

AP English Language and Composition / AP English III 2019-2020 Summer Reading and Writing Assignment

Welcome to AP Language and Composition!! I am very excited about a stimulating and challenging year ahead focused on rhetorical analysis. The primary focus of this class is to prepare students for the AP Language and Composition exam in May; however, in the process, students can expect to improve their rhetorical analysis, critical reading, and writing skills. While novels/plays are required reading, the course is heavily grounded in nonfiction rhetorical analysis. All of the assignments below are designed to help you in getting comfortable with rhetorical analysis! Of course, we will have much to discuss come August! Until then, enjoy your reading and good luck!

Summer Reading Assignment: *The Outliers* by Malcolm Gladwell

Your summer reading assignment has four components:

Part I: Close Reading/Annotating the text

Part II: Important Quotes

Part III: Argumentative Essay

Part IV: Socratic Discussion Questions

Part V: Assessment

All parts of the assignment, with the exception of Part V: Assessment, will be **due on Friday, August 23rd**, the end of the second week of school.

Part I: Close Reading /Annotating the Text

Do a close reading of the text. A close reading means to keep a pencil or pen in your hand as you read and make notes in the margins, **star/asterisk** near favorite/insightful passages (briefly write in margin why it was a favorite or insightful part), **"?"** near confusing passages (briefly write out question on what is confusing in the margin), **box** unknown vocabulary (look up and briefly define unknown word in margin), **highlight** interesting information (briefly write what and why it was interesting in margin), and **comment** on anything significant in the margins. You will be turning in the annotated copy of the book.

As you read, concentrate on Gladwell's unique definition of success. Notice how he uniquely defines and presents this abstract concept through his creative chapter titles, research, personal stories, and observations. You'll be surprised about how much you will learn from this original perspective on success.

Part II: Important Quotes

As you are close reading and annotating the text. Create a chart that lists the 11 most important quotes/passages that represent the specific thesis statements, theoretical claims, major epiphany moments, or important declarations of each chapter of the book. Include one quote from each chapter, including the introduction and epilogue. Use only direct quotes from the book; make sure to cite author, and page #. For each quote, provide a short explanation as to how this quote helps to develop the overall purpose and progress the argument of that section or chapter of the book.

Chart Example:

Chapter Title	Quote	My Brilliant Thoughts
<i>Chapter I: Death or Glory!</i>	"Give me liberty or give me death!" (Henry 2).	Well, Patrick Henry sure was an extremist. He also creates an "either, or" logical fallacy here, making it seem like there are only two options. Then again, that also adds a certain amount of drama and flair to his work. Did he really feel this passionately about it, or was he trying to just ignite the colonists? Why "liberty" and not "freedom"?

Part III: Argumentative Essay

Write an argumentative essay. Your essay will be used to assess your writing and ability to synthesize reading material.

- Write an essay that defends or challenges or qualifies Gladwell's assertion that "if you work hard enough and assert yourself, and use your mind and imagination, you can shape the world to your desires" (Gladwell 151).
 - Present your ideas clearly and with organization following MLA format.
 - Use facts, examples, personal experience, and connections from your reading to support your claim (do you or don't you agree with Gladwell's assertion?). I am challenging you to think deeply about your readings and apply them to a bigger and personal idea.
 - Be sure to make specific connections to Gladwell and any other sources you may include in your argument.

Part IV: Socratic Discussion Questions

Use the following questions to guide you through the entire novel, and be prepared to discuss each question in a Socratic discussion the first few weeks of school.

Please type your answer to each of the following questions. Please use proper grammar and complete sentences when responding. You will be evaluated on how well you respond to the questions, including accuracy, quality, completeness, thoroughness, and overall detail.

Introduction: *The Roseto Mystery*

1. What is the Roseto Mystery? What overarching idea is Gladwell establishing in his introduction?

Chapter One: *The Matthew Effect*

2. Explain the author's viewpoint regarding "The Story of Success". Are personal qualities the sole reason one becomes an outlier? (Try to use a quote in your answer when identifying the author's argument/ viewpoint)
3. What are the counterpoints to Gladwell's argument?
4. What is the phenomenon of relative age? How does this prove Gladwell's theory?
5. What is the consequence of "prematurely writing people off as failures"?

