

Eng 3AP: Summer Reading 2021-22

AP Language and Composition Mrs. Feinberg, Mrs. Flurry

Welcome to AP Language and Composition! This course is different from most English classes you have taken before. We will continue to read and discuss great literature, but we will also delve into rhetoric, examining the power of language and building skills in producing sound, well-supported arguments.

Over the summer, the book you are being asked to read will help establish a critical foundation for this class. *Outliers* by Malcolm Gladwell will take us into the world of argument, examining how Gladwell builds his claims about what makes or breaks a person's chance at success using evidence that ranges from the rice paddy fields in Asia to the KIPP academy in New York.

***Outliers* is an example of an argument. Read the definition of argument below:**

Argument: to take a stand and to defend that stand against other possible stands. Given a subject, what stand can be defended? On what grounds can that stand be defended? Why are the author's grounds of defense better than other grounds?

Essential components of a good argument include:

- **Claims:** assertions or statements that are open to challenge
- **Evidence:** something that furnishes proof; anything that helps prove a claim (facts, statistics, anecdotes, research data, interviews, etc.)

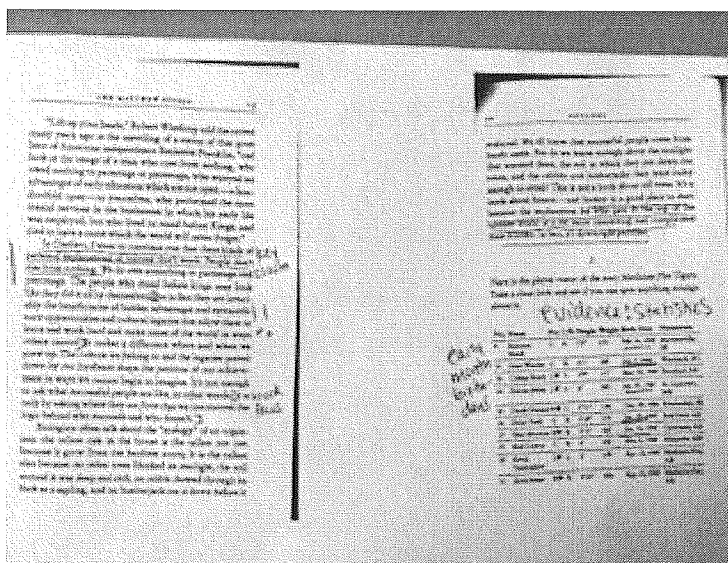
We are providing this information in late spring to give you time to dive into this learning opportunity over the summer or within the first two weeks of the new school year.

Text: Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Little, Brown, 2008.

The following components make up the complete summer reading assignment.

1. Read and annotate **OUTLIERS**

- a. *What should your annotations look like?*
- b. **Observe and note DEVICES** Gladwell uses
 - i. **Examples:** figurative language, statistics, word choice that develops a certain tone, sentence structure that contributes to style
- c. **Observe and note CLAIMS** Gladwell makes
- d. **Observe and note EVIDENCE** Gladwell uses to support those claims
 - i. Evidence comes in many forms!
 - ii. Look for: anecdotes, statistics, summaries, etc
- e. **How to note these devices, claims, and evidence? USE A SYSTEM THAT WORKS FOR YOU! Suggestions:**
 - i. **Color coding/highlighting** (please do not simply highlight without additional notations. We want to see you interacting meaningfully with the text)
 - ii. **System of symbols** (! ? *)
 - iii. **Margin notes**



2. Complete **OUTLIERS STUDY GUIDE** (see reverse side): As you read *Outliers*, complete the provided study guide (see the reverse side of this document) to examine the claims and evidence used by Gladwell. Unless otherwise approved, please plan to type your answers using MLA formatting; you will upload your work and submit to Canvas within the first two weeks of school resuming. **Respond to each question in complete sentences!**

Plan to engage in this learning over the summer or within the first two weeks of the new school year. NOTHING IS "DUE" WHEN WE RETURN TO SCHOOL. Happy reading!

Continue to study guide→

***Outliers: The Story of Success* STUDY GUIDE**

Answer the following on a separate document (in MLA format). You will submit this assignment on Canvas within the first two weeks of the school year.

ANSWER ALL QUESTIONS USING COMPLETE SENTENCES; INTEGRATE DIRECT QUOTES OR PARAPHRASED SUPPORTING EVIDENCE AND INCLUDE (PAGE NUMBER).

INTRODUCTION: The Roseto Mystery

- How does Gladwell define the term “outlier”?
- What does Gladwell imply about the role of community in Roseto?
- At the end of the introduction, Gladwell concludes with his purpose for the book. What is it?
- Offer a brief criticism of this opening. How well do you think the story of Roseto establishes Gladwell’s purpose?

CHAPTER ONE: The Matthew Effect: What claim does Gladwell make regarding age grouping and accumulative advantage? What supporting evidence does he provide?

CHAPTER TWO: The 10,000-Hour Rule What is Gladwell’s claim in this chapter about the correlation between practice and success? What supporting evidence does he provide?

CHAPTER THREE: The Trouble with Geniuses, Part I What claim does Gladwell make in this chapter about intellect versus achievement? What supporting evidence does he provide?

CHAPTER FOUR: The Trouble with Geniuses, Part II What claim does Gladwell make in this chapter about practical intelligence and socioeconomic status? What supporting evidence does he provide?

CHAPTER FIVE: The Three Lessons of Joe Flom What claim does Gladwell make in this chapter about autonomy, complexity, and a connection between effort and reward? What supporting evidence does he provide?

CHAPTER SIX: Harlan, Kentucky What claim does Gladwell make in this chapter about the relationship between cultural legacies and behavior? What supporting evidence does he provide?

CHAPTER SEVEN: The Ethnic Theory of Plane Crashes What is Gladwell’s claim in this chapter regarding the relationship between culture and our ability to succeed? What supporting evidence does he provide?

CHAPTER EIGHT: Rice Paddies and Math Tests What is Gladwell’s claim in this chapter regarding the relationship between academic success, attitude, and culture? What supporting evidence does he provide?

CHAPTER NINE: MARITA’S BARGAIN What is Gladwell’s claim in this chapter as it relates to the educational achievement gap and educational reform in the United States? What supporting evidence does he provide?

EPILOGUE: JAMAICAN STORY

- What impression does Gladwell give of his ancestors in the first part of the epilogue?
- In the second and third parts of the epilogue, what details does Gladwell give to help prove or reinforce the argument of the book?
- How does Gladwell connect the story of Daisy Nation to the stories of other “characters” in his book?
- What is Gladwell’s final conclusion about “outliers”?