above URL.

Section 4: Civil Rights

Manhunt: The 12-Day Chase for Lincoln's Killer by James L. Swanson
The Declaration of Independence by Thomas Jefferson (see pages 85–88)
“Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. (see pages 88–90)

You will need the following handouts from the appendix:

Evaluation Handout #1, “Essay Evaluation Tracking Chart” (see A-28)
Evaluation Handout #2, “Rubric for Analysis Essays” (see A-29–30)

Background Information:

We think of civil rights as being about upholding the rights of ethnic minorities, which is correct, but the concept of civil rights goes beyond just the protection of minorities. It deals with the rights of all individuals that are to be protected and upheld. For citizens of the United States of America, the concept dates back to the founding of the original thirteen colonies. The struggle for civil rights is outlined in the Declaration of Independence, and rights to liberty and equality are protected in the language of the United States Constitution. The struggle, marked by civil war, strife, and even assassinations, has not always been positive. The works and documents in this unit combine to tell a portion of that struggle.

Written by James L. Swanson, *Manhunt: The 12-Day Chase for Lincoln's Killer* is the story of John Wilkes Booth's decision to assassinate President Abraham Lincoln and his subsequent attempt to escape and be remembered as a hero. Booth, however, underestimated Lincoln's popularity. Completely factual in his presentation of the events, Swanson tells this non-fiction account in narrative form with, sometimes, minute-by-minute detail. An interesting side-note is that James Swanson shares the same birthday as Abraham Lincoln, albeit Swanson was born in the twentieth century. Swanson performs all his own research and has researched thousands of books about Lincoln in order to write the most accurate and detailed account possible.

Assignment:

Read *Manhunt: The 12-Day Chase for Lincoln's Killer*.

Pause during your reading to make notes about the following conventions, elements, and rhetoric. If you have a journal Blue/Green Book, you may use it for this purpose; otherwise keep notes of your findings in a binder or spiral notebook. This is not essay-writing, but journal note-taking. It will be helpful for you to mark the page numbers where you find specific information for later reference or clarification. You may also want to annotate the text (mark and make notes) in the margins of the book. This is a good habit to practice for college reading assignments. For examples of appropriate responses to the following items, please see the answer key in the back of the appendix (see pages A-55–56).

1. As you read, define the following vocabulary words listed, in order, by page number:

Chapters 1–2

17 deportment
21 coup de grace
28 factotums
33 vociferously
39 vestibule
43 venerable
47 balustrade
52 verisimilitude
59 parry

Chapters 3–4

68 ersatz
69 exsanguinated
70 drugget
84 tableaux
84 paroxysms
85 macabre
86 milieu
89 gauntlets
90 improbably
90 maudlin
91 apparition
99 dubious
108 repose
112 dragooned
117 sequester
123 auspicious
124 dependencies
126 vouchsafing
132 contingent

Chapters 5–6

134 upbraid
140 canton
140 complement
142 intemperate
150 scintillations
151 debauched
153 improvident
162 brogan
163 morass
164 callow

165 precarious
167 laconic
167 propitious
169 ambiguous
170 perdition
173 counterintuitive
175 parley
195 innocuous
203 accoutrements
204 atrophied
205 indiscriminate
206 manifesto
208 cynosure
209 impassive
209 denizens
210 abject
211 guile
213 ensconced
213 ephemeral
213 catafalque
214 specter
215 obsequious

Chapters 7–8

224 languished
225 chamberlain
226 stoicism
231 maniacal
233 diffidently
234 incontrovertible
235 furtive
241 complicity
242 luridly
243 sanctimonious
244 provenance
245 antebellum
245 interminable
248 raffish
251 penultimate
261 callow
261 verbose
261 malodorous
261 importunate

262 garrulous
263 impudent
279 pseudonym

Chapters 9–Epilogue

281 notorious
282 imperious
282 complicity
288 respite
294 idyll
302 impropriety
304 amiably
304 vociferously
306 convivial
307 exacerbad
307 voluble
309 paternalistic
312 magnanimously
314 ambushade
317 cordon
321 visage
321 abdication
337 raconteur
338 proscenium
345 opprobrium
351 palpable
360 besotted
362 languished
365 stoicism
366 execrations
366 voluminous
375 milieu
375 precipice
379 disinterred
383 transcendent
383 inexorably
385 antebellum
388 evocative

2. John Wilkes Booth wanted to be a hero but was not. Decide for yourself who the real heroes were. Why? Use evidence from the text to support your opinion.
3. In order to transition from one location to another in his story, or from one chapter to another, Swanson uses a hook—the careful repetition of a word or two from the end of one chapter into the beginning of the next chapter. For example, Swanson transitions from the last sentence of Chapter Three to the first sentence of Chapter Four as he changes locations from Abraham Lincoln to Booth:
Leale changed course. He'd found a safe house, at last. . . .
. . . Riding in open country about ten miles south from Washington, John Wilkes Booth and David Herold had not yet reached their safe house.

