

# AP Language and Composition

## Summer Reading/Writing Assignment

Welcome to AP Language and Composition! This year, we focus on the power of language and how it influences society. To get started:

1. **Select and read a non-fiction memoir, autobiography, or biography.** Your parents must sign a note, approving the book. You may select something different if you receive prior approval from one of the AP Lang teachers: Becker or Perraud.
2. **Compose an AP-style analysis essay** of 2-4 typed pages in MLA format that responds to the assignment prompt below. If additional help is needed, e-mail one of the following: Ms. Becker ([jbecker@aacps.org](mailto:jbecker@aacps.org)); Mr. Perraud ([sperraud@aacps.org](mailto:sperraud@aacps.org)).

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### ASSIGNMENT PROMPT

Read your book carefully. Then write a well-developed essay in which you show how effectively the author achieves his or her purpose. Identify the author's primary mode(s) of discourse and consider such rhetorical elements as diction, imagery, syntax, structure, tone, selection of details, connotation, repetition, symbolism, juxtaposition, logos, ethos, pathos, etc.

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### Requirements

- Your thesis should be stated directly in your introduction and be proven throughout your body paragraphs.
  - You must use **at least one quotation** from the book **in each of the body** paragraphs to support your ideas and use correct MLA parenthetical citation.
  - The paper should be 2-4 pages typed.
  - The paper must be typed in Times New Roman 12- point font and double-spaced.
  - The paper must have a title... do not underline it or put it in quotes.
  - Deductions will be made for the following errors:
    - o Summarizing what the book (focus in AP Lang is on *how* and *why*, not *what*)
    - o Use of 1st and 2nd person pronouns
    - o Use of slang and non-specific words (thing, guy, a lot, kid, etc.)
    - o Misuse of conventions: grammar, spelling, usage, and typing errors
    - o Misuse of MLA style: not underlining or italicizing book titles, etc.
3. **Use the AP Scoring Rubric** (see page 2) as a guide.
  4. **Turn in** the second day of class.
  5. **Be prepared** to use your ideas **on the FIRST day of class.**

# AP LANG AND COMP SCORING GUIDELINES

\* For the purposes of scoring, *analysis* refers to identifying features of a text and explaining how the author uses these to develop meaning or to achieve a particular effect or purpose.

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**9 Very Effective (A)** Essays earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially sophisticated in their analysis, thorough in their development, or impressive in their control of language.

**8 Effective (B+)** Essays earning a score of 8 **effectively** analyze the rhetorical strategies the author uses to achieve his or her purpose. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7 Adequate (B)** Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

**6 Adequate (C+)** Essays earning a score of 6 **adequately** analyze the rhetorical strategies the author uses to achieve his or her purpose. The analysis includes evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. It may contain lapses in diction or syntax, but generally the prose is clear.

**5 Nearly- Adequate (C-)** Essays earning a score of 5 analyze the rhetorical strategies the author uses to achieve his or her purpose. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

**4 Inadequate (D+)** Essays earning a score of 4 **inadequately** analyze the rhetorical strategies the author uses to achieve his or her purpose. These essays may misunderstand the passage, misrepresent the strategies used, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

**3 Inadequate (D-)** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the rhetorical strategies the author uses. They are less perceptive in their understanding of the passage or the strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

**2 Little Success (E)** Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies the author uses. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

**1 Little Success (E)** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

**0 No Success** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

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Please sign and have your parent/guardian sign this assignment sheet and turn it in with your paper.

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(parent/guardian) (date)

\_\_\_\_\_  
(student signature) (date)