

AP Reading Log

Whenever you read for homework, you will keep a log of your journey through it. Your log is your opportunity to interact with the text. You should be considering authorial purpose as you read: what choices has the author made through his/her use of imagery, diction, character, figurative language, etc. that has a direct effect on you, the reader, and how you react to the text.

All journal entries must be handwritten and are due at the beginning of each class.

You are in charge of your own personal log. You will decide what to write and in what form, but there are three rules:

1. Clearly label each entry regarding the title of the story and the date written.
2. Write after *every* reading assignment.
3. Respond to a variety of the components so that by the end you will have considered each component several times.

Write in your own voice. Interact with the text. Grades will be based on the thoroughness of your responses.

Entries: For each **reading assignment**, do a minimum of *three* of the following:

1. Comment on what you think is the significance of a scene. What would the play be like without it?
2. Ask questions about the scene. Has anything caused you confusion? Ask one of the characters in the scene a question – or ask me a question.
3. Quote lines from the scene that you enjoyed and comment on them.

Example:

1.1 – Horatio says “Most like. It harrows me with fear and wonder.” This line really explains to us what all three of the guards are thinking when they see the ghost. They are all frightened by it, yet they wonder why it came to them and why it is dressed the way it is. It really sets the mood for the whole scene because it lets us know that they are anxious. The first few lines in this scene really shocked me because we didn’t know anything about these characters, yet they were all so nervous and jumpy. Plus they were very suspicious and cautious of everything.

4. Describe your reaction to a character, action, or idea in the scene.

Example:

1.2 – King Claudius seems like a flake to me. He seems to know what he’s talking about but to me it’s like it’s rehearsed or something. I can understand him trying to be friends with Hamlet, but it seems to me that he is just doing it to make himself look good. I don’t think he means anything of what he said to Hamlet.

5. Talk about the relationship characters have with one another, quoting specific words or phrases to give evidence for your opinions.

Example:

4.1 – I'm not sure if Gertrude is honest to Claudius or Hamlet. I can't decide if she's trying to BS Claudius or if she has betrayed Hamlet. I felt really confused about just who was on whose side. I want Gertrude just to be covering for Hamlet, telling Claudius what he thinks he already knows, not that Hamlet is in complete control. But then again, Hamlet told his mother not to go to Claudius and she did, so Gertrude doesn't seem so great to me. Pretend you are an actor playing one of the characters in the scene. Get inside that character's mind.

6. Tell how the character feels about herself, about the other characters, about the situation.

Example:

1.3 – I feel sorry for Hamlet! He comes home to find out that his mother is married to his uncle and his father is dead. Then to find out that his buds are seeing his father's ghost! He's really getting confused and messed in the head. No wonder he wishes it was legal to commit suicide. This poor kid must have some problems, big time! I think he's getting curious as to hwy all this is happening at once. I think he's getting a whiff of a rat!

	√+	√	√-	Rewrite
Overall purpose/ Main idea	Clearly establishes and cogently defines an insightful purpose	Identifies and defines an appropriate purpose	Attempts to identify but falls short of defining a clear purpose	Fails to identify the purpose of the essay
Handling of the Prompt/ Assignment	Clearly and completely addresses and directly answers each part of the prompt	Answers each part of the prompt directly or indirectly	Fails to address important parts of the prompt directly or indirectly	Does not address the prompt or misinterprets requirements of the prompt
Organization and Development	Insightfully organizes sequence of ideas according to the purpose of the essay; presents a cogent analysis using fully-developed, coherent paragraphs	Organizes conventional evidence or commentary in appropriate but perfunctorily arranged, formulaic paragraphs	Organizes weak material in a confusing manner; generally ignores appropriate paragraph development	Lacks discernible organization; ignores relevant development of ideas
Use of Language	Uses precise and effective vocabulary that clearly and accurately convey meaning	Uses conventional but generally correct and appropriate vocabulary	Contains awkward word choices and frequent errors in direction or idiom	Uses words that often obscure meaning