

## AP Language and Composition Summer Homework

**Rhetorical Terms Flashcards:** I am attaching a list of rhetorical terms, and I want you to create flashcards for each term.

**2017 AP Language and Composition Essays:** You are going to write three essays. Each one was one of the FRQs (Free Response Questions) from the 2017 AP test. I am attaching help sheets for you. The Rhetorical Analysis essay is often considered the most confusing, the Argument essay is considered the easiest, and the Synthesis essay is very much like a History DBQ (if you took AP World) or a mini research paper where the research is given to you. If you cannot figure it out I expect you to look up online how to write these essays. After all, I found some of the how to sheets I am giving you online. College Board has examples essays you can look at. These essays are going to serve as our first essay, the one we start with. By the end of next year you will be astounded by how much better your writing has become. So do not freak out if you feel like you did these wrong.

### Things to know:

- NO PERSONAL PRONOUNS IN THE RHETORICAL ANALYSIS (Question 2) AND SYNTHESIS ESSAY (Question 1)
- You may use them in the ARGUMENT (Question 3).
- Ideally you should read to the essay how to sheets, and then you should time yourself and give yourself 45-60 minutes to read the Rhetorical analysis prompt and write the essay. Do the same for the argument essay.
- The Synthesis essay is a little different. Give yourself about 20 minutes to go over the documents and then give yourself 45-60 minutes to write the essay.
- These essays can be handwritten.
- I am expecting you to try and time yourself, and get these done within an hour or so. Do not labor away for days on them. You cannot do that on the test, and so I do not expect you to do that on these one. They are practice.

**Due Dates:** All things need to be turned in or check off (the flash cards) by the first Friday of the school year.

Analogy/extended metaphor

Apophasis

Colloquialism

Conceit/metaphor

Juxtaposition

Litotes

Metonymy

Paradox (explain oxymoron)

Pathetic fallacy/personification

Synesthesia

Synecdoche

Wit

Anadiplosis

Anastrophe

Anthimeria

Antithesis

Aposiopesis

Apposition

Asyndeton vs. polysyndeton

Chiasmus (Antimetabole)

Circumlocution

Climax vs. anticlimax

Epanalepsis/symploce

Epistrophe

Hyperbaton

Loose vs. periodic sentence

Parataxis

Periphrasis

Polyptoton

Predicate Adjective vs. Predicate Nominative

Zeugma

Other terms you're expected to know:

Allusion

Ambiguity

Anecdote

Apostrophe

Euphemism

Hyperbole

Imagery (7 types)

Irony (3 types)

Pun

Rhetorical Question (see packet)

Alliteration/assonance/consonance

Anaphora

Parallelism

Parenthesis (& commas & dashes)

Ellipsis

## THE RHETORICAL ESSAY

"Rhetoric is the art of ruling the minds of men." (Plato)

- ☞ The Rhetorical Essay prompts always ask you to "analyze" the way the author uses some sort of writing device.
- ☞ Take careful note of whatever the prompt asks you to do: if you don't actually *answer the question*, the scorers will definitely take off points.
- ☞ Always read the introduction for the passage, because it will give you important context.
- ☞ Often, the passages will be linked to some period of (usually) American social, political, or cultural history. This may give you clues to the intended audience.
- ☞ Make sure to use your rhetorical analysis vocabulary.
- ☞ Use the précis (if it works for you) as the opener.

## THE ARGUMENT ESSAY

"Argument is to me the air I breathe. Given any proposition, I cannot help believing the other side and defending it." (Gertrude Stein)

- ☞ The argument essay is a chance to write what is, more or less, a personal essay making an argument in response to a prompt.
- ☞ Use examples from outside the passages -- real-life examples, whether personal, historical, or literary, are not only encouraged, but necessary.
- ☞ This essay is the space for you to demonstrate that you know how to write a persuasive argument and a well-organized piece of prose.
- ☞ Your prompt for the argument essay will be one of three basic types:
  - A quote from an author, asking you to agree, disagree, or agree with reservations.
  - A longer passage, asking you to analyze the argument.
  - Given an issue, you should make an argument for each side of an issue, and suggest a compromise.
- ☞ If you see the phrases "support, refute, or qualify" or "defend, challenge, or qualify" in the prompt, it means the prompt is asking whether you "agree, disagree, or agree with reservations."
- ☞ All questions ask you to "support with appropriate evidence" -- examples drawn from history, literature, current events, or your real life.
- ☞ The argument essay can be in whatever order you find most comfortable, but it should contain the following elements:
  1. Your interpretation of the issue at hand.
  2. A clear and strong thesis, which offers your argument.
  3. Examples which relate to both your argument and the original thesis -- definitely have two, try to have at least three.
  4. A conclusion, which ties up all of the examples.
- ☞ The thesis should pick one side and stick with it instead of flip-flopping.

