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# Errata sheet for AP English Language and Composition

This document lists corrections and/or refinements made to the AP English Language and Composition Course and Exam Description since it was published in May of 2019.

## Corrections as of September, 2019

The item listed below has been corrected in the online version of the CED. Teachers can print out the individual page in order to update their printed CED binders.

- Revisions were made to the instructions for each of the three free-response questions in the Exam Information section of the Course and Exam Description. The instructions have been updated to align with the revised rubrics and scoring guidelines. The following pages are impacted by these revisions:
  - Free-response instructions (bullet points) on pages 111-112
  - Free-response instructions (bullet points) for sample exam questions on pages 123 and 125

Please note: the updated rubrics, scoring guidelines, student responses, and scoring commentaries can be found on the AP English Language and Composition [course page](#).

The multiple-choice section will include five sets of questions, as detailed below:

Set	Number of Questions Per Set	Skills Assessed
1	11–14	Reading skills (1,3,5,7)
2	11–14	Reading skills (1,3,5,7)
3	7–9	Writing skills (2,4,6,8)
4	7–9	Writing skills (2,4,6,8)
5	4–6	Writing skills (2,4,6,8)

## Section II: Free-Response

The second section of the AP English Language and Composition Exam includes three questions.

### FREE-RESPONSE QUESTION 1: SYNTHESIS

Free-response question 1 presents students with six to seven sources organized around a specific topic. Two of the provided sources are visual, including at least one quantitative source. The remaining sources are text-based excerpts containing about 500 words per source. Students are asked to write an essay that synthesizes material from at least three of the provided sources and develops their own position on the topic. This question assesses students' ability to do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

All Synthesis essay questions will be worded in a similar way. A sample question and the stable prompt wording are provided below.

#### Sample Question

Eminent domain is the power governments have to acquire property from private owners for public use. The rationale behind eminent domain is that governments have greater legal authority over lands within their dominion than do private owners. Eminent domain has been instituted in one way or another throughout the world for hundreds of years.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the notion that eminent domain is productive and beneficial.

### Stable Prompt Wording

The text in italics will vary by question, while the remainder of the prompt will be consistently used in all Synthesis essay questions.

*[Subject introduction]*.

Carefully read the following six sources, including the introductory information for each source.

Write an essay that synthesizes material from at least three of the sources and develops your position on *[specific subject from the introduction]*.

### FREE-RESPONSE QUESTION 2: RHETORICAL ANALYSIS

Free-response question 2 presents students with a passage of nonfiction prose of approximately 600 to 800 words. Students are asked to write an essay that analyzes the writer's rhetorical choices. This question assesses students' ability to do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

All Rhetorical Analysis essay questions will be worded in a similar way. A sample question and the stable prompt wording are provided below.

#### Sample Question

In 1997, then United States Secretary of State Madeleine Albright gave the commencement speech to the graduating class of Mount Holyoke College, a women's college in Massachusetts.

Read the passage carefully. Write an essay that analyzes the rhetorical choices Albright makes to convey her message that perseverance can make a difference.

#### Stable Prompt wording

The text in italics will vary by question, while the remainder of the prompt will be consistently used in all Rhetorical Analysis essay questions.

*[Background on the rhetorical situation]*. Read the passage carefully. Write an essay that analyzes the rhetorical choices *[the writer]* makes to *[develop/achieve/convey]* *[his/her]* *[argument . . . /purpose . . . /message . . .]*.

### FREE-RESPONSE QUESTION 3: ARGUMENT

Free-response question 3 presents students with a literary or rhetorical concept or idea. Students are asked to write an essay that argues their position using evidence. This question assesses students' ability to do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

All Argument essay questions will be worded in a similar way. A sample question and the stable prompt wording are provided on the following page.

## Section II: Free-Response

### Synthesis (Free-Response Question 1 on the AP Exam)

As the Internet age changes what and how people read, there has been considerable debate about the future of public libraries. While some commentators question whether libraries can stay relevant, others see new possibilities for libraries in the changing dynamics of today’s society.

Carefully read the [six sources](#), found on the AP English Language and Composition Classroom Resources Page, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the role, if any, that public libraries should serve in the future.

Source A (Kranich)

Source B (calendar)

Source C (Shank)

Source D (charts)

Source E (Siegler)

Source F (ALA)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

### Rhetorical Analysis (Free-Response Question 2 on the AP Exam)

In May 2012 former United States Secretary of State Condoleezza Rice, who was the first African American woman to hold that position, gave a commencement speech to the graduating class of Southern Methodist University, a private university in Dallas, Texas. The full speech, and a transcript are available on the Southern Methodist University website (<https://www.smu.edu/News/2012/commencement-Condoleezza-Rice-speech>). The relevant passage for analysis begins with the sentence “What do I mean by human progress?” and ends with the sentence “You see, things that seem impossible often seem inevitable in retrospect.” Read the passage carefully. Write an essay that analyzes the rhetorical choices Rice makes to convey her message to her audience.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

### **Argument (Free-Response Question 3 on the AP Exam)**

The late Barbara Jordan, a former United States representative, once warned, “[T]his is the great danger America faces—that we will cease to be one nation and become instead a collection of interest groups: city against suburb, region against region, individual against individual; each seeking to satisfy private wants.”

**Write an essay that argues your position on Jordan’s claim that “private wants” threaten national identity.**

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.