



ELA Virtual Learning

AP Language and Composition Synthesis

May 19, 2020



AP Language & Composition

Lesson: May 19, 2020

Objectives:

1. Create and sustain original arguments based on information synthesized from provided sources.
2. Evaluate and incorporate sources into your own argument.
3. Analyze images and other multimodal texts.
4. Demonstrate control of standard written English as well as stylistic maturity.

Before you begin

Before you continue the lesson you started yesterday, consider the questions below.

- Some students don't pay much attention to scoring rubrics they are given, but this is a mistake. Why? How are rubrics helpful?
- Are you able to identify the scoring criteria on the rubric the College Board uses to score synthesis essays?
- Before continuing today's lesson, take a few minutes and review the scoring rubric for the synthesis essay. Click [here](#) (read pages 2-4).

Before you begin

Before you continue the lesson you started yesterday, consider the questions below.

- Some students don't pay much attention to scoring rubrics they are given, but this is a mistake. Why? How are rubrics helpful?
 - Rubrics can clarify expectations
 - Rubrics can help you understand how your work will be evaluated
 - Rubrics can help you self-assess your work



Before you begin

After reviewing the rubric

- **To earn the point for your thesis, what do you need to include, and what do you need to avoid doing?**
- **Will you lose the point for your thesis if it is more than one sentence?**
- **How many sources should you include in your writing?**
- **To earn the point for “sophistication,” what do you need to focus on in the sources?**



Before you begin

After reviewing the rubric

- To earn the point for your thesis, what do you need to include, and what do you need to avoid doing? **A clear and defensible position; avoid simply stating there are pros and cons**
- Will you lose the point for your thesis if it is more than one sentence? **No, as long as you've met the other criteria.**
- How many sources should you include in your writing? **3 (but include 4 in case you don't use one of the sources very well)**
- To earn the point for “sophistication,” what do you need to focus on in the sources? **Specific words and details.**



Today's Lesson

Read and critique a student's synthesis essay using the sources you read and made notes about yesterday. The student's essay is from a previous exam and has been scored by the College Board.

- To successfully critique the student's essay, you first need to read and understand the sources, which was the purpose of yesterday's lesson.**
- Today you will critique the student's essay (the purpose of reviewing the scoring rubric) and identify specific things the student needs to do to improve. You should keep these things in mind as you complete your own writing later this week.**



Practice

Read and critique the essay a student wrote using the sources you read yesterday and that addresses the prompt (the prompt is on page two of the sources PDF).

- Click [here](#) to read the student's essay, 1C (begin reading on page 13).
- To critique the essay, complete [this handout](#).
- *If you need to access the six sources (pages 2-8), click [here](#).*
- *If you need to access the notes handout from yesterday, click [here](#).*



Check your work

The commentary below was provided by AP scorers (click [here](#) for original source). When critiquing the essay, did you identify some of the same points/areas that need to be improved?

- The essay develops a seemingly clear but inadequately developed position that the “most important factor when it comes to consideration about wind turbines when establishing a wind farm would be potential cost, the amount of power it can produce and health issues that come along with that technology.”
- The response attempts to synthesize Sources B and F in the second paragraph, but the link between the argument and the sources is weak (e.g., “When it comes to energy humans want it out the moment they need it so to support that we need wind turbines that produce a lot of energy”).



Check your work

Continued...

- The essay presents simplistic explanations that are not sufficient or convincing enough to adequately develop the position (e.g., “turbines will be great for society because it will only cost \$97/MWh while producing electricity” and “[p]eople can move to places like Texas where people appreciate wind power and aren’t that close to wind turbines”).
- Additionally, the response demonstrates a misunderstanding of what wind turbines are and how they work (i.e., “This innovation is used to capture natural wind in high altitudes of earths atmosphere”). The prose does generally convey the student’s ideas, but it is inconsistent in its control of the elements of effective writing (e.g., “Wind turbines are pretty loud when it comes to producing electricity because of it low frequencies, it can potentially harm people’s vital organs like our brain”).



We hope the past two days have helped serve as a refresher for synthesis writing. We also hope you found it beneficial to review the scoring criteria as well as to critique an example essay and understand how to improve it before completing your own synthesis writing this week.