



**All incoming A.P. Language and Composition students are required to read a nonfiction novel of your choice**

**\*note that nonfiction is a BIG umbrella genre - general nonfiction, memoir & autobiography, history & biography, and literary & narrative journalism ALL fit under this genre**

**Reading Assignment:** Read a nonfiction novel of your choosing. Need ideas? Check out “Best of” lists for nonfiction such as [The New York Times Notable Nonfiction Books of 2022](#), or general nonfiction book lists such as [Good Reads Nonfiction Books](#). Most importantly, select something that you are *genuinely interested* in reading, and select something that is a new read for you.

**Written Component Details:** For the nonfiction book that you read, you must complete each of the assignments in the list below. Each assignment is designed to help you practice the close and critical reading skills needed to help you become a successful AP student and a thorough and strong reader. This will be assessed primarily on effort and completion and this will also serve as a base of skills for the first essay that you will write. All assignments are required, so when you are finished, you will have completed every task, but you choose which assignments to do with which section of text. ***The assignments will be submitted to turnitin.com the first week of class. Be sure to complete every component of each assignment and label each entry with assignment #, and title of assignment***

## ASSIGNMENTS #1-12:

Assign #	Title of Assignment & Instructions
1	Write an MLA WORKS CITED ENTRY for the book.
2	STRUCTURAL DESIGN: The structure of text impacts its meaning. Structured differently, emphasis would be elsewhere in a story. What do you notice about the structure of the piece? Where does the structure place the emphasis of the story? Why is this important to the author’s argument?
3	POINT OF VIEW: Authors make a conscious decision about how they will tell a story. First, identify & copy 2 examples of point/s -of- view. Then, comment on the effect of this structure as well as the effect of the voices heard or the absence of voice/s in the piece.
4	KEY PASSAGE: Choose a striking or key passage that you think is important to character development, plot development, the overall argument, or meaning – a passage may be a line, quote, or any excerpt from the written piece. Copy the passage correctly (quotation marks, cite author). Using complete sentences, answer 2 of the following questions: Why is this a key passage? What is the author trying to do at this point? What does this passage reveal about...development of a character (a significant change or description)? ...a significant development in the plot? ... or the meaning of the work as a whole? What does this passage reveal about the author’s style? What is unusual or striking about the passage?

5	<p>RHETORIC: Find 1 example of <a href="#">parallelism</a> inside a sentence, copy the sentence correctly (quotation marks and cite author) and explain its effect on the meaning of the text thus far. Then, find 1 example of repetition (again, copy the sentence correctly) and explain its use and effect on meaning.</p>										
6	<p><a href="#">SYNTAX</a>: Choose 1 paragraph and do a syntactical analysis by constructing the following chart:</p> <table border="1" data-bbox="228 386 1435 525"> <thead> <tr> <th data-bbox="228 386 472 525">First 4 words in each sentence</th> <th data-bbox="472 386 716 525">Verbs (list all)</th> <th data-bbox="716 386 954 525">Figurative language or imagery</th> <th data-bbox="954 386 1193 525">Repetition / Parallelism</th> <th data-bbox="1193 386 1435 525"># of words in sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="228 525 472 525"> </td> <td data-bbox="472 525 716 525"> </td> <td data-bbox="716 525 954 525"> </td> <td data-bbox="954 525 1193 525"> </td> <td data-bbox="1193 525 1435 525"> </td> </tr> </tbody> </table> <p>Then, answer each of these questions in complete sentences: What do you notice about the sentence beginnings? What conclusion can you draw about the verbs used? How does the author make use of literal and/or figurative language? What kinds of images does the author appeal to in this paragraph? How does repetition or parallelism affect meaning? What observation can you make about sentence length and variety?</p>	First 4 words in each sentence	Verbs (list all)	Figurative language or imagery	Repetition / Parallelism	# of words in sentence					
First 4 words in each sentence	Verbs (list all)	Figurative language or imagery	Repetition / Parallelism	# of words in sentence							
7	<p><a href="#">DICTION</a>: Choose 1 section (or a three paragraph section if natural sections are not present) and choose 10 words from that section. Label each word as having a positive connotation, negative connotation, or as neutral. Then, using all 10 words you have studied, answer the following questions: Is the diction formal or informal? Does it make use of colloquialisms or slang? Does it change or stay consistent? What is the overall effect?</p>										
8	<p>FIGURATIVE LANGUAGE: Authors use figures of speech because of their power and their layers of meaning, e.g. because it's more powerful, we say, "It's raining cats and dogs" instead of "It's raining large drops which are coming down very fast and hard." Choose 2 figures of speech from a section and copy the examples verbatim. Then, identify the type of figure of speech (look up types of figures of speech if needed). Lastly, explain the "layers" of meaning by discussing how each is used for meaning and effect. Think about the following questions: Why did the author use this figurative image instead of something else? What does this comparison/figure of speech do that literal language would not accomplish? What layers of meaning does it suggest?</p>										
9	<p>IMAGERY: It is important in a piece of writing for the readers to see characters, motivation, events, places, etc. as "real." Authors use imagery (details that appeal to the 5 senses) to draw the reader into the experience. Choose 5 images from a section and tell what sense(s) they appeal to. Write 2-3 sentences that explain how each of these images affect the reader during this section.</p>										
10	<p>PERSONAL RESPONSE: Imagine you are a character/individual in the piece. Write a letter <i>to another character/individual</i> in the piece.. Make references to at least 3 specific images, events, or details of this piece of writing.</p>										
11	<p>TEXT TO GRAPHICS—CREATE A VISUAL Choose a passage and create a graphic representation of the text, paying close attention to details. You may use literal or symbolic representations, abstractions, color, shape, form—but make sure that everything you include has meaning and can be traced back to specific references to the text. Include a significant quote from the text at the bottom of the page. You may create the visual by hand (take a picture and insert it into the assignment document as an image) or within your assignment document. However, in your assignment, you should explain your choice of graphics, color, shape, etc. and the textual references that inspired them.</p>										
12	<p>THEME/BIG IDEA Identify &amp; explore the author's ideas. Identify a big idea/theme. Explain the author's position and how they argue that position through the plot, the setting, the characters, and writing style.</p>										