AP Language (Ables)

How to Earn the Seemingly Elusive “Sophistication” point

Your essay MUST HAVE or BE the following:

- **Correct spelling** (give yourself time to reread your essay before turning it in)
- **Varying sentence structure (syntax)**
  - Thoughtfully navigate and include both simple, compound and complex sentences as rhetorically necessary and most effective to convey your assertion, claims and analysis:
    - **Simple** = one independent clause (subject + predicate) with no subordinate clauses (function as a sentence (subject + predicate) but cannot stand alone as complete sentences)
      - i.e. “Spring comes in like a lion and goes out like a lamb.” OR “Without a passport, Eva could not visit her grandparents in Hungary.”
    - **Compound** = two or more independent clauses with no subordinate clauses. Usually, the clauses are joined with a comma and coordinating conjunction (and, or, so, for, yet, nor, but, ;)
      - i.e. “The car broke down, but a rescue van arrived within minutes.” OR “A shark was spotted near shore; people left immediately.”
    - **Complex** = one independent clause with one or more subordinate clauses
      - i.e. “The pitcher who won the game is a rookie.”
        - “who won the game” is the subordinate clause
      - i.e. “If you leave late, take a cab home.”
        - “if you leave late” is the subordinate clause
- **The elimination or significant reduction of pronouns** (a word used in place of a noun)
  - personal pronouns (I, me, you, her, him, we, us, they, them)
  - possessive pronouns (mine, its, his, hers, your, ours, theirs)
  - intensive or reflexive pronouns (himself, themselves, herself, myself)
  - relative & interrogative pronouns (who, whom, whose, which, that)
  - demonstrative pronouns (this, that, these, those)
  - indefinite pronouns (all, everyone, nobody, each, everyone, something, nothing, everything, etc.)
  - reciprocal pronouns (each other, one another)
- **Written formally** (third person — no “I” (1st), or “you” (2nd))
- **Strong ACTIVE verbs**
  - PASSIVE — The pumps were destroyed by a surge of power.
  - ACTIVE — A surge of power destroyed the pumps.
- **The Elimination of filler or weak words:**
  - All pronouns mentioned above
  - “be” verbs — is, are, was, were
    - i.e. A surge of power was responsible for the destruction of the pumps.
  - Weak verbs — get, make, go, find out, went, got, give out
  - Weak adjectives or adverbs — very, really, etc.
Your essay NEEDS to Have One or More of the Following:

- A proven complex thesis
  
  o Avoid a vague general thesis — *Mapping the human genome has many implications for health and science.*
  
  o Instead, create original subtopics for your original topic — *Although scientists can now detect genetic predisposition for specific disease, policymakers should establish guidelines about whom to test and under what circumstances.*

- Show in-depth understanding of the topic being addressed beyond the text.
- Include the opposition respectfully and accurately followed by an effective refutation.
- Acknowledge the complexity of the topic clearly and accurately.
- Effective use of rhetorical strategies to strengthen the argument
  
  o Utilize any of the rhetorical strategies shared in class or on the rhetorical triangle (diction, tone, syntax, appeals, any of the rhetorical devices – anaphora, connotation, enumeration, zeugma, etc.)

- A prose style utilizing vivid and precise diction which accurately addresses the audience providing convincing and appropriate content.