

## AP LANGUAGE AND COMPOSITION SUMMER READING

Select a nonfiction book that is approved by your parent or guardian, asking them to write and sign a permission note that includes title and author. After reading the book, **write a well-developed essay in which you analyze the rhetorical choices the author makes to convey his or her message to the audience.** You may analyze the book as a whole or select a specific section to analyze. *Be sure to explain the effects the author achieves by using specific choices, the choices' relevance to the book's audience, and how that specific choice (and/or section) functions towards the author's purpose and desired outcome.* Do not summarize the book.

### Suggestions:

Hamilton (Ron Chernow)  
On the Origin of Species (Charles Darwin)  
Grant (Ron Chernow)  
Killer Angels (Michael Shaara)  
Walden (Henry David Thoreau)  
*Unbroken (Laura Hillenbrand)*  
*The Revenge of Analog (David Sax)*  
*Born a Crime (Trevor Noah)*  
*Fever Pitch (Nick Hornby)*  
Killers of the Flower Moon (David Grann)  
Black Boy (Richard Wright)  
Silent Spring (Rachel Carson)  
Autobiography of Malcolm X (Alex Haley)  
A Brief History of Time (Stephen Hawking)  
*I Am Zlatan Ibrahimovic (Zlatan Ibrahimovic)*  
The Double Helix (James Watson)  
*The Last Thousand (Jeffrey Stern)*  
*American Fire (Monica Hesse)*  
It's All Over but the Shouting (Rick Bragg)  
*Michael Jordan: The Life (Roland Lazenby)*  
Galileo's Daughter (Dava Sobel)  
Hillbilly Elegy (JD Vance)

Student Name \_\_\_\_\_

### Independent Reading Approval Form

**Student Agreement:**

I have chosen a non-fiction book that is appropriate for me. I understand that I will have to read this book and complete multiple assignments including, but not limited to, formal essays. My signature below verifies that I agree to these terms and that prior to today, I have not read the book listed below.

Title/Author \_\_\_\_\_

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

**Parent Agreement:**

My signature below verifies that I approve my child's choice for the Independent Reading project. If I have concerns about the appropriateness of my child's choice, I will require my student to choose another nonfiction book.

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(parent/guardian signature) \_\_\_\_\_ (date) \_\_\_\_\_

## **AP Language and Composition Scoring Rubric**

### **9 (A+)**

Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their explanation and argument, demonstrating particularly impressive control of language. MLA style is followed.

### **8 (A)**

Essays earning a score of 8 respond to the prompt effectively. The student identifies his or her claim, effectively supporting his or her point with appropriate and highly effective evidence. The evidence and organization of details persuades the reader. The prose demonstrates an ability to control the elements of effective rhetorical strategies but is not necessarily flawless. MLA style is followed.

### **7 (B+)**

Essays earning a score of 7 fit the description of Essays that are scored a 6 but provide a more complete explanation and argument, which demonstrates mature rhetorical strategies. MLA style is followed.

### **6 (B)**

Essays earning a score of 6 respond to the prompt adequately. The student identifies his or her claim, adequately supporting their point with evidence. The reader is somewhat persuaded and might decide to keep a more open-mind regarding the topic. The essay contains lapses in the use of rhetorical strategies, but generally the ideas are clear. MLA style is followed.

### **5 (C+)**

Essays earning a score of 5 identify the student's claim, supporting their point with evidence. The evidence and organization of details, however, is haphazard, uneven, or inconsistent. Although the student's ideas are conveyed, the use of structure is weak, containing possible logical fallacies. The reader is confused but considers keeping an open-mind regarding the topic. MLA style is nearly followed.

### **4 (C)**

Essays earning a 4 respond to the prompt inadequately. The student does not clearly and directly identify his or her claim. The evidence is insufficient or contains certain logical fallacies. Control of language or use of rhetorical strategies may be missing. Persuasion is ineffective: the reader is offended or now too confused about the topic.

### **3 (D+)**

Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in conveying its point, the student's perspective about a claim. Support is weak; logical fallacies are used. Control of language or use of rhetorical strategies is missing. Persuasion is ineffective: the reader is offended or now too confused about the topic.

### **2 (D)**

Essays are too simplistic and/or do not respond to the prompt.