## AP Language Essays Cheat Sheet

- ☞ The examples have to be "appropriate evidence."
- ☞ Feel free to pick examples that you feel passionate about.
- ☞ Make sure you know what your examples are all about.
- ☞ When you're writing your AP essays, try veering more towards the historical/scientific/political examples, and less towards last night's episode of *Gossip Girl*.

### THE SYNTHESIS ESSAY

"I always cheer up immensely if an attack is particularly wounding because I think, well, if they attack one personally, it means they have not a single political argument left." –  
(Margaret Thatcher)

- ☞ The synthesis essay prompt will give you a brief introduction to the central issue at hand, and then will tell you to create an argument or analysis and use the presented sources as support for your own argument or analysis.
- ☞ Make sure you're not summarizing the passages.
- ☞ You're given at least six different sources and asked to read and respond to them.
- ☞ They advise to use at least three; four, if you can do it without sacrificing quality or focus, is also good.
- ☞ A secret: this is really either a rhetorical analysis essay or an argument essay.
- ☞ The fifteen minutes of reading are to be used for reading over these sources, so before you can write a single word, you'll have a chance to familiarize yourself with the different sources and their arguments.
- ☞ As for writing the essays, again, they're very much like the other essays on the exam. If you're asked to analyze the sources, use a rhetorical approach; if you're used to make an argument, use the argument approach. The only difference is the type of sources you can use to back up your argument.
- ☞ Citations are a must. You will get points off if you don't cite your sources in this essay.
- ☞ Whenever you use a source, just put (Source \_\_) after a quote or reference to the passage. You are allowed to cite them as either Source A, B, C or Source (Name): if you cite by name, you won't accidentally confuse them.

2017

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# AP English Language and Composition

## Free-Response Questions

**2017 AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS**

**ENGLISH LANGUAGE AND COMPOSITION**

**SECTION II**

**Total Time—2 hours, 15 minutes**

**Question 1**

**Suggested reading and writing time—55 minutes.**

**It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

(This question counts for one-third of the total essay section score.)

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 following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay in which you develop a position on the role, if any, that public libraries should serve in the future.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

- Source A (Kranich)
- Source B (calendar)
- Source C (Shank)
- Source D (charts)
- Source E (Siegler)
- Source F (ALA)

Source A

Kranich, Nancy. Interview by Cecilia M. Orphan.  
*American Democracy Project Blog*. American  
Democracy Project, 4 January 2011. Web.  
27 June 2014.

*The following is an excerpt from an interview with Nancy Kranich, former president of the American Library Association (ALA), the main professional organization for librarians in the United States.*

An informed public constitutes the very foundation of a democracy; after all, democracies are about discourse—discourse among the people. If a free society is to survive, it must ensure the preservation of its records and provide free and open access to this information to all its citizens. It must ensure that citizens have the skills necessary to participate in the democratic process. It must allow unfettered dialogue and guarantee freedom of expression. All of this is done in our libraries, the cornerstone of democracy in our communities.

Benjamin Franklin founded the first public lending library in the 1730's. His novel idea of sharing information resources was a radical one. In the rest of the civilized world libraries were the property of the ruling classes and religion. The first significant tax-supported public libraries were organized in the mid-19<sup>th</sup> century, conceived as supplements to the public schools as well as “civilizing agents and objects of civic pride in a raw new country.” (Molz and Dain 1999, p. 3). . . . Sidney Ditzion (1947, p. 74) noted that late nineteenth century public libraries continued “the educational process where the schools left off and by conducting a people’s university, a wholesome capable citizenry would be fully schooled in the conduct of a democratic life.” By the 1920's, Learned (1924) popularized the idea of libraries as informal education centers, followed by an American Library Association (ALA) report establishing a Board on Library and Adult Education (Keith 2007, p. 244). During World War II, President Roosevelt (1942) equated libraries and democracy, heralding their role in creating an informed citizenry.

