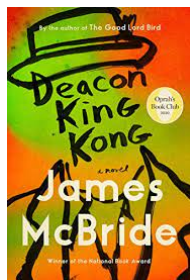


AP Literature and Composition
Summer Reading 2023-2024



Novel: James McBride, *Deacon King Kong*

Poetry: Layli Long Solider, *Whereas*

Nonfiction: Thomas Foster, *How to Read Literature Like a Professor*

Writing Assignment: *Deacon King Kong* and *Whereas* ONLY

You will be submitting a **reflective and analytical** response for the questions below. Avoid simply numbering each question and answering them one by one.

Responses for the three questions should be woven into a reflective and synthetic response.

- Journals should not be stream-of-conscious writing; evidence of planning and organization in order to craft a cogent response is important (each paragraph should build upon an overarching interpretation of the novel; a thesis is needed to ground your analysis).
- Consider ideas **as well as** literary elements (character, setting, point of view, structure, language use).
- Begin all literary analysis with a TAG statement (title, author, genre) in the introduction.
- While your responses for both literary texts must be in the same document, please be sure to separate out both the novel and the poetry text with clear page breaks/headings.
- ***A pattern of grammar errors may lower the score of an otherwise effective paper.***

Your writing response MUST address the following questions. Do NOT simply list each question and write a response. Integrate your responses to each question into a journal or essay-style response. No question should be researched from online sources (do not consult the internet on what it's about) but you may research the publication time period or [setting](#) in order to try and understand author intent. It should go without saying that Chatbots generate mediocre responses and their use is considered plagiarism.

Responses for *Deacon King Kong* and *Whereas* must each address the following questions:

1. What was the author's intent in writing this work?
2. Was their intent reasonable (given the parameters of literature and the social or cultural context in which they are writing)?
3. To what extent has the author achieved their intent? (Evaluate to what extent the work was successful and why.)

Nonfiction: Thomas C. Foster, *How to Read Literature Like a Professor*

It's recommended you use Post-its, and write a short summary of each of the chapters below. You can skim over the extended examples if you understand the concept and don't need to read the illustration. Use the Post-its to complete [this chart](#).

Foster Chapter Requirements (you should read ALL of these for the chart):

- Chapter 1: "Every Trip is a Quest (Except When It's Not)"
- Chapter 2: "Nice to Eat with You: Acts of Communion"
- Chapter 3: "Nice to Eat You: Acts of Vampires"
- Chapter 4: "Now, Where Have I Seen Her Before?"
- Chapter 5: "When in Doubt, It's from Shakespeare..."
- Chapter 6: "...Or the Bible"
- Chapter 9: "It's More Than Just Rain or Snow"
- Chapter 10: "Never Stand Next to the Hero"
- Chapter 12: "Is That a Symbol?"
- Chapter 13: "It's All Political"
- Chapter 14: "Yes, She's a Christ Figure, Too"
- Chapter 15: "Flights of Fancy"
- Chapter 18: "If She Comes Up, It's Baptism"
- Chapter 19: "Geography Matters"
- Chapter 20: "So Does Season"
- Chapter 21: "Marked for Greatness"
- Chapter 22: "He's Blind for a Reason, You Know"
- Chapter 23: "It's Never Just Heart Disease ... And Rarely Just Illness"
- Chapter 24: "Don't Read with Your Eyes" • Chapter 25: "It's My Symbol and I'll Cry if I Want To"

Fiction/Poetry Response Grading Criteria:

Total submission (in one document) is a maximum of 8 pages (typed, double-spaced, insert a page break between each text). Final writing will be submitted via Turnitin.

Exemplary (6 points)	Focuses on the importance of specific details from the selected work to build an interpretation. Organizes and supports an argument as a line of reasoning, each with adequate evidence that is clearly explained. Literary elements are addressed and analyzed.
Proficient (5 points)	Focuses on the importance of specific details from the selected work to build an interpretation. Organizes and supports an interpretation as a line of reasoning, evidence is clear and present but may be inconsistently explained or supported. Evidence of literary elements is present throughout the analysis.
Developing (4 points)	May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either does not make multiple supporting claims or does not adequately support more than one claim. A line of reasoning is not clearly established. Literary elements may be superficially addressed.
Beginning (3 or below)	Provides evidence that is mostly general. Summarizes the evidence but does not explain how the evidence supports the argument. Tends to focus on overarching narrative developments or descriptions of a selected work rather than specific details. Literary elements missing or superficially addressed.

