

Calallen High School Pre-AP English I: Summer 2017 Reading Assignment

The Pre-AP (Pre-Advanced Placement) courses are intended to strengthen the transition between secondary school and higher education. Among the goals of the course will be the fostering of individual student responsibility for serious scholarship by providing opportunities to work at a college level and to prepare for future AP exams. Pre-AP courses challenge students to analyze, rationalize, discuss, and apply understanding in highly thoughtful ways.

Prior to the start of the fall semester, any student enrolled in English I Pre-AP, will be required to read one work of literature. This work may be purchased at local bookstores or checked out from the public library. We strongly recommend the students purchase the book so they may highlight and take notes in it. Too often, reading is a passive experience for many of our students; they sit down with a book, pass their eyes over the words, and say they have done the assignment. The guiding questions require that students to engage with the text and evaluate its claims, style, and effects and understand the elements in which we will be discussing in the future.

Testing on the summer reading will be completed within the first week of the fall term and will constitute a portion of the first grading assessment. This summer work is mandatory and due on the second day of class.

Summer reading assignments should be completed entirely by the student. This means that all ideas and insights should reflect the unique insights of the individual student and not be plagiarized from the Internet or other students.

To ensure that work is unique to each individual student, students are required to bring a digital copy (this means typed in a Microsoft Word document, which should be downloaded from the school's website) of the summer reading assignment. On the second day of school, digital copies (this MS Word file, with your answers) of the summer reading assignment will be submitted to the website **turnitin.com** which verifies the authenticity of the student's work. Do not try to attempt to change the formatting of the chart on the Word file. This will only complicate things for you. Simply type your answer in the corresponding box and save your work.

Summer Reading Assignment:

1. Read *Outliers* by Malcolm Gladwell.
2. Evaluation of summer reading will be two part:
 - a. Completed "Characteristics of an Outlier's Success Chart" due 2nd day of class
 - b. Test, Taken 2nd day of class (test comprised of 20 objective questions and 3-4 short answer response questions)

Students are expected to bring a paper or digital copy of *Outliers* to class during the first two weeks of the semester. Class discussion and essay writing related to *Outliers* will follow in the days after the test.

Characteristics of an Outlier’s Success Chart

The purpose of this chart is to create a high degree of familiarity with the text as preparation for the *Outlier* test.

Responses should be original and unique to each student. (In other words, don’t “work with your friends”). Responses that are not unique will be considered plagiarism and a compromise of academic integrity.

Directions: As you read each chapter, write a description of approximately 50 words in each applicable column. Answers must be more than a simple “yes or no” response. Use and cite (w/page # in parentheses) evidence from the reading to support your responses. One category box per row is already answered for you as a guide for the type of response you should include, but that information may be tested so thoughtfully consider all categories. All boxes should be answered except those already filled with a black box.

Chapter #	How does the person/group exhibit <i>at least</i> one of the following: IQ; talent; practical intelligence?	Does the person/group have 10,000 hours; and/or a passion for meaningful, complex, and autonomous work?	How does the person/group have access to opportunities (people/patronage); excellent schooling; knowledge; training; experiences)?	Does the person/group have parents who valued education; modeled hard work; and demonstrated innovativeness (parentage)?	Was the person/group born in the “right” time period or location?	Does the person/group have an advantage or disadvantage (economic/ethnic/cultural) ?
Introduction: “The Roseto Mystery” Roseto immigrants				Family was important to the Rosetans, with 3 generations often living in the same household, creating a sense of community (10).		

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Chapter 1 “The Matthew Effect” Medicine Hat hockey team Czech national hockey team	Success in hockey is based on individual merit. If you have ability, the system of scouts will find you (17).					
Chapter 2 “The 10,000-Hour Rule” Bill Joy Beatles Bill Gates		Joy, at 16, discovered the computer center at the University of Michigan, which had an advanced system for its time, allowing him ample practice (44-45).				

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		The Beatles played Hamburg 8 hours per day, 7 days a week (49). Gates began learning time-sharing computing as an 8 th grader in 1968 (51).				
Chapter 3 “The Trouble with Geniuses, Part 1” Chris Langan Termites			No evidence found for Langan in this category. “Terman wrote his recruits letters of recommendation for jobs and graduate school			

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			applications. He doled out a constant stream of advice and counsel...” (74-75).			
Chapter 4 “The Trouble with Geniuses, Part 2” Chris Langan Robert Oppenheimer Katie Brindle Alex Williams				Langan and Brindle did not have remarkable parentage. At age twelve, Oppenheimer corresponded with NYC geologists and was asked to lecture them. Oppenheimer’s dad “...encouraged his son to accept		

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				this honor” (109). Williams’ mom coached him to speak up to adults and represent his interests (106).		
Chapter 5 “The Three Lessons of Joe Flom” Flom Janklow Borgenicht		The old-line firms only practiced corporate law, providing Flom with ample chance to improve as a litigation lawyer (124-127).				

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		No evidence relating to Janklow. Borgenicht spent countless hours making garments because the work was meaningful to him (149-150).				
Chapter 6 “Harlan, Kentucky” Scotch-Irish immigrants southerners northerners						

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<p>Chapter 7 “The Ethnic Theory of Plane Crashes”</p> <p>Pilot-/co-pilot teams for: Korean Air</p> <p>Avianca</p> <p>Suren Ratwatte</p>		<p>Korean air captain had 8,900 flight hours (177).</p> <p>No details for Avianca.</p> <p>Ratwatte had flown his entire life, at least