Find examples of transition hook words and phrases as they occur. You should attempt to emulate this strong, yet subtle, transition technique in your own writing.

4. Find examples of Swanson's use of very short sentences—v.s.s.—sentences of 2–5 words. When an author writes in a flowing style, then suddenly uses a v.s.s., the action of reading is stopped briefly; the focus is shifted to the information in the v.s.s. Often, an author will use three very short sentences within close proximity to create even more focus on what is being said.
Example of a v.s.s., *The voices grew louder until nearly all fifteen hundred of them came together to create an angry roar. This was a mob.*
5. Find examples of Swanson's use of parallel structure, which serve much the same purpose as a v.s.s.
6. Find Swanson's allusions to the Bible and to Shakespeare, especially *Macbeth*, *Richard III*, and *Julius Caesar*. Why do you think these allusions are so powerful?
7. Find examples of Swanson's use of figurative language, especially similes and metaphors, and imagery. These devices make the writing more vivid, clear, and interesting.

Sample

Civil Rights Essay Assignments

Section 4 Essay Assignment 1—Timed Writing

When you are ready to write a forty-minute essay based on the passage that follows, set a timer. You will start the timer, read the prompt thoroughly, think through all the tasks you must perform to fully answer the question, and write your essay.

Timed Essay—40 minutes

Read the passage carefully. Then write a well-organized essay in which you analyze how the speaker uses rhetorical strategies to reach his audience. Support your analysis with specific references to the passage.

Passage:

Following is the text of the Declaration of Independence, penned primarily by Thomas Jefferson.

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and

usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province,

establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved;

and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

When the timer goes off and forty minutes has expired, put down your pen.

You should have used all forty minutes of the time. Even if you were through writing the essay before the timer stopped, you should have continued to work on your essay. If you have time, you should always re-read your essay with the point-and-read method. Do you have major or minor errors that need to be cleaned up? If you had still more time left, you should have gone back through the prompt again. Did you address all aspects of the question? Now that time is up, continue with ratiocination, if necessary, (see A-35). Do you have a clear thesis and assertion statements? Do you have supporting details from the text? Do you have at least twice as much commentary as detail? Do you have a closing paragraph in which you discuss message or meaning and relevance? Check your score according to the essay rubric (see A-29–30). Record your score and time on the “Essay Evaluation Tracking Chart” (see A-28). Also record any areas that you may need to work on in the space marked *Concerns-Areas to Improve*. When you have finished, you may check your responses with the key in the back of the appendix.

Section 4 Essay Assignment 2—Timed Writing

When you are ready to write a forty-minute essay based on the passage that follows, set a timer. You will start the timer, read the prompt thoroughly, think through all the tasks you must perform to fully answer the question, and write your essay.

N.B.: The upcoming essay passage comes from a time when African Americans were called, “colored” and “negro.” Because those terms are used in the passage, you may use one or the other the first time you refer to the people whom Dr. King is defending in his letter. After that, however, you will need to switch to the term “African Americans.”

Timed Essay—40 minutes

Read the passage carefully. Then write a well-organized essay in which you analyze how the speaker uses rhetorical strategies to reach his audience. Support your analysis with specific references to the passage.

Passage:

Following is an excerpt from Martin Luther King, Jr.’s Letter from Birmingham Jail, including his author’s note.

Author’s Note: This response to a published statement by eight fellow clergymen from Alabama was composed under somewhat constricting circumstance. Begun on the margins of the newspaper in which the statement appeared while I was in jail, the letter

was continued on scraps of writing paper supplied by a friendly Negro trusty, and concluded on a pad my attorneys were eventually permitted to leave me. Although the text remains in substance unaltered, I have indulged in the author's prerogative of polishing it for publication.

Letter from Birmingham Jail
April 16, 1963
My Dear Fellow Clergymen:

One of the basic points in your statement is that the action that I and my associates have taken in Birmingham is untimely. Some have asked: "Why didn't you give the new city administration time to act?" The only answer that I can give to this query is that the new Birmingham administration must be prodded about as much as the outgoing one, before it will act. We are sadly mistaken if we feel that the election of Albert Boutwell as mayor will bring the millennium to Birmingham. While Mr. Boutwell is a much more gentle person than Mr. Connor, they are both segregationists, dedicated to maintenance of the status quo. I have hope that Mr. Boutwell will be reasonable enough to see the futility of massive resistance to desegregation. But he will not see this without pressure from devotees of civil rights. My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and voluntarily give up their unjust posture; but, as Reinhold Niebuhr has reminded us, groups tend to be more immoral than individuals.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct-action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jet-like speed toward gaining political independence, but we still creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging dart of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public

amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness," then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience. . . .

