

Summer Reading for AP Literature and Composition

Mrs. Wickenheiser

Room 267

AP Summer Reading List

William Shakespeare *Hamlet*

Jane Austen *Pride and Prejudice*

George Orwell *1984*

Students taking AP Literature and Composition are required to read three major works over the summer in preparation for the class. I have chosen these works for their rigor, their representation of different literary genres and ages, and their usefulness as comparative texts throughout the course. We will use these foundational texts for journals, in-class essays, reference points, research paper, and class discussion. They will prepare you for the open response on the AP Literature and Composition exam. Reading abridged texts, *Spark Notes*, watching the movie, etc., will not provide you with sufficient background on these texts. Eschew such pale imitations.

While I strongly encourage you to keep reading notes for all three selections, you must keep a journal for *Hamlet* to be turned in the first day of class. I have attached an explicit rubric. Read it **carefully** so you understand my expectations. This is not a traditional note-taking exercise. *1984* and *Pride and Prejudice* will be used for your first two in class essays.

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The Reader's Journal for *Hamlet*:

A reader's journal is not simply a noting of characters, plot, symbolism, etc. The aim of the reader's journal is for the reader to interact with the text to record one's experience while reading. In keeping this journal, you are engaging in reader-response criticism, one of the ten literary perspectives we will be studying this semester.

The following questions are taken from Diyanni's *Literature*. You should respond to each of these questions in your journal.

1. What is your initial emotional response to the work? How did you feel upon first reading it?
2. Did you find yourself responding to it or reacting differently at any point? If so, why? If not, why not?
3. At what places in the text did you have to make inferences, fill in gaps, make interpretive decisions? On what [basis] did you make these inferential guesses?
4. How did you respond to the characters? How did you feel about them? Why?
5. What places in the text caused you to do the most serious thinking? How did you put the pieces, sections, parts of the work together to make sense of it?
6. If you have read the work more than once, how have your second and subsequent readings differed from earlier ones? How do you account for those differences, or for the fact that there are no differences in either your thoughts or your feelings about the work?

You should use first person, but your audience is your English teacher and your diction should reflect that. You should quote from the text. See the rubric for further information.

AP Summer Reading Journal Rubric

Name:

Complete Incomplete Late

45-50

Journal addresses all six reader-response questions to an **exemplary** level. Responses are thoughtful and engaging and note specific textual passages. Journal demonstrates strong author voice, attention to diction and style, adherence to MLA format, and has very few proofreading or grammatical errors.

40-44

Journal addresses all six reader-response questions to a level **not quite as polished as the best** papers. Journal demonstrates author's voice, skill in diction and sense of style, adherence to MLA format, and has few proofreading or grammatical errors.

35-39

Journal attempts **most** of the six reader-response questions completed to an **adequate level**. Responses are more superficial. Journal is clearly written, adheres to MLA format, and may have some proofreading or grammatical errors that do not interfere with the meaning of the text.

30-34

Journal is present and addresses **few** of the reader-response questions. Author uses plot summary with little evaluation of the text. Grammatical/proofreading errors detract from the meaning of the text.

25-30

Journal is present, however it

1. Primarily provides plot/character summary
2. Is poorly written

0-25

Journal may be one or more of the following: incomplete, late, off prompt, lacking in MLA format, lacking in adherence to grammatical/proofreading norms, or containing inappropriate language/ content.

MLA Format:

Typed, one-inch margins, 12 point Times font, double spaced, parenthetical citations, and Works Cited notation for *Hamlet*. Parenthetical documentation should appear as follows: (act. scene. line numbers). Hence, act one, scene two, lines 14-17 would appear as (1.2.14-17). You should write three pages (no more or less). This is a journal of your thoughts, not someone else's. If you happen upon something you wish to research, consider including that as a question in your journal.