

Welcome to AP Lit. Semester 2!

We've got 3 months until the A.P. Literature exam. It's exciting- think about all that we covered in the previous 5 months and how you can build on that in the next 3. You have set wonderful goals in your exam reflections in terms of your reading and writing for this semester, and you should have a very clear picture of exactly what the A.P. Literature exam will look like and require of you.

In this 2nd semester we switch focus from acquiring skills and knowledge to application of all that you have learned. Our main focuses are outlined below:

February: Choice Reading and Poetry

- application of literary and poetic devices
- preparation for Poetry essay and multiple choice sections

March: Choice Reading and Hamlet

- Shakespeare (and psychology!)
- Research paper

April: Choice Reading and Review

- Spring Break
- Review and practice, practice, practice

As you can see above, Choice Reading will become a dominating component of our studies. You will be reading at least **3 hours a week** from your Choice Book with the goal of reading **4-5 books** between now and May.

- **1 hour a week** of reading will happen in class, **on Tuesdays**. On those days, I will conference with you about your books. You will also have a **writing component due every Tuesday**.
- We may read at the beginning of class for 10 minutes on other days too, **so bring your book everyday**.
- Reading is due **every Monday**. We will set page number goals based on your reading rate and your book.
- You may read **one** book you've read before for this Choice Reading (such as The Great Gatsby). You need variety and exposure to many books, but you also need to find books you love and love to analyze.
- Consider reading the same book as peers. In this situation, you may use some time on Tuesdays building your understanding of the book together.

Weekly Tuesday Writing Component

Every Tuesday, you will have to have completed an entry in **your journal (hand-written)** before class begins. Most often, this will be about your Choice Book, but some weeks the focus for the entry may be more specific. During class on Tuesday, I will conference with you on your Choice Books and writings, making my way around the room to work with each of you one-on-one.

Turn the page to see the requirements for the **Tuesday Writing Component**

Tuesday Writing Component

By Spring Break: must have **2 fully-written Open Essays in your journal. You may use these as your Tuesday writings, but you won't be able to do one each Tuesday, as you most likely need to finish a book before writing one. You may, though, write paragraphs and intros that could be used in later Open Essays about that book. I'd suggest referring to the list of past AP Prompts to get ideas of what to write about in this journal entries even when you're not writing a full Open Essay.

At the top of the journal page

- Date you are writing
- Name of the book you're reading, underlined
- The author's name (spelled correctly)
- A quotation from your reading that week that stood out to you (made an impression or could be used for a quote in your Open Essay)

To earn credit, you must include:

- Specific details from the book (scenes, character names, etc.)
- Analysis/explanation of your thinking about the book

Choose one or a few for each Tuesday's entry. 2 pages minimum.

1. A discussion of this book's literary merit
2. Speculation on emerging themes and what is contributing to building that theme
3. Research into the book's history or the author's time period along with a discussion of its possible influences on the book
4. Close analysis of what you believe to be the most influential/pivotal scene in the story
5. An exploration through the lenses we discussed either this year (Gender, Marxist, Psychoanalytic, Historical, Colonial, etc.)
6. Discussion of an stand-out passage and how it reflects something larger about the book
7. Discussion of an important symbol/image/motif and its relation to the story as a whole.
8. Select who you consider to be the most important character and prove how he/she is influential
9. Discuss any allusions in the novel to mythology, the Bible, folklore, or other literary works and analyze their significance
10. Explore the significance of the title of the novel
11. Explain how the story responds to the course question: "How does literature aid and inform our understanding of the human condition?"
12. What kinds of questions would you ask the author if you could sit down with him or her for an hour? What questions might you ask another reader?
13. Relate some aspect, character, event, chapter, or quotation in the novel to another discipline -- psychology, sociology, philosophy, art, etc.
14. Make connections between this book and something else we've read
15. A deep analysis of a major character -- flat/round, static/dynamic, internal / external conflicts, dominant traits, significant actions, personal relationships...
16. A comparison / contrast of related characters -- protagonist / antagonist, foils, archetypes, etc.
17. A discussion of the role(s) played by minor character(s)
18. An analysis of elements of plot (exposition, narrative hook, rising action, climax / turning point, falling action, resolution) or plot patterns
19. An analysis of the effect of the author's chosen point of view
20. An analysis of the effect of setting -- time, place, circumstances
21. An examination of what others are saying (or have said) about the book (go online and read reviews, criticisms, college essays about the book, etc.)
22. Analyze the author's style: diction, figurative language, imagery, sentence structure, narration
23. Relate the story to your own life or your own internalization of the theme or story