

AP Language and Composition: Summer Reading 2025!

**Required Texts:**

NOVEL. Oscar Wilde, *The Picture of Dorian Gray*

TEDTALK. Honore, Carl. ["Why We Should Embrace Aging As an Adventure."](#)

ARTICLES. See attached synthesis packet.

**Assignment #1: Reading annotations**

As you read *The Picture of Dorian Gray*, you should annotate the text. Your goal is to look for lines of particular beauty or wit - the best lines in the novel. **Identify the best lines and write a short explanation why it was so particularly well-written.** You will be using *The Picture of Dorian Gray* in the beginning of the school year, so it is important that you have these annotations to help to guide you. Students should make a reasonable number of annotations: 10 on every page is too many; one every 100 pages is too few.

**Assignment #2: Synthesis essay. Be certain to complete all 4 steps (including those attached).**

**Drafts may be emailed to your teacher for feedback.  
All summer reading assignments are due the first day of school.**

**READ ME: Your Summer Guide To a Basic Argument Essay (Synthesis or FRQ)**

	Does	Does Not
<b>Introduction</b>	<ul style="list-style-type: none"> <li>● Introduce the overall idea <ul style="list-style-type: none"> <li>○ Be certain to reference the prompt</li> <li>○ Be certain to mention both sides</li> </ul> </li> <li>● End in a thesis</li> </ul>	<ul style="list-style-type: none"> <li>● Identify or summarize the sources <ul style="list-style-type: none"> <li>○ They are evidence, not argument</li> </ul> </li> </ul>
<b>Body paragraphs</b>	<ul style="list-style-type: none"> <li>● Begin with a clear topic sentence that connects to the thesis</li> <li>● <b>Offers at least 2 pieces of evidence from at least 2 different sources</b></li> <li>● Explains each piece of evidence</li> </ul> <p>Basic format:</p> <ul style="list-style-type: none"> <li>● Topic sentence</li> <li>● Evidence 1 - introduced, cited</li> <li>● Explanation of evidence 1</li> <li>● Evidence 2 - introduced, cited</li> <li>● Explanation of evidence 2</li> <li>● Overall paragraph explanation</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the entire source</li> <li>● Have quotes longer than 10 words</li> </ul>
<b>Quotes</b>	<ul style="list-style-type: none"> <li>● Uses quotes to provide evidence to support the argument</li> <li>● <b>Uses quick and to the point quotes (7-10 words maximum)</b></li> <li>● <u>Embeds the quotes into the author's own sentences</u></li> </ul>	<ul style="list-style-type: none"> <li>● Have random quotes</li> <li>● Have quotes in the introduction or at the beginnings or ends of paragraphs</li> <li>● Have quotes as their own sentences</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>● Briefly restate thesis</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the entire paper</li> </ul>

**Name:**

**Date:**

**Class:**

### **AP Language and Composition**

*We recommend taking at least 30 minutes to plan before you write. Take your prewriting seriously. There is a writing guide and the rubric attached to these instructions.*

**Directions:** Read the following prompt.

Complete each of the following required steps.

**Step 1:** Indicate (underline or highlight) the question you are to answer from within the prompt. Write the question **in your own words**.

#### **Introduction**

Throughout history, old age and growing old have been seen as things to be avoided. In the 1400s, Ponce de Leon mythically searched for the Fountain of Youth while Nicolas Flamel turned to alchemy to grant him eternal life. In the 1960s, British rock band the Who sang loudly and proudly “I hope I die before I get old.” In the 2000s, looking one’s age is avoided through filters, botox, and plastic surgery while magazines proclaim that 50 is the new 40.

#### **Things to consider:**

How is aging looked at by society?

Is it something that is best avoided or should we detour from our quest for eternal youth?

Is it really so bad to be old?

#### **Assignment**

Carefully read or view the following seven sources. **Write an essay that synthesizes material from at least three of the sources and develops your position on aging.**

**Write the assignment in your own words:**

**Step 2:** Based on the prompt, the main ideas to consider are the positive and negative aspects of aging.  
**Complete the t-chart with your original ideas.**

Side 1	Side 2

**Step 3:** Read the sources and **complete the chart**. Use this to gather **potential quotes and ideas**.

The two sides of the question are...	
Ideas and Examples for Side 1	Ideas and Examples for Side 2
Based on the ideas and evidence in my t-chart, is aging or being old really so bad? Why or why not?	

**Step 4:**

Your essay should be MLA formatted.

*It should be its own doc.*

*We suggest about 40 minutes to an hour of writing.*

Read over your work before you submit it.

*We recommend about 20 minutes of revision and editing.*

This will be graded using the marking period 1 AP Language synthesis rubric.

In a typed, MLA formatted essay that synthesizes at least three of your sources, **write an essay that synthesizes material from at least three of the sources and develops your position on aging.**

You must use your textual references to support your ideas. Please refer to the sources as follows in your essay:

Source A: Wilde

Source B: Honore

Source C: Perry

Source D: Archer

Source E. Donizzetti

Source F. Gregoire

Source G. Pew Research

The score reflects the quality of the essay as a whole - its content, its style, its mechanics. Students are rewarded for what they do well.

	<b>AP SCORE</b>	<b>POINTS</b>	<b>EXPLANATION</b>
<b>Thesis</b>	<b>0</b>	<b>0</b>	No defensible thesis
	<b>.5</b>	<b>3</b>	Thesis may be vague, superficial, weak. It may not take a clear position, equivocate, or summarize others' arguments. It may be a fact and not a claim. It might appear anywhere in the essay.
	<b>1</b>	<b>6</b>	Responds to the prompt with a defensible thesis according to the prompt and task, It does not restate or rephrase the prompt. It takes a clear position.
<b>Evidence and Commentary</b>	<b>0</b>	<b>0</b>	Simply restates thesis or summarizes provided source. May be incoherent or irrelevant, offer just opinion.
	<b>1</b>	<b>6</b>	Provides some evidence AND little or no commentary. In synthesis - only uses 2 sources. In rhetorical analysis - simply restates the ideas of the text.
	<b>1.5</b>	<b>9</b>	Improving.
	<b>2</b>	<b>12</b>	Provides relevant evidence from sources AND provides commentary; however it repeats, oversimplifies, or misinterprets the evidence. It may misunderstand, misrepresent, or overgeneralize complex ideas or sources. Sources will be provided for synthesis and rhetorical analysis, not for argument.
<b>Suggestions:</b> <b>Final Score:</b>			