After the war, librarians joined civic groups, politicians, and educators to rejuvenate the democratic spirit in the country. The New York Public Library, describing itself as “an institution of education for democratic living” (“Library Bill of Rights” 1948, p. 285), led a nationwide program of discussions about the meaning of the American democratic tradition and actions on issues of local concern. These programs were described by Ruth Rutzen, Chair of ALA’s Adult Education Board, as ideal opportunities for libraries to assume a leadership role in their communities, proclaiming, “Let us all make our libraries active community centers for the spread of reliable information on all sides of this vital issue and for the encouragement of free discussion and action” (Preer 2008, p. 3). In 1952, ALA joined a national effort to increase voter turnout by distributing election information and organizing discussion groups and other activities in public libraries. . . . As civic programs evolved in libraries, “the group setting offered an experience of democracy as well as a consideration of it” (Preer 2001, p. 151). Just as important, libraries defined themselves as community spaces where citizens were encouraged to discuss important matters.

Repositioning libraries as informal civic learning agents fits the theory and practice of community inquiry conceived a century ago by John Dewey (1916). Dewey believed that people need the opportunity to share ideas through multiple media in order to understand and solve everyday problems together. To this formulation, libraries bring their role as boundary spanners. Whether face-to-face or virtual, libraries build learning communities that bring people with mutual interests together to exchange information and learn about and solve problems of common concern.

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Librarian of Congress Archibald Macleish (1940, p. 388) once avowed that “Librarians must become active not passive agents of the democratic process.” With renewed interest in promoting civic literacy and deliberative democracy around the country, libraries are poised to grasp this cause, build civic space, and reclaim their traditional role. As Dewey once wrote, “democracy needs to be reborn in each generation and education is its midwife” (1916, p. 22). If libraries are to fulfill their civic mission in the information age, they must find active ways to engage community members in democratic discourse and community renewal. For, as [political scientist Robert] Putnam has stated parsimoniously, “Citizenship is not a spectator sport” (2000, p. 342).

American Association of State Colleges & Universities (AASCU)



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**Source B**  
  
*Calendar of Events. Orland Park Public Library, June 2014. Web. 27 June 2014.*

*The following is an excerpt from an Illinois public library's calendar of events.*

