

Summer Reading Assignment 2022-2023 AP English Language and Composition

Welcome to AP English Language and Composition! This is a college-level course focused on the writing process and on analyzing nonfiction texts. This class requires you to delve deeply into true-life readings, to question the writer's intention and bias, and to grapple with complex, contemporary issues. Please note that some of the titles in this course depict mature and/or controversial topics appropriate to college-level discourse.

This summer reading assignment is designed to give you an introduction to the type of reading and thinking you will experience throughout the course. You can acquire your books from the Mahwah Public Library, Barnes and Noble, Amazon, or another bookstore. If there are concerns about obtaining the books, please contact your current English teacher before the end of the school year.

Over the summer, students entering AP Language will complete the following:

1. **Read *The Anthropocene Reviewed* by John Green.** Once the school year begins, there will be class discussions, a writing piece, and/or a test based on this book. While there is no formal assignment for this text over the summer other than reading, you are welcome to take notes on his style (aligned with the below assignment topics) and themes for your own benefit.

2. **Read ONE of the following three options:**
 - *Into the Wild* by Jon Krakauer
 - *A Walk in the Woods* by Bill Bryson
 - *Wild* by Cheryl Strayed

3. **Complete an analysis assignment on your book of choice.** Write one substantial paragraph in response to EACH of the below bulleted topics (five paragraphs total). Use TWO TO THREE PROPERLY CITED QUOTES to support your opinion in each response. Once the school year begins, there will also be class discussions, a writing piece, and/or a test based on your selected book.
 - What is the author's overall *purpose* in writing this text? What is the author hoping to accomplish by putting this text out into the world? What type of evidence does he/she use as support?

 - Who is the author's intended *audience*? How do you know? How does he/she shape the text to appeal to this audience specifically? (It is not enough to say the audience is "anyone who reads it." You need to identify a certain audience by describing some of its characteristics.)

 - What is ONE *rhetorical choice* (diction, syntax, figurative language, etc.) that the author uses dominantly and consistently throughout the text? Why? What is the effect of this choice at different moments in the text?

- When and why does the author develop different persuasive *appeals* - logos (logic), ethos (credibility), and/or pathos (emotion) - to enhance his/her argument? Alternatively, if one appeal is more dominant than the others, you can discuss why the author makes that choice.
- What is the *tone* of the text? Does it shift throughout the text? Why does the author select that tone? In other words, why is it appropriate for the author's purpose?

Your reading and analysis assignments are due on Monday, September 12. It is highly recommended that you finish reading the texts prior to the start of the school year as we will be beginning right away with additional assignments/texts. If you have any questions or concerns about the assignments, please email Ms. Cording directly at ecording@mahwah.k12.nj.us. Happy reading!