

AP English Language and Composition Free-Response Questions

Question 1: Synthesis Essay

Directions: The following prompt is based on the accompanying sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. Synthesis refers to combining the sources and your position to form a cohesive, supported argument and accurately citing sources. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect citations.

Introduction

The concept of “home” is fundamental to our understanding of who we are, as individuals and as a society. Some argue that our physical location is what dictates “home,” and we should actively foster geographic continuity and a sense of “place.” Others argue that “home” is, rather, a state of mind, and that we are better served when we move and migrate to situations that are more advantageous to us and our families.

Assignment

Read the following sources (including the introductory information) carefully. **Then, write an essay in which you develop a position on whether it is more advantageous (for the individual and/or the community) to physically relocate frequently or to remain for long periods in one place.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (Sanders)

Source B (Homeward)

Source C (The Great Migration Map)

Source D (Motley)

Source E (Rogers and Brooks)

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LeGrand Drew M Loewe Mark Garrett Longaker Cindy Moore Peggy O Neill Chongwon Park Louise Wetherbee Phelps Mary Rist Valerie Ross John J Ruszkiewicz Eileen E Schell Madeleine Sorapure Chris Thaiss Patrick Wehner Jamie White Farnham Carl Whithaus Traci A Zimmerman International Perspectives on Creative Writing in Second Language Education Bee Chamcharatsri, Atsushi Iida, 2022-02-10 This volume explores the instructional use of creative writing in secondary and post secondary contexts to enhance students language proficiency and expression in English as a second or foreign language ESL EFL Offering a diverse range of perspectives from scholars and practitioners involved in English language teaching ELT globally *International Perspectives on Creative Writing in Second Language Education* tackles foundational questions around why fiction and creative writing have been traditionally omitted from ESL and EFL curricula By drawing on empirical research and first hand experience contributors showcase a range of creative genres including autobiography scriptwriting poetry and e Portfolios and provide new insight into the benefits of second language creative writing for learners language proficiency emotional expression and identity development The volume makes a unique contribution to the field of second language writing by highlighting the breadth of second language users throughout the world and foregrounding links between identity learning and ESL EFL writing This insightful volume will be of particular interest to postgraduate students researchers and academics in the fields of ESL EFL learning composition studies and second language acquisition SLA Those with a focus on the use of creative writing in classrooms more broadly will also find the book of interest

Writing with Students Lucy Macnaught, 2024-08-08 Beginning with a review of the theory and pedagogic practices that have been influential in English for Academic Purposes EAP contexts this book examines the practice of joint construction in a genre based approach to literacy pedagogy It investigates how teachers guide students to co construct a text drawing attention to the contested rationale for teachers taking a leading role when writing collaboratively with their students Informed by systemic functional linguistics the book puts forward an accessible approach to the analysis of classroom discourse that centres on the dynamic mediation of meaning Through examples of classroom interaction involving international students who are studying EAP and specifically as preparation for university entrance it illuminates how classroom metalanguage and the organisation of classroom talk enables teachers to guide but not provide wording metalanguage also enables students to critique and justify their choices as they try out new academic language modify and improve their writing

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 Princeton Review (Firm),2013-09-03 If a student needs to know it it s in these books Includes comprehensive glossaries of key terms practical targeted advice for writing high scoring essays updated strategies that reflect the AP test scoring change and practice exams **Neurobiology of Language** Gregory Hickok,Steven L. Small,2015-08-15 Neurobiology of Language explores the study of language a field that has seen tremendous progress in the last two decades Key to this progress is the accelerating trend toward integration of neurobiological approaches with the more established understanding of language within cognitive psychology computer science and linguistics This volume serves as the definitive reference on the neurobiology of language bringing these various advances together into a single volume of 100 concise entries The organization includes sections on the field s major subfields with each section covering both empirical data and theoretical perspectives Foundational neurobiological coverage is also provided including neuroanatomy neurophysiology genetics linguistic and psycholinguistic data and models Foundational reference for the current state of the field of the neurobiology of language Enables brain and language researchers and students to remain up to date in this fast moving field that crosses many disciplinary and subdisciplinary boundaries Provides an accessible entry point for other scientists interested in the area but not actively working in it e g speech therapists neurologists and cognitive psychologists Chapters authored by world leaders in the field the broadest most expert coverage available **Composing Social Identity in Written Language** Donald L. Rubin,2013-09-13 This volume constitutes a unique contribution to the literature on literacy and culture in several respects It links together aspects of social variation that have not often been thus juxtaposed ethnicity nationality gender and participant role relations The unifying theme of this collection of papers is that all of these factors are aspects of writers identities identities which are simultaneously expressed and constructed in text The topic of social identity and writing can be approached from a variety of scholarly avenues including humanistic critical and historical perspectives The papers in the present volume make reference to and contribute to such humanistic perspectives however this book lies squarely within the tradition of social science It draws primarily upon the disciplines of linguistics discourse analysis anthropology social and cognitive psychology and education studies The constituent topics of social identity style and writing themselves lie at the intersections of several related fields of scholarship Writing remains of peak interest to educators from many fields and is still a hot topic The instructional ramifications of the particular issues addressed in this volume are of vital concern to educational systems adjusting to the realities of our multicultural society This publication therefore should attract a substantial and diverse readership of scholars educators and policymakers affiliated with many fields including applied linguistics composition and rhetoric communication studies dialect studies discourse analysis English composition English

language arts education ethnic studies language behavior literacy sociolinguistics stylistics women s studies and writing research and instruction **Realities and Aspirations for Asian Youth** Suzanne Naafs, Tracey Skelton, 2020-06-09 This comprehensive volume explores the remarkable expansion of higher education systems and institutions in Asia in recent decades alongside changing forms of consumerism mobility and global economic conditions It demonstrates how recent changes in training education and employment have sparked new aspirations for possible and desirable livelihoods among the younger generation while also generating fresh problems and tensions The authors in this volume critically interrogate the links between education and employment normative understandings about youth and adulthood as well as personal national and regional level aspirations for economic success Comparative chapters on Cambodia China Hong Kong India Indonesia Japan Laos Nepal Singapore and Taiwan illustrate how young people are having to forge innovative pathways into the future while being confronted with ever increasing insecurities Offering important insights into the kinds of education and employment landscapes that Asian youth are navigating reworking or trying to avoid this collection is an essential reference for students and scholars of Asian Studies Cultural Anthropology Development Studies Human Geography and Youth Studies This book was originally published as a special issue of the journal *Children s Geographies* The Politics of English Second Language Writing Assessment in Global Contexts Todd Ruecker, Deborah Crusan, 2018-04-17 Reflecting the internationalization of the field of second language writing this book focuses on political aspects and pedagogical issues of writing instruction and testing in a global context High stakes assessment impacts the lives of second language L2 writers and their teachers around the world be it the College English Test in China Common Core aligned assessments in the U S English proficiency tests in Poland or the material conditions such as access to technology training and other resources affecting a classroom With contributions from authors working in ten different countries in a variety of institutional contexts the chapters examine the uses and abuses of various writing related assessments and the policies that determine their form and use Representing a diverse range of contexts methods and disciplines the authors jointly call for more equitable testing systems that consider the socioeconomic psychometric affective institutional and needs of all students who strive to gain access to education and employment opportunities related to English language proficiency

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