

ADVANCED PLACEMENT LITERATURE SUMMER READING PROJECTS

A student's decision to take AP Literature and Composition implies a deep commitment to academics in general and a sincere interest in literature specifically. AP Literature is a college level course, and students will be expected to read novels and write papers in relatively short periods of time. Though they will be available for writing conferences, your instructors will assume that you already have the skills necessary to write papers that are grammatically, structurally, and logically sound.

Over the summer, students will read four novels and one work of non-fiction. NOTE: The texts appear in the order in which we will be discussing them in class.

- *One Hundred Years of Solitude*, by Gabriel Garcia Marquez
- *The Power of Myth*, by Joseph Campbell (with Bill Moyers)
- *Jane Eyre*, by Charlotte Bronte
- *Wide Sargasso Sea* by Jean Rhys
- *The End of the Affair*, by Graham Greene

NOTE: *Wide Sargasso Sea* is almost a complete revision of *Jane Eyre*. Therefore we recommend that you read *Jane Eyre* first.

Students will also view a film:

- *The Mission*, a film directed by Roland Joffe

TASK: For all of the works you read over the summer, you will be required to keep a dialectical journal, with a minimum of four (4) entries per selection, including the film. These entries should represent the four most crucial and/or meaningful moments of the work for you, along with your detailed analysis. **These entries should be completed while you are reading or viewing the film.**

In addition, during the first week of classes, AP Literature students will take a summer reading and viewing examination. This test will cover all of the above works. Simply relying on *Cliff's Notes*, *Spark Notes*, information found on the Internet, or film versions of the books will not be sufficient preparation for this test. You will also be turning in your dialectical journals the first week as well.

I understand the responsibilities that I am assuming in taking Advanced Placement Literature. I am expected to read the above-mentioned books, to view the film over the summer and to complete the dialectical journals, with a minimum of four entries per work, for a total of 24 entries.

Signature

Print your name here

DIALECTICAL JOURNALS

A dialectical journal is another name for a double-entry journal or a reader-response journal. A dialectical journal is a journal that records a dialogue, or conversation, between the ideas in the text (the words that you are reading) and the ideas of the reader (you - the person who is doing the reading). In your journal, have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas while you read. Go beyond plot and character summary and start analyzing and evaluating why an author uses specific tools to communicate a message and create a certain effect.

The following represent potential areas of focus for your dialectical journal:

- Explain the imagery, foreshadowing, or symbolism in the quote.
- Identify other literary devices and explain their effect.
- Make predictions about future plot twists based on quote.
- Explain a theme of the novel as related to the quote.
- Examine and comment on the syntax of sentences.
- Identify and give evidence for the tone of the passage.
- Identify with evidence and explain the effect of the point of view.
- Examine the differing perspectives of the characters.
- Discuss character development and interaction.
- Explain how the passage examines a major theme of the novel.
- Examine the effects of diction or language.

Below is a sample journal entry; your journals should be typed and organized in this way. You will record the complete passage (no elipses please) on the left side, and the detailed analysis on the right. Your grade will reflect the passage selected (its significance to the work as a whole) as well as your analysis (observations and discussion of its relevance – see rubric for details).

<u>Significant Passage</u> (Be sure to include quotations marks and page number)	<u>Analysis of Passage</u> (Your reaction, interpretation, evaluation)
“The ship pulled away from the dock. Mam said, that’s the Statue of Liberty and that’s Ellis Island where all the immigrants came in. Then she leaned over the side and vomited and the wind from the Atlantic blew it all over us other happy people admiring the view. Passengers cursed and ran . . . Mam hung limp and pale on the ship’s rail” (43).	It’s amazing how McCourt creates such a humorous tone even though he was experiencing a life-altering event. When he states “blew over us other happy people” it’s an indication of his sense of humor. Additionally, this passage draws attention to the issue of American immigrants and how important this is to him – as is evident when he casually mentions how they were “admiring the view”. McCourt has such an optimistic attitude towards life and change that it is difficult to believe that he has endured so many hardships. Based on this quote and my reading so far, I have concluded that one of the dominant themes McCourt wants to convey is to enjoy life a person must not take each moment too seriously, but find a more positive outlook to the situation.

Dialectical Notebook
Assessment List
(To be used as a Guideline)

Element
<p>A complex, developed, and insightful understanding of the text with evidence of connections, extensions, examinations of meaning, and defense of interpretations is clearly evident. Connections between the reader's ideas and the text are explicit. Extensions and examinations are accompanied by explicit references to the text in support of inferences. Responses indicate as many stances as possible, based on the reader's reflection and insight, and all substantially supported by references to the text. These responses reflect careful thought and thoroughness.</p>
<p>A well-developed understanding of the text with evidence of connections, extensions, examinations of meaning, and defense of interpretations is evident. Connections between the reader's ideas and the text itself are explicit. Extensions and examinations are accompanied by explicit references to the text in support of inferences. Several responses indicate more than one stance or perspective on the text, based on reader's reflection and insight, and all substantially supported by references to the text. Many responses reflect careful thought and thoroughness.</p>
<p>A developed understanding of the text with evidence of connections, extensions, examinations of meaning is partially evident. Connections between the reader's ideas and the text itself are explicit. Extensions and examinations are accompanied by explicit references to the text in support of inferences. A few responses indicate more than one stance or perspective on the text; however, only one stance is substantially supported by references to the text.</p>
<p>A limited understanding of the text with few connections, extensions, examinations of meaning. Connections between the reader's ideas and the text are present. Extensions and examinations are present with limited references to the text. The response indicates one stance or perspective on the text with limited support by references to the text.</p>