



June 2007

Welcome to Junior AP Literature and Composition. The focus of next year's studies will be on English literature and poetry, with an emphasis on American authors. Mrs. Mead and Mrs. Stahl are looking forward to a challenging and exciting year of study with you. Texts studied during the school year will range across the globe and across the centuries. Students will be expected to take the English Literature and Composition test in the spring of the 2007-2008 school year.

Because of the demand for an extensive background in reading literature, an early start will be expected. All titles listed below have either appeared on the English Literature test in the past or have been recommended by the College Board. Students should choose two of the following texts as their summer reading:

Title	Author
A Farewell to Arms	Ernest Hemingway
The Adventures of Huckleberry Finn	Mark Twain
Pride and Prejudice	Austin, Jane
Wuthering Heights	Bronte, Emily
The Hunchback of Notre Dame	Victor Hugo
A Lost Lady	Willa Cather
Robinson Crusoe	Emily Bronte
The Awakening	Kate Chopin
Catch-22	Heller, Joseph
Frankenstein	Mary Shelley
East of Eden	John Steinbeck
The Great Gatsby	F. Scott Fitzgerald
The Color Purple	Walker, Alice

It is the responsibility of the student to locate copies of the texts and complete the reading prior to the first day of class. **Complete an AP Literature Study Form and a Dialectical Journal (per attached instructions) for each book.** These forms are used to review for the AP test and to synthesize ideas. They will also be used as reference within the first week of school. Be prepared to discuss the themes presented in your books. Texts studied during the school year will be available for checkout from the school library or may be purchased from another source. Personal copies are encouraged as students can take margin notes and highlight the text as they read. This will not be allowed in school copies of texts.

We will read approximately fourteen major works in AP Literature, including novels, short stories, poetry, and plays from the sixteenth to the twentieth centuries. You must be able to organize your time and read consistently. If you rely on Cliff Notes or Spark Notes to replace reading assignments, you are encouraged to pursue another English course. Using resources such as these inhibit your ability to develop the skill of synthesis, which is absolutely necessary for success in the AP program. In addition, this type of study aide is often inaccurate and garners little respect from the academic community.

Please contact us if you have any questions.

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## Advanced Placement Literature—Study Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Title of Literature: \_\_\_\_\_

Author: \_\_\_\_\_

Original Publication Date: \_\_\_\_\_

**Four main characters with a one-sentence description of each:**

**Two minor characters with a one-sentence description of each:**

**Three main settings with a one-sentence description of each:**

**One paragraph plot outline:**

**Two symbols, allusions, or motifs with an explanation of each:**

**Two or three sentences that describe the style of the writer (Diction, Imagery, Syntax, Point of View or Organization):**

**One paragraph on the dominant philosophy or theme:**

**Four short quotations typical of the work (include the speaker and the occasion):**

1.

2.

3.

4.

### Introduction

A dialectical journal is a conversation between you and what you are reading. You simply write down passages that make you think or interest you and write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you--you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So be willing to take risks and be honest.

### Objectives

By doing this assignment you will:

- \* bring your own background and experience to the reading;
- \* construct your own meaning from the text of the novel;
- \* provide direct feedback to yourself and your teacher on your thoughts and understanding as you read;
- \* gain insight into the plot, action, and significance of events and details in the novel.

## Procedure

- \* Journals are evaluated on the quality of your response.
- \* Select at least one passage for every 20 pages of the book.
- \* Select passages that YOU WANT to write about.
- \* Write a detailed response to the passage you have chosen.
- \* Simply read, think, and write as much as you can.
- \* Always be sincere about what you are saying in your writing.
- \* If you get stuck, use the following list to help you get started.

WRITE ABOUT: what you like, what you dislike, what seems confusing, what seems unusual, what you think something means, what personal connections you make, what predictions you can pose. Possible sentence lead-ins might begin like:

- \* I really don't understand this because. . .
- \* I really like/dislike this idea because. . .
- \* This idea/event seems to be important because. . .
- \* I think the author is trying to say that . . .
- \* This passage reminds me of a time in my life when . . .
- \* If I were (name of character), at this point I would . . .
- \* This part doesn't make sense because . . .
- \* This character reminds me of (name of person) because . . .

# Dialectical Journal

This is a dialectical journal. You may use it as an example to make your own.

## Dialectical Journal

Quotation	Page	Why do I find this quotation interesting or important ?