

AP Literature Summer Reading Assignments

How to Read Novels Like a Professor by Thomas C. Foster
Beloved by Toni Morrison
A Room with a View by E.M. Forster

Part One: Annotations

Begin by reading and annotating Thomas C. Foster's *How to Read Novels Like a Professor*. Because your books will be collected at the beginning of school, you must purchase a tangible copy and not an e book.

Next, using the wisdom you've acquired from Foster's book, read and annotate *Beloved* and *A Room with a View*. Because these novels will be momentarily collected on the first day of class, you must purchase tangible copies and not e books. Annotations encourage you to read actively and thoughtfully; they also provide you with a useful overview to consult before discussions or writing assignments.

Here are some suggestions to regarding your annotations (inspired by Paul Connolly and associates from the Institute for Writing and Thinking at Bard College):

1. First thoughts about the text. What's the tone?
2. Any questions you may have. Your questions are often insightful moments.
3. Find and respond to
 - a. Passages that have personal meaning for you.
 - b. Passages that are important to the work as a whole.
4. React to the characters/author in emotional ways. Dialogue with them.
5. Does the text remind you of anything else?
6. What do the final chapters reveal about power, conscience, "the other," justice?
7. Do the final chapters answer any specific questions? What questions are you left with?

Your annotations for all three works will receive a project grade within the first week of school.

Here is the rubric:

Annotations	Excellent 15	Good 13.5	Average 12	Needs Improvement: 10.5	Unacceptable 9-0
<i>How to Read a Novel Like a Professor</i>	Complete, thorough, insightful	Fairly complete, thorough, insightful	Somewhat complete, thorough, insightful	Minimally complete, thorough, insightful	Not complete, thorough, insightful
<i>Beloved</i>	Complete, thorough, insightful	Fairly complete, thorough, insightful	Somewhat complete, thorough, insightful	Minimally complete, thorough, insightful	Not complete, thorough, insightful
<i>A Room with a View</i>	Complete, thorough, insightful	Fairly complete, thorough, insightful	Somewhat complete, thorough, insightful	Minimally complete, thorough, insightful	Not complete, thorough, insightful

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Part Two: Summer Reading Journaling Guides:

Important: You do not need an MLA heading at the top of each sheet, but you do need to double space and cite quotations properly. Use one cover sheet (copied from the website) for both responses. You do not need a Works Cited page, as we are all working from the same text. Only three pages (1 cover sheet and 2 one-page responses) should be handed in. You will be asked to submit a physical copy as well as an electronic copy, so it is best to create one pdf with all of the required components.

The books listed above are central to class work and discussions during the first weeks of AP Literature. After reading and annotating each novel, write thoughtfully about the books in response to the prompts listed below.

For each title, choose any one of the following guidelines, but **use a different question for each work**. Clearly indicate **by number** which questions you are answering. Your responses should be limited to one (12 pt. font) page per novel. This set of responses will count as a major test grade. The assignment is due on the first day of class. If late, your work will be downgraded one letter grade for each day of lateness within the first full week of classes in September. Should the assignment be more than one week late, although you will receive “credit” for having completed and submitted it, the assignment will receive a “0” grade. Should the assignment be totally disregarded and NOT submitted, you risk a failure, “F,” for the course, since you will not have fulfilled all the course requirements.

1. Choose a chapter or section of the work. Comment on what you think is the significance of this excerpt. How does this chapter or section contribute to meaning in the entire work?
2. Ask questions about a chapter or section of the work, or about the work as a whole. Has anything caused confusion for you as you read it? Direct your questions to the author, a character, or the class. Let the questions take you into a conversation with your audience.
3. Describe your reaction(s) to a stylistic technique you confronted in the work. What makes the style of this work remarkable? Did you do any research about this author’s style that helped you to better comprehend his/her work?
4. Talk about the relationship characters have to one another, quoting specific words or phrases to give evidence for the nature of the relationship, the causes for conflict, the apparent position of the author in regard to the characters.
5. Pretend you are an actor playing one of the characters in the work. Get inside the character's mind. Using first person, communicate how the character feels about himself/herself, about the other characters, or about his/her situation or difficulties.
6. Is there a specific component of the work (i.e., dialect, setting, stylistic techniques, symbolism) that contributes to the meaning and effectiveness of the work? Reflect on the author’s use of that component as it enhances the work.