AP Lang Summer Reading 2026

Welcome to AP English Language and Composition! This course is a rigorous, college-level experience that will challenge you to think critically, read deeply, and write with clarity and purpose. Success in this class will require you to take initiative and become an independent learner. The assignments in this packet are your first step toward developing strong reading and writing habits over the summer. They're designed to help you build the skills and confidence you'll need to meet the demands of the course.

Assignment #1: College Visit Reflection Writing

Visit a college or university of your choice, either locally or wherever your summer travels take you. Select an institution you would consider as a possible post high school destination. Wander, explore, have lunch, visit the bookstore, be friendly with people, soak in the setting. In addition to taking in the atmosphere, you have two tasks related to your visit. They are as follows:

- Have your picture taken in the student center, or with a statue or monument, or next to a campus sign. Be sure your location is clearly shown so that it's obvious that you are at the college/university. Also, take pictures of some of the buildings and other interesting sites and attach them with your essay.
- Write an essay detailing your experience visiting the campus and evaluate the potential this school offers as you consider your post high school plans. Please write in narrative form. You may write in present or past tense, first or third person. Write with imagery and description to convey the atmosphere and environment. Appeal to the senses. How did the place feel? Make the reader feel how you felt during your visit. Be specific about likes, dislikes, and the perspective you gained. Use figurative language. Make it interesting. Feel free to include a sketch, a poem, or something else along with your essay and photo. You may plan your trips to different schools with fellow AP English Language students, but everyone is responsible for writing their own essay and photos.
- Now let's apply some rhetorical elements. How did the institution try to appeal to students and families? What kind of student do you think they were trying to attract?

Assignment #2: Rhetorical Analysis of a Reputable News Article

For your second summer assignment, choose one article from a reputable news source such as *The New York Times*, *The Boston Globe*, *The Atlantic*, *The Washington Post*, *The New Yorker*, or another recognized, high-quality publication. The article may focus on any topic but it should be rich enough in content and language to allow for thoughtful analysis.

You will write a rhetorical analysis (600–800 words) in which you assess how the author constructs their argument and engages the reader through rhetorical strategies.

What to Include in Your Analysis:

Your response should not summarize the article. Instead, focus on how the author communicates their ideas by addressing the following:

1. Author's Purpose: What is the author's main goal or message? What conversation are they entering or responding to?
2. Audience Awareness: Who is the intended audience? How does the writer appeal to that audience through tone, language, or content?
3. Rhetorical Strategies: Identify and discuss at least two rhetorical strategies or appeals the writer uses (e.g., ethos, pathos, logos, diction, tone, structure, anecdote, statistics, irony, analogy, etc.). Why do these choices matter?
4. How do they affect the credibility and persuasiveness of the article?
5. Effectiveness: In your opinion, is the article effective in achieving its purpose? Why or why not? Provide specific examples from the text to support your analysis.

Length: 600–800 words

Format: Typed, double-spaced, 12-point Times New Roman, 1-inch margins

Attach or link the article you analyzed (print it or share a PDF/link)

Due: the first day of class

Bring a hard copy to class and submit digitally to Google Classroom

Recommended Sources:

(Choose from, but not limited to, the following)

- *The New York Times* (www.nytimes.com)
- *The Boston Globe* (www.bostonglobe.com)
- *The Washington Post* (www.washingtonpost.com)
- *The Atlantic* (www.theatlantic.com)
- *The New Yorker* (www.newyorker.com)
- *NPR* (www.npr.org)
- *Los Angeles Times* (www.latimes.com)
- *ProPublica* (www.propublica.org)

Assignment #3: Summer Free Choice Reading Freewrite Assignment

In addition to your assigned summer work, you are expected to select and read a book of your choice: any genre, any author, any subject, so long as it is intellectually engaging and age-appropriate. This is your chance to read something you're genuinely interested in, without restrictions. After reading, complete a reflective freewrite (450–600 words) in response to one or more of the prompts below. The goal here is not to write a formal essay, but to explore your thoughts in an honest, personal, and meaningful way.

Choose one or more of the following prompts:

1. What drew you to this book in the first place? Reflect on how your interests, identity, or curiosity influenced your selection. Did the book meet your expectations or surprise you in any way?
2. How did the author's voice, style, or tone affect your reading experience? Consider the rhetorical choices the writer made. Did their way of writing pull you in—or push you away?
3. Was there a particular moment, character, idea, or passage that made you stop and think? Reflect on what made it stand out and why it mattered to you personally.
4. Did this book challenge your thinking in any way? If so, how? If not, what perspectives or experiences might have been missing?
5. Imagine having a conversation with the author. What would you ask, praise, or critique about how they presented their ideas?

Google Classroom Code: hcn4kvht