

AP Language and Composition Summer Work 2024
Mountain Ridge High School

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***The Outliers* Reading Assignment #1 (10 Quotes w/ analysis)**

Submission is due **Friday August 2, 2024** by 2:30pm on Canvas.

Any late submissions will receive a 50% penalty (after 5 days / not accepted).

Canvas submission MUST be saved and submitted as a pdf and run through Turnitin.com

Summer Reading Novel: *Outliers* by Malcolm Gladwell

Description:

A #1 National Bestseller. "Explosively entertaining...*Outliers* is riveting science, self-help, and entertainment, all in one book." -Entertainment Weekly

In understanding successful people, we have come to focus far too much on their intelligence and ambition and personality traits. Instead, Malcolm Gladwell argues in *Outliers*, we should look at the world that surrounds the successful – their culture, their family, their generation, and the idiosyncratic experiences of their upbringing. Along the way, Gladwell reveals what the Beatles and Bill Gates have in common, the reason you've never heard of the smartest man in the world, why almost no star hockey players are born in the fall, and why, when it comes to plane crashes, where the pilots are born matters as much as how well they are trained.

Lives of outliers – people whose achievements fall outside normal experience – follow a peculiar and unexpected logic, and in uncovering that logic, Gladwell presents a fascinating and provocative blueprint for making the most of human potential.

*Please check-out or purchase a hard copy of *Outliers* and understand that you will need to bring your copy of the book with you to class each day during the first 2-3 weeks of the course. There will be an MCQ assessment covering *Outliers* during the first week of school, multiple class discussions of the book, and the unit will conclude with an argumentative timed write.

Reading Expectations & Assignment:

1. **Annotate:** Read and annotate Gladwell's text, *Outliers*. Annotating is a **writing-to-learn strategy while reading or rereading text**. **Annotating helps reach a deeper level of engagement and promotes active reading and is a visible record of the thoughts that emerge while making sense of the reading.** Your annotations should be organized, meaningful, and purposeful and it will help you be better prepared for the activities and assessments tied to this text. Below is a suggested method of annotation.

CLOSE READING STRATEGIES

 - I. At the end of each chapter, **summarize** it in your own words.
 - II. Annotations:
 - a) **Definitions:** Define words that are unfamiliar to you in the margins
 - b) **Comments:** Make comments on facts or evidence that is presented, word choice, what you believe the author's purpose to be for that chapter, or things you deem important or significant (be sure to explain WHY).
 - c) Make **connections:** Draw connections between what you are reading to things you learned about the topic previously, other texts you've read, or personal life experiences.
 - d) Ask **questions:** Write down the questions you have about particular passages or pieces of evidence that are presented, then after reading, go back and try to answer them.
 - e) **Rhetorical Devices & Appeals:** Identify any rhetorical devices or appeals being used and explain their purpose and/or intended effect.
2. **Quote Analysis:** Identify and correctly cite **10 significant quotes from the novel**. Next, explain the significance of the quote to the development of Gladwell's overall claim in a **150 word response**. This is to be done for **each** of your 10 quotes. Your explanation of the quote should be insightful, highlight your interpretations and perceptions of the novel, and demonstrate higher-level thinking. You will be assessed using the following adapted AP Rhetorical Analysis rubric for the Evidence & Commentary band. **10 quotes, 4 points possible for each 150 word entry = 40 Points.**

Rubric:

- ✓ Your quote analysis entries will be graded using the adapted AP Lang Rhetorical Analysis Rubric for Evidence and Commentary. This can be found at AP Central/College Board/AP English website but is also included on the next page.

AP Lang & Comp Standards	Highly Proficient (4 Points)	Proficient (3 Points)	Partially Proficient (2 Points)	Minimally Proficient (1 Point)	No Marks (0 Point)
<p>1.A</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p>	<p>*Uniformly offer evidence to support claims.</p> <p>* Focus on the importance of specific words and details from the passage to build an argument.</p> <p>* Organize and support an argument as a line of reasoning composed of a supporting claim, with adequate evidence that is clearly explained.</p>	<p>*Uniformly offer evidence to support claims.</p> <p>* Focus on the importance of specific words and details from the passage to build an argument.</p> <p>*Organize an argument as a line of reasoning composed of a supporting claim.</p> <p>*Commentary may fail to integrate some evidence or fail to support a key claim.</p>	<p>* Consist a mix of specific evidence and broad generalities.</p> <p>*May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</p> <p>*Claim may not be clearly stated and/or they do not adequately support their claim</p> <p>*Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</p>	<p>*Tend to focus on summary or description of a passage rather than specific details or techniques.</p>	<p>*Are incoherent or do not address the task.</p> <p>*May be just an opinion with no textual references or references that are irrelevant.</p>