

AP Language and Composition 2026-2027 Summer Reading Assignment

Welcome to AP English Language and Composition!

I am looking forward to working with you next year. This will be a challenging class, but if you keep up with your assigned work and stay engaged in class, you will learn so much. We will learn about, read about, write about, and discuss a lot of topics that are relevant to your lives. The more you put into the readings and discussion the more you will enjoy the class and the more you will learn!

When you receive your syllabus in August, we will go into much more detail but for now here is some information for you about what to expect from the class:

- ❖ The class will focus on **nonfiction** including personal essays autobiographies/biographies, newspaper articles, non-fiction novels, etc.
 - This means not much work with novels and short stories. If studying fiction was your expectation, that likely won't be met. However, real life is a pretty incredible thing to dig into.
- ❖ You will analyze a lot of writing AND you will write (and write and write and write).
- ❖ This is a college-level course; therefore, you will be treated like the mature, honest, responsible, self-motivated people you are. You will be held to expectations as such.
- ❖ You **MUST** be able to trust yourself to keep up with the workload.
 - This class will rely heavily on personal responsibility. Your grade, and eventual A. score, is completely reliant on you and the work you put into the class.

In the class, you'll learn that **everything is an argument**. If you think about it, even poetry and fiction are persuasive in that they offer some kind of opinion about life. When school begins in August, we will look closely at writing by studying Rhetoric (*the art of expression and the persuasive use of language*) and reading classic and modern essays. To prepare for this, you are to read one book this summer and complete the attached assignments with it (the details of these assignments are below.) **All work must be typed.**

I expect that all of this is printed and ready to turn in on the first day of school. All of it will be graded on thoroughness, insight, and authentic effort. These assignments will be worth a total of 30 points in the progress category. (The rubric is later in this assignment.)

If you have any questions or problems with the work, please feel free to email me at Eileen.Moore@ahsrockets.org. I may not check email every day but will do my best to get in touch with you in a timely manner.

I am so excited for us to work together!

Best,
Mrs. Moore
Eileen.Moore@ahsrockets.org

*****This is the summer reading assignment for the AP Language and Composition course. If you make a schedule change to a different academic level, you will need to find the correct summer reading assignment on Assumption's website.*****

Overview of Summer Reading Assignment

Never Enough: When Achievement Culture Becomes Toxic and What We Can Do About It by Jennifer Breheny Wallace

1. **Buy a physical copy of this book.** Read it actively (with a highlighter and pen/pencil by your side so you can mark it as you read). Your annotations will be a part of a graded assignment in the first week of classes.

ANNOTATION INSTRUCTIONS:

- You must note, **in words**, why you highlighted or underlined the text. It's not an annotation unless it has a small note beside it. (As Dr. Wieland says, "Highlighting without annotation is merely decorating." It works best if you imagine saying this in a honeyed Southern accent.)
- Your annotations must be purposeful. That means your annotations should:
 - Ask questions.
 - Respond to the text.
 - Make connections (to life, to the world, to other parts of the book).
 - Examine the text as an argument: What is Wallace's argument? What claims does she use to support that argument? What is her evidence? (And what kind of evidence is it?) How does she connect with her various audiences? How does she show that those audiences should trust her? Where/when does she demonstrate the logic of her ideas? How? Where/when does she evoke emotion? What emotion(s)? How does she evoke them?

These are ALL things you should annotate in the text! (And these are the things you will annotate in *every* text we read in AP Lang.)

2. Works of non-fiction, whether implicitly or explicitly, present an argument or statement to the reader and support this argument with different types of evidence and rhetorical techniques.
 - a. Use the chart on page 4 (Rhetorical Situation Grid) to analyze the rhetorical situation and the arguments of the book.
3. Passage Analysis
 - a. Fill out the chart on page 5 and analyze one specific passage from the text.

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Note: Good effort here will be recognized and appreciated. Take your time and start early. DO NOT USE AI. (Trust the struggle.) This is a wonderful opportunity to start the year off strong by showing me your authentic starting point on the skills of AP Lang.

Title of Text: Never Enough

Summary of Text (2-3 Sentences)

Author: Jennifer Brehehy Wallace

<p>Speaker Describe Wallace as the author of the book. What do we know about her (from both her bio and the info she includes in the book) that makes her someone people should listen to on this topic?</p>	<p>Audience For whom are the arguments, claims, and messages of this book intended? BE SPECIFIC – USE MODIFIERS</p>	<p>Thesis and Major Claims What is Wallace’s overall thesis/argument? What smaller arguments (supporting claims) does she make to prove her thesis?</p>
	<p>Primary – Describe the MAIN target audience.</p>	<p>Thesis</p>
		<p>Supporting Claim</p>
	<p>Secondary – Who else needs to be persuaded?</p>	<p>Supporting Claim</p>
		<p>Supporting Claim</p>
	<p>Tertiary – Who is “listening in” but not directly addressed?</p>	<p>Supporting Claim</p>
		<p>Supporting Claim</p>

Overall Purpose of Text (What does Wallace want each audience to do after reading this book?)

Passage Analysis

Choose a specific subsection of one of the chapters of the book (a section within a **bold** subheading within a chapter) and analyze it on the following chart.

Name and page numbers of chapter subsection	
What is the main argument/claim of this section?	
How do you know this is the main argument/claim of the section?	
How does the argument/claim of the section support the overall thesis of the book?	
Who is the target audience for the section? How do you know?	
How does Wallace work to persuade her audience of her main point(s) for the section? In other words, what writing choices does she make? Name FIVE writing choices (rhetorical choices) Wallace makes in the section and explain the effect each choice has on the intended audience. (Don't worry about formal names for the choices if you don't know them yet – just tell me what you notice about HOW Wallace writes the section --- is it stories from her life, real students, real parents, conversations with experts, statistics, metaphors, similes, charts, lists, etc?)	

SO, HOW WILL THIS BE GRADED?

Never Enough Rhetorical Situation Grid /20
Must be accurate, complete, and specific

Never Enough passage analysis /10

In the progress category: / 30 points

Don't forget: your annotations will be the basis of an assignment in the first week of classes.
Make sure you have plenty to work with!