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); Mr. Perraud (sperraud@aacps.org).

   __________________________________________________________________________________

   **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.

   __________________________________________________________________________________

   **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:
     - Summarizing what the book (focus in AP Lang is on how and why, not what)
     - Use of 1st and 2nd person pronouns
     - Use of slang and non-specific words (thing, guy, a lot, kid, etc.)
     - Misuse of conventions: grammar, spelling, usage, and typing errors
     - 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.
* 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.

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 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.

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

(\text{parent/guardian}) (\text{date})

(\text{student signature}) (\text{date})
“NON FICTION”: the branch of literature comprising works of narrative prose dealing with or offering opinions or conjectures upon facts and reality, including biography, history, and the essay (opposed to fiction and distinguished from poetry and drama) (Dictionary.com).

College Board recommends that AP Language and Composition students read extended non-fiction texts, focusing, not only on topics and purpose, but on the structure and development of the writer’s argument or viewpoint. The following is a list of authors, many suggested by College Board, others from published lists of significant non-fiction. Students are NOT required to select a summer reading book from this list. However, ALL students, whether they select from the list or not, MUST submit a parent permission form (a handwritten note is acceptable) for the non-fiction book selected.

Baldwin, James. The Fire Next Time
Bernstein, Carl. All the President’s Men
Bragg, Rick. It's All Over but the Shouting
Carson, Rachel. Silent Spring
Chernow, Ron. Hamilton
Darwin, Charles. On the Origin of Species
Einstein, Albert. Relativity
Gladwell, Malcolm. The Tipping Point
Hawkins, Stephen. A Brief History of Time
Hillenbrand, Laura. Seabiscuit: An American Legend
Hillenbrand, Laura. Unbroken
Lewis, Michael. Moneyball
Levitt, Stephen D. & Dubner, Stephen J. Freakonomics
McDougal, Christopher. Born to Run
Skloot, Rebecca. The Immortal Henrietta Lacks
Thoreau, Henry David. Walden
Wollstonecraft, Mary. A Vindication of the Rights of Women
Woolf, Virginia. A Room of Our Own
Wright, Richard. Black Boy

"nonfiction” Dictionary.com Unabridged. Random House, Inc. 3 May. 2017. WEB.