Chapter Two: *The 10,000-Hour Rule*

6. What is meritocracy?
7. How does Gladwell disprove the idea that "Achievement is talent plus preparation"?
8. Explain the 10,000-hour rule referred to in the chapter's title.
9. Consider the following: "Practice isn't the thing you do once you're good. It's the thing you do that makes you good." Explain how this philosophy was at work for Bill Joy, The Beatles, and Bill Gates.

Chapter Three: *The Trouble with Geniuses, Part I*

10. Describe the difference between 'divergence testing' and 'convergence testing'. Is one more significant than the other?
11. What is the threshold effect? How does the University of Michigan, physics, and basketball show the threshold effect?
12. Who are the termites? What mistake did Lewis Terman make regarding the termites?

13. What is something that matters more than higher intelligence to achieve success once someone reaches the threshold for intelligence? (Think about the brick test).

Chapter Four: The Trouble with Geniuses, Part 2

14. Compare and contrast Langan and Oppenheimer.
15. What is the difference between “concerted cultivation” and “accomplishment of natural growth”?
16. What did Lewis Terman find as a constant within the termites?

Chapter Five: The Three Lessons of Joe Flom

17. Explain Gladwell’s statement as it relates to Joe Flom: “Buried in that setback was a golden opportunity.”
18. Why was Mort Janklow successful while his father, Maurice Janklow, never was? What opportunities did Mort Janklow receive that Maurice Janklow did not?
19. What golden opportunity did the Borgenichts get when coming to America? How does this relate to Jewish doctors and lawyers of today? What evidence does Gladwell provide to support this?
20. Consider the following quote: “Hard work is a prison sentence only if it does not have meaning.” Explain how this quote relates to the chapter.

Chapter Six: Harlan, Kentucky

21. Describe the “culture of honor” in the Appalachian Mountains and how it applies to the Turners and the Howards.
22. What are the “cultural legacies” as described in this chapter? Why are they significant to understand when dealing with people?

Chapter Seven: The Ethnic Theory of Plane Crashes

23. Describe the significance of the “willingness to change” as it relates to Korean Air.
24. What is “mitigated speech” and how does it apply to flying planes and culture?
25. What is Gladwell explaining about the importance of communication? How does he make his point?

Chapter Eight: Rice Paddies and Math Tests

26. Describe the connection between the 10,000-Hour Rule and the wet-rice farmers in Asia

27. Why does Gladwell include Alan Schoenfeld's experiment, along with dialogue from the experiment? Why does Schoenfeld find one particular subject so fascinating? And how do the results relate to the Chinese?
28. How has culture shaped hard work, especially given Erling Boe's accidental discovery at the University of Pennsylvania?

Chapter Nine: Marita's Bargain

29. How does Gladwell combat the notion that effort must be balanced by rest as some 19th century educators thought? (look at Karl Alexander's study on the California Achievement Test)
30. How do the schools fail students? What advantage might wealthy students have over poor students with respect to school? How does this relate to Asian philosophies on schooling?
31. Gladwell states "success follows a predictable course." How does this quote apply to Marita? How does it apply to you?
32. What does Gladwell attempt to prove in part 2 of his book? How is part 2 different than part 1?

Epilogue: A Jamaican Story

33. What lucky factors or opportunities were made available for his mother?
34. How was Daisy Ford (Malcolm Gladwell's grandmother) an inheritor of a legacy of privilege? How did Daisy's cultural heritage affect her actions in getting her twin daughter educated?
35. What does Gladwell mean when he says, "The outlier, in the end, is not an outlier at all."? Do you think this contradicts the definition given at the beginning of the book? Why or why not?

Part V: Assessment

An assessment will be given within the first few weeks of school, after we have had our Socratic discussion over the book as a class; assessment date to be announced.

Have a Great Summer!

Mrs. Lopez

If you have any questions about the Summer Reading Assignment, please email me at jlopez403@judsonisd.org .