Advanced Placement English Language and Composition

Viera High School

Summer Reading List and Assignment 2023

Born A Crime by Trevor Noah	*Anthropocene Reviewed* by John Greene
Life in Motion: An Unlikely Ballerina by Misty Copeland	*The Free State of Jones* by Victoria E. Bynum
Becoming by Michelle Obama	*The Professor and the Madman* by Simon Winchester
How to Read Nonfiction Like a Professor by Thomas C. Foster	*Between the World and Me* by Ta-Nehisi Coates
Rejection Proof by Jia Jiang	*Just Mercy* by Bryan Stevenson
The Home Place by J. Drew Lanham	*What the Eyes Don't See* by Mona Hanna-Attisha
In the Sanctuary of Outcasts by Neil White	*The Warmth of Other Suns* by Isabel Wilkerson
Killers of the Flower Moon by David Grann	*How the Word is Passed* by Clint Smith
Before His Time by Ben Green	*More Than Enough* by Elaine Welteroth

Hunger of Memory by Richard Rodriguez	*American Chica* by Marie Arana
Educated by Tara Westover	*The Color of Law* by Richard Rothstein
Evicted by Matthew Desmond	*Small Wonder* by Barbara Kingsolver
The Boys in the Boat by Daniel James Brown	*When Breath Becomes Air* by Paul Kalanithi
A Deadly Wandering by Matt Richtel	*World of Wonders* by Aimee Nezhukumatathil
The Sum of Us by Heather McGhee	*The Devil's Highway* by Luis Alberto Urrea
The Radium Girls by Kate Moore	*Latitude* by Nicholas Crane

The AP English Language and Composition course is designed like a college composition course. Hence, you will be required to read complex texts with understanding. Moreover, you will learn how to enrich your prose to express your ideas effectively to mature readers. You will also learn how to analyze and interpret professional writing by discerning and explaining the author's use of rhetorical choices so that you can emulate these techniques in your own writing.

If you would like to prepare for the rigor of the course for the upcoming school year, complete the Summer Reading Assignment for *100 extra credit points* *towards your first quarter grade*. Choose **one** of the nonfiction texts featured on this year's list.

For the nonfiction text that you have chosen, complete the Nonfiction Analysis packet. This assignment will be due before the interim of the first quarter. If you have any questions regarding this assignment, do not hesitate to contact me via email at: milton.agile@brevardschools.org.

Sincerely,

Ms. Agile L. Milton, M.Ed., AP English Language and Composition Teacher

Name_____ Period _____ Date _____

Ms. Milton   Nonfiction Analysis Packet   AP Language

AUTHOR'S BACKGROUND: Research the author who has written the nonfiction text that you have chosen to read this summer. Provide personal and professional informational about the author's life which may have influenced him or her to compose the nonfiction text that you have chosen to read. (Cite your sources.)

PERSONAL:

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PROFESSIONAL:

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QUOTATIONS: Choose ten quotations from the nonfiction text that are significant. Identify a rhetorical device (figurative language like analogy, symbolism, etc.) that is present in each quote, and explain the significance of the rhetorical device. (Include page numbers from the book.)

Quotation	Rhetorical Device and Explanation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

WRITING STYLE: Discuss the author's style. Is the language formal and elevated or informal and colloquial? Does the style of writing have clarity or is it ambiguous? Is the material fairly simple to follow and understand or is it perplexing? Does the author avoid stereotypes and generalizations? How would you describe the author's tone, diction and form?

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FORMAT OF THE WORK: Is the layout appropriate to the organizational method and writing style? Does the layout of the material contribute to the natural flow of information? Is the organizational pattern or text structure easy to follow? Is the book's cover appropriate to its significance?

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AUTHOR'S PURPOSE: Explain the author's purpose in telling this story. Why is he or she telling it? Is there some greater motive? If so, what is it? Furthermore, what is the reader supposed to get out of the work?

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THEMES: What are the overall themes or universal messages developed in this work? What moral is the author trying to promote? (Use textual evidence—quotations, paraphrasings, summaries) to support your analysis.)

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