**JUNE 2014**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<ul style="list-style-type: none"> <li>o All Day-Paws to Read Summer Reading Challenge</li> <li>o 9:00 AM-10:00 Books Before Kindergarten!</li> <li>o 1:00 PM-Paws to Read Summer Reading Kick-off Celebration!</li> </ul>	<ul style="list-style-type: none"> <li>o All Day-Junior Page Volunteer Program Registration Begins</li> </ul>	<ul style="list-style-type: none"> <li>o 9:30 AM-Stories at the Village of OP Sportsplex</li> <li>o 10:00 AM-Terrific Tales for Toddlers</li> <li>o 11:00 AM-Babies &amp; Books</li> <li>o 1:00 PM-Once Upon a Time</li> </ul>	<ul style="list-style-type: none"> <li>o 9:30 AM-Orland Township/Orland Cultural Center Senior Visits</li> <li>o 7:00 PM-Pilates with Melanie</li> </ul>	<ul style="list-style-type: none"> <li>o 10:00 AM-Toddler Art</li> <li>o 11:00 AM-Once Upon a Time</li> <li>o 6:30 PM-Night Owls Storytime</li> <li>o 7:00 PM-Microsoft Excel 2010 Part I</li> <li>o 7:00 PM Writer's Group for Adults</li> </ul>	<ul style="list-style-type: none"> <li>o 9:30 AM-Orland Township Senior Drop-in Visit</li> <li>o 10:00 AM-Stories at the Farmer's Market</li> <li>o 4:00 PM-(E=MC2) Environmental Club 2</li> <li>o 6:15 PM-Teen Inc.</li> <li>o 7:00 PM-Animal Figurine Craft Night</li> <li>o 7:00 PM-Cozy Corner Bedtime Storytime</li> <li>o 7:00 PM-Meet the Artist - Kathleen Garness - Cancelled</li> </ul>	<ul style="list-style-type: none"> <li>o All Day-July Computer Volunteers Registration Begins</li> <li>o 10:00 AM-Bright Starts Family Storytime</li> </ul>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<ul style="list-style-type: none"> <li>o 2:00 PM-Sunday Film Series: Edward, My Son</li> </ul>	<ul style="list-style-type: none"> <li>o 9:30 AM-Nursing Home Visits</li> <li>o 7:00 PM-Friends of the Orland Park Public Library Board Meeting</li> </ul>	<ul style="list-style-type: none"> <li>o 9:30 AM-Nursing Home Visits</li> <li>o 10:00 AM-Terrific Tales for Toddlers</li> <li>o 11:00 AM-Babies &amp; Books</li> <li>o 1:00 PM-Once Upon a Time</li> <li>o 6:30 PM-Family Dance Party</li> </ul>	<ul style="list-style-type: none"> <li>o 10:00 AM-Remember When with Autumn Leaves</li> <li>o 7:00 PM-Pilates with Melanie</li> </ul>	<ul style="list-style-type: none"> <li>o 10:00 AM-Music Makers</li> <li>o 11:00 AM-Once Upon a Time</li> <li>o 2:00 PM-Corduroy the Bear</li> <li>o 6:30 PM-Night Owls Storytime</li> <li>o 7:00 PM-Canine Basic Obedience Class</li> <li>o 7:00 PM-Microsoft Excel 2010 Part II</li> </ul>	<ul style="list-style-type: none"> <li>o 10:00 AM-Stories at the Farmer's Market</li> <li>o 11:30 AM-Library Ebooks for Kindle</li> <li>o 2:00 PM-Dig Those Divas Storytime</li> <li>o 4:00 PM-(E=MC2) Environmental Club 2</li> <li>o 7:00 PM-Book Appetit</li> <li>o 7:00 PM-Cozy Corner Bedtime Storytime</li> </ul>	<ul style="list-style-type: none"> <li>o 10:00 AM-Bright Starts Family Storytime</li> </ul>

Source C

Shank, Jenny. "What Is the Role of Libraries in the Age of E-Books and Digital Information?" *MEDIASHIFT: Your Guide to the Digital Media Revolution*. Public Broadcasting Service, 1 May 2012. Web. 27 June 2014.

The following is excerpted from an article on the Web site of the Public Broadcasting Service (PBS), the largest public-funded network in the United States.

A recent Pew Research Center report uncovered a digital divide in the use of e-books. People less likely to use e-books include Hispanics, those without a high school diploma, the unemployed, rural Americans, and those with household incomes of less than \$30,000.

[Michael] Crandall\* said, "Without libraries, the division would be even greater, since for many people they serve as the only access point for digital information and services. Our study of library computer use found that for 22 percent of library computer users (age 14 and older), the library was their only source for access to computers and the Internet. This would suggest that similar restricted access would apply to e-books without libraries in the mix."

[Jorge] Martinez noted that libraries are finding creative ways to meet demand despite budget challenges. "In Philadelphia they are placing equipment and trainers in community organizations to make these valuable services available to their patrons at these sites, even when their regular locations are closed due to budget cutbacks. In other places, they have recreated the old bookmobile as mobile digital centers that take training, computers and Internet access to parts of their communities where there are no [library] buildings."

A recent Op-Ed put out by the Knight, Gates, and MacArthur foundations cited several other innovative uses of library resources:

"Bookmobiles have been supplemented by mobile computer labs—visiting minority communities in St. Paul to teach digital literacy classes in Spanish, Hmong, and Somali, for example. In Dover, Mass., the library has installed QR codes around town that link signs at the market and playground to community information and services. Seattle Public Library offers live chats with librarians 24 hours a day getting answers to reference questions and live homework help."

It also mentioned an initiative at the main Chicago library called YOUmedia that "lets any teen with a city library card have in-house access to computers plus video and audio recording equipment to create their own content with the help of a mentor. At another YOUmedia space in Miami, workshops help teens think critically and creatively about their lives, by teaching them to publish an autobiographical digital story, or to visualize their favorite books."

[Samantha] Becker said, "Libraries are definitely in the middle of all this [digital] action, both working very hard to provide access to e-reading materials, as well as helping patrons enter into the e-reading marketplace by exposing them to e-reading devices through lending and device petting zoos and helping them learn to use new devices in classes and one-on-one sessions with librarians."