When the timer goes off and forty minutes has expired, put down your pen.

You should have used all forty minutes of the time. Even if you completed the essay before the timer stopped, you should have continued to work on your essay. If you have time, you should always re-read your essay with the point-and-read method. Do you have major or minor errors that need to be cleaned up? If you had still more time left, you should have gone back through the prompt again. Did you address all aspects of the question? Now that time is up, continue with ratiocination, if necessary, (see A-35). Do you have a clear thesis and assertion statements? Do you have supporting details from the text? Do you have at least twice as much commentary as detail? Do you have a closing paragraph in which you discuss message or meaning and relevance? Check your score according to the essay rubric (see A-29–30). Record your score and time on the “Essay Evaluation Tracking Chart” (see A-28). Also record any areas that you may need to work on in the space marked *Concerns-Areas to Improve*. When you have finished, you may check your responses with the key in the back of the appendix.

Section 4 Essay Assignment 3—Timed Writing

When you are ready to write a forty-minute essay based on the passage that follows, set a timer. You will start the timer, read the prompt thoroughly, think through all the tasks you must perform to fully answer the question, and write your essay.

N.B.: The upcoming essay passage also comes from a time when African Americans were called, “colored.” Because that term is used in the passage, you may use it the first time you refer to the audience of the piece, as in, “Hancock writes to the ‘colored

people’ . . .” After that, however, you will need to switch to the term “African Americans.”

Timed Essay—40 minutes

Read the passage carefully. Then write a well-organized essay in which you analyze how the speaker uses rhetorical strategies to reach his audience. Support your analysis with specific references to the passage.

Passage:

On April 24, Major W.S. Hancock, a Union General, issued a new proclamation appealing to the African American population of Washington, Maryland, and Virginia, for their help in the manhunt.

THE MURDER OF PRESIDENT LINCOLN.
APPEAL TO THE COLORED PEOPLE!
HEADQUARTERS MIDDLE MILITARY DIVISION

Washington, D.C., April 24, 1865

To the colored people of the District of Columbia and of Maryland, of Alexandria and the border counties of Virginia;

Your President has been murdered! He has fallen by the assassin and without a moment’s warning, simply and solely because he was your friend and the friend of our country. Had he been unfaithful to you and to the great cause of human freedom he might have lived. The pistol from which he met his death, though held by Booth, was fired by the hands of treason and slavery. Think of this and remember how long and how anxiously this good man labored to break your chains and to make you happy. I now appeal to you, by every consideration which can move loyal and grateful hearts, to aid in discovering and arresting his murderer. Concealed by traitors, he is believed to be lurking somewhere within the limits of the District of Columbia, of the State of Maryland, or Virginia. Go forth, then, and watch, and listen, and inquire, and search, and pray, by day and night, until you shall have succeeded in dragging this monstrous and bloody criminal from his hiding place....

Large rewards have been offered...and they will be paid for the apprehension of this murderer....But I feel that you need no such stimulus as this. You will hunt down this cowardly assassin of your best friend, as you would the murderer of your own father....

All information which may lead to the arrest of Booth, or Surratt, or Harold, should be communicated to these headquarters....

W.S. Hancock
Major General U.S. Volunteers
Commanding Middle Military Division

When the timer goes off and forty minutes has expired, put down your pen.

You should have used all forty minutes of the time. Even if you completed the essay before the timer stopped, you should have continued to work on your essay. If you have time, you should always re-read your essay with the point-and-read method. Do you have major or minor errors that need to be cleaned up? If you had still more time left, you should have gone back through the prompt again. Did you address all aspects of the question? Now that time is up, continue with ratiocination, if necessary, (see A-35). Do you have a clear thesis and assertion statements? Do you have supporting details from the text? Do you have at least twice as much commentary as detail? Do you have a closing paragraph in which you discuss message or meaning and relevance? Check your score according to the essay rubric (see A-29–30). Record your score and time on the “Essay Evaluation Tracking Chart” (see A-28). Also record any areas that you may need to work on in the space marked *Concerns-Areas to Improve*. When you have finished, you may check your responses with the key in the back of the appendix.

Additional Practice:

This is the final style analysis essay assignment. If you feel you need more practice with writing this type of essay, please see the pages in the appendix titled, “Additional Practice” (A-38–39).