English III—AP, 2023-2024: Summer Reading Assignment

Dear Future AP English III Students,

I look forward to seeing you in the fall in my AP English Language & Composition classes.

I'm confident in the skills you learned in your previous Pre-AP / honors classes; however, I must emphasize that the AP Language class is a rigorous, college-level course that focuses on reading, language, and rhetorical appeals used in a variety of fiction and nonfiction texts.

The class is a sharp contrast from most of the literature classes you have taken in the past, but you do have the opportunity to earn college credit by scoring a 3 or above on the AP Language test in the spring. The class curriculum has been approved by College Board, the organization that releases the AP exams.

Instructions for the Summer Reading Assignment (SRA) are provided in this document. I will periodically check my email to answer any questions you may have during the summer. Enjoy your break, but do not wait until the end of the break to begin your project.

Sincerely yours,

Ms. Beard
amanda.beard@wimberleyisd.net

Book: *Outliers, the Story of Success* by Malcolm Gladwell

Your Assignment—Part 1

Read *Outliers: The Story of Success,* a nonfiction work by Malcolm Gladwell. The author is the forerunner of creating this genre that some book reviewers now refer to as "Gladwellian." *Outliers* is a form of commentary that examines social systems and cultural values and reveals how they impact a person's success. In addition, Gladwell offers recommendations using rhetorical devices and strategies to convince readers to accept his arguments, proposed changes to the systems in place, and conclusions. For these reasons, *Outliers* is regarded as a piece of persuasive writing.
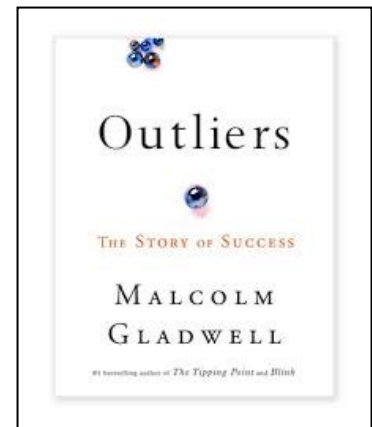
Your Assignment—Part 2:

- As you read, you will create a **dialectical journal** in which you provide direct examples from the book of rhetorical devices, writing strategies and styles, and logical fallacies, as well as your analysis of Gladwell's use of these items. A list of these devices, strategies and styles, and fallacies is provided on the next page.
- Provide a minimum of 30 specific examples.
  - ➢ You should have at least one example for <u>each</u> rhetorical device / strategy / style and logical fallacy.
  - ➢ You should have examples from <u>every</u> chapter in the book, including the introduction and the epilogue.

Set up your dialectical journal with the following column headings:

Chapter	Quote & Page #	Rhetorical Device / Strategy / Fallacy	Explanation & Analysis

Additional Instructions:

1. Even if you're familiar with the rhetorical devices, strategies, and logical fallacies listed on the next page, your first task should be to review and study them. For example, you should review how writers establish tone, how readers analyze the tone, and how writers create it. Much information is available on the Web about these writing strategies / styles, but be sure to use reliable, credible, current sources.
2. Next, set up your dialectical journal as a 4-column table with the column headings shown above. Then, as you read each chapter, fill in the table with the required information.
   - ➢ In the "Chapter" column, write the chapter number. You do not need to include chapter titles.
   - ➢ In the "Quote & Page #" column: Direct quotes should be placed in quotation marks and should be followed by in-text citations with the page numbers on which the quotes appear.
   - ➢ In the "Rhetorical Device / Strategy / Fallacy" (RDSF) column, identify which RDSF is used in the quote. Use the names of the devices as they appear on the next page.
   - ➢ In the far-right column: "Explanation" means you explain the context and / or purpose of the quote. "Analysis" means you analyze why the author makes the statement and the effect of the rhetorical device / strategy / fallacy.

How and When to Turn in Your Work:
You will turn in your dialectical journal on Google Classroom on the ***FIRST DAY OF CLASS.***

Rhetorical Devices / Strategies / Styles:

- **Logos:** appeals to logic
- **Pathos:** emotional appeals
- **Ethos:** appeals that highlight the author's or someone else's credibility
- **Purpose:** why the author is writing about the subject
- **Tone:** how the author feels about the subject
- **Parallel Structure:** the use of ideas arranged in phrases, sentences, and paragraphs (or other / additional aspects of a text) that are used for a purpose (such as to compare and contrast, to reveal cause and effect, etc.)
- **Repetition:** used for a purpose (such as to create emphasis, clarify an issue, create emotion, etc.)
- **Effective, purposeful imagery**

Logical Fallacies:

A logical fallacy is an error in reasoning, namely an argument in which the premises do not provide adequate support for the conclusion.

- **Appeal to Novelty**—the assumption that if something is new, it is good or correct
- **Cum Hoc Ergo Propter Hoc**—the assumption that because two events occurred together, one must cause the other, ignoring the fact that correlation is possible without causation
- **Post Hoc**—the assumption that because one event occurred after the first event, the first event caused the second event
- **Hasty Generalization**—occurs when a conclusion is based on too few observed examples
- **Misleading Vividness**—occurs when a few dramatic examples or events are used to outweigh a significant amount of statistical evidence
- **Straw Man**—an argument that fabricates, misrepresents, or otherwise distorts a position; refutes this weaker, misrepresented position; and concludes that the original position has been refuted
- **Slippery Slope**—an argument that assumes a certain course of action will necessarily lead to a chain of future events