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Crandall said his study found that two-thirds of the library computer users asked a librarian for help in using the technology. “The ability to use the new technology may seem intuitive to many,” he said, “but clearly for many others it is not, and having a community resource that is able to help people understand how to use digital technology and information, and why they might want to use it to improve the quality of their lives is something that libraries have taken on as a transformation of their traditional mission.”

Martinez said the Knight Foundation’s library funding will focus on “innovative projects and leaders that help to show what the library of tomorrow should be.”

\* Crandall, Martinez, and Becker are library and information science researchers. Crandall and Becker are at the University of Washington; Martinez is with the Knight Foundation.

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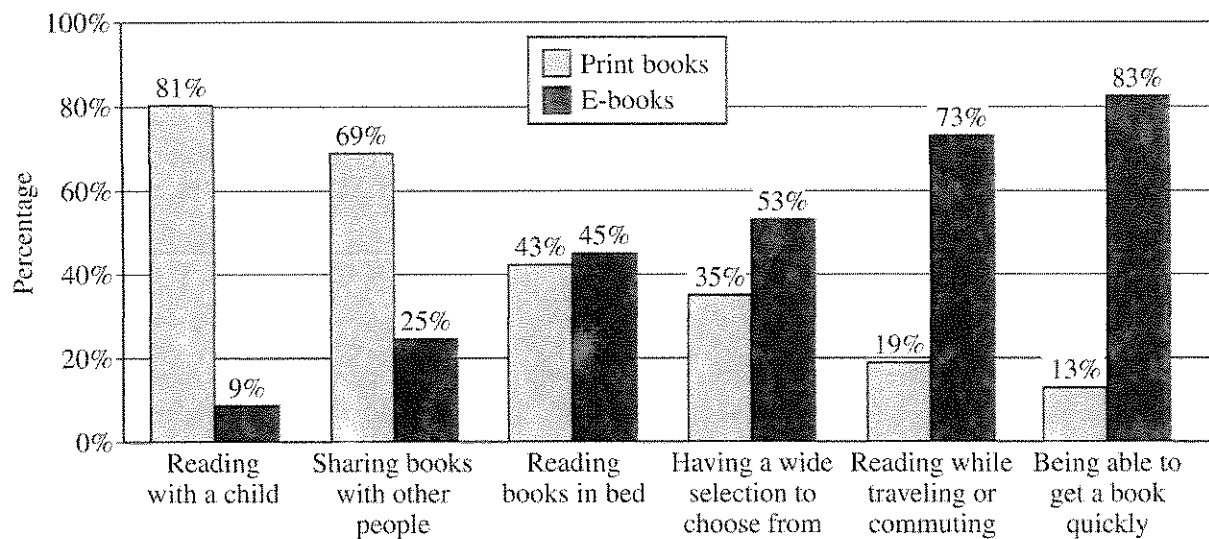
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**Source D**

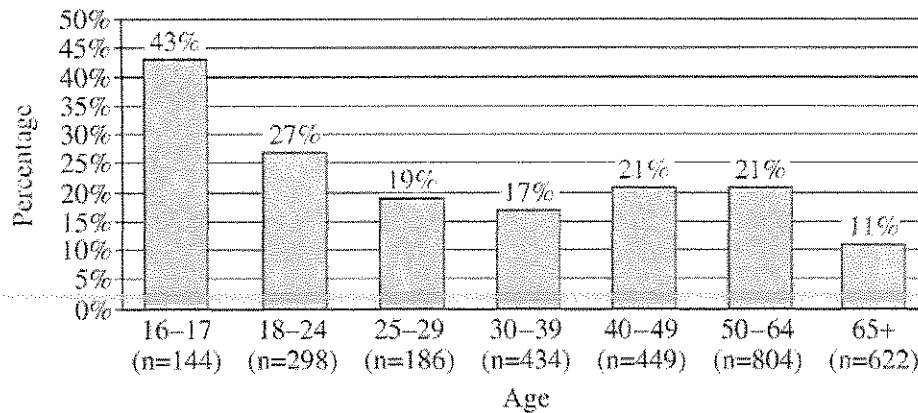
Rainie, Lee. "Libraries Transformed: Research on the Changing Role of Libraries." *Pew Research Internet Project*. Pew Research Center, 23 October 2012. Web. 27 June 2014.

The following charts were published in a report by the Pew Charitable Trust, a national research organization.

PERCENTAGE OF AMERICANS AGE 16 AND OVER WHO HAVE READ BOTH E-BOOKS AND PRINT BOOKS IN THE LAST TWELVE MONTHS



GOT HELP FROM A LIBRARIAN (AMONG LIBRARY USERS)



In this chart, n represents the number of people who were surveyed in each age group.

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Source E

Siegler, M. G. "The End of The Library." *TechCrunch*.  
TechCrunch, 13 October 2013. Web. 12 May 2016.

*The following is excerpted from an article posted on the Web site of an online publisher of technology industry news.*

It's hard for me to even remember the last time I was in a library. I was definitely in one this past summer in Europe—on a historical tour. Before that, I think it was when I was in college. But even then, ten years ago, the internet was replacing the need to go to a library. And now, with e-books, I'm guessing the main reason to go to a library on a college campus is simply because it's a quiet place to study. . . .

The point is, times have changed. And things continue to change with increasing speed. So where does that leave libraries?

Undoubtedly, some of the largest, most prestigious libraries will live on. But the people lurking in them may increasingly look like Gandalf in the bowels of Minas Tirith looking through the scrolls of Isildur.\*

Meanwhile, some other spaces currently known as libraries may live on as cultural and/or learning centers. Others like the notion of using libraries as some sort of newfangled technology demo pits. Tablets over here! 3D printers over here! One article even likened them to Apple Stores. . . .

All of these prospects for the future of libraries sound nice on paper (figuratively, not literally, of course). But I'm also worried that some of us are kidding ourselves. These theoretical places are not libraries in the ways that any of us currently think of libraries.

That's the thing: it seems that nearly everyone is actually in agreement that libraries, as we currently know them, are going away. But no one wants to admit it because calling for the end of libraries seems about as popular as the Dewey Decimal System.

It's almost like some people want to interpret anyone talking about the end of libraries as talking about the end of learning—and, by extension, the end of civilization. The reality is that learning has evolved. It's now easier than ever to look something up. And the connected world has far better access to basically infinitely more information than can be found in even the largest library—or all of them *combined*. This is all a good thing. A very good thing. Maybe the *best* thing in the history of our civilization. Yet we retain this romantic notion of libraries as cultural touchstones. Without them, we're worried we'll be lost and everything will fall apart.

So we're coming up with all these other ways to try to keep these buildings open. Co-working spaces! Media labs. Art galleries? We'll see. But it's impossible to see a world where we keep libraries open simply to pretend they still serve a purpose for which they no longer serve.

I'm sorry I have to be the one to write this. I have nothing but fond memories of libraries from my youth. Of course, I also have fond memories of bookstores. And we all know how that has turned out. . . .

\* Gandalf is a fictional wizard and Isildur a fictional king in J. R. R. Tolkien's "Middle-earth" stories and novels. Minas Tirith is a fictional city and castle located in Middle-earth.

Techcrunch.com

Source F

American Library Association. *The 2012 State of America's Libraries Report*. American Library Association, April 2012. Web. 27 June 2014.

*The following is excerpted from a report by the American Library Association.*

**Libraries persevere through cumulative, ongoing funding cuts**

Overall, funding for public libraries continues to be suppressed in 2011–2012 budgets, with 5% more states reporting decreased state funding for public libraries than in 2010–2011. The cumulative impact of cuts to public library funding at the state and local levels since 2008–2009 has led public libraries to continuous budget-rebalancing and tough choices regarding continuity of services.

An online survey of chief officers of state library agencies in November 2011 elicited responses from 49 of 50 states and the District of Columbia. Among the findings:

- Twenty-three states reported cuts in state funding for public libraries from 2010–2011 to 2011–2012. For three years in a row, more than 40% of participating states have reported decreased public library funding.
- Only two states reported increased funding, but one did so with a caveat. This state had experienced two cuts the previous year, followed by a legislative action to reset its program to a lower funding level.
- Seven states and the District of Columbia do not provide state funding.
- Sixteen states reported there had been no change in funding from 2010–2011 to 2011–2012.
- Only nine states anticipated decreased funding for 2012–2013 — 21% of last year's respondents, compared with 37% of the previous year's. That may be the light at the end of the tunnel . . . or a train coming.

Used with permission from the American Library Association. [www.ala.org](http://www.ala.org)

## Question 2

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

The passage below is the opening to a speech made in 1960 by American journalist and politician Clare Boothe Luce to journalists at the Women’s National Press Club. In this speech, Luce went on to criticize the tendency of the American press to sacrifice journalistic integrity in favor of the perceived public demand for sensationalist stories. Read the passage carefully. Then, in a well-developed essay, analyze *how* Luce uses this introduction to prepare the audience for her message. Support your analysis of her rhetoric with specific references to the text.

I am happy and flattered to be a guest of honor on this always exciting and challenging occasion. But looking over this audience tonight, I am less happy than you might think and more challenged than you could know. I stand here at this rostrum invited to throw rocks at you. You have asked *me* to tell *you* what’s wrong with *you*—the American press. The subject not only is of great national significance but also has, one should say, infinite possibilities—and infinite perils to the rock thrower.

For the banquet speaker who criticizes the weaknesses and pretensions, or exposes the follies and sins, of his listeners—even at their invitation—does not generally evoke an enthusiastic—no less a friendly—response. The delicate art of giving an audience hell is always one best left to the Billy Grahams and the Bishop Sheens.\*

But you are an audience of journalists. There is no audience anywhere who should be more bored—indeed, more revolted—by a speaker who tried to fawn on it, butter it up, exaggerate its virtues, play down its faults, and who would more quickly see through any attempt to do so. I ask you only to remember that I am not a volunteer for this subject tonight. You asked for it!

For what is good journalism all about? On a working, finite level it is the effort to achieve illuminating candor in print and to strip away cant. It is the effort to do this not only in matters of state, diplomacy, and politics but also in every smaller aspect of life that touches the public interest or engages proper public curiosity. It is the effort to explain everything from a summit conference to why

the moon looks larger coming over the horizon than it does when it has fully risen in the heavens. It is the effort, too, to describe the lives of men—and women—big and small, close at hand or thousands of miles away, familiar in their behavior or unfamiliar in their idiosyncrasies. It is—to use the big word—the pursuit of and the effort to state the truth.

No audience knows better than an audience of journalists that the pursuit of the truth, and the articulation of it, is the most delicate, hazardous, exacting, and *inexact* of tasks. Consequently, no audience is more forgiving (I hope) to the speaker who fails or stumbles in his own pursuit of it. The only failure this audience could never excuse in any speaker would be the failure to try to tell the truth, as he sees it, about his subject.

In my perilous but earnest effort to do so here tonight, I must begin by saying that if there is much that is wrong with the American press, there is also much that is right with it.

I know, then, that you will bear with me, much as it may go against your professional grain, if I ask you to accept some of the good with the bad—even though it may not make such good copy for your newspapers.

For the plain fact is that the U. S. daily press today is not inspiringly good; it is just far and away the best press in the world.

\* Billy Graham, an American Christian evangelist, and Fulton John Sheen, an American Catholic archbishop, both became renowned for their religious oratory. Their speeches were widely broadcast on radio and television.

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**Question 3**

**Suggested time—40 minutes.**

(This question counts for one-third of the total essay section score.)

The passage below is an excerpt from *Empire of Illusion* by Chris Hedges. Read the passage carefully. Then write an essay in which you develop a position on Hedges' argument that "the most essential skill . . . is artifice." Use appropriate, specific evidence to illustrate and develop your position.

The most essential skill in political theater and a consumer culture is artifice. Political leaders, who use the tools of mass propaganda to create a sense of faux intimacy with citizens, no longer need to be competent, sincere, or honest. They need only to appear to have these qualities. Most of all they need a story, a personal narrative. The reality of the narrative is irrelevant. It can be completely at odds with the facts. The consistency and emotional appeal of the story are paramount. Those who are best at deception succeed. Those who have not mastered the art of entertainment, who fail to create a narrative or do not have one fashioned for them by their handlers, are ignored. They become "unreal."

An image-based culture communicates through narratives, pictures, and pseudo-drama.

**STOP**

**END OF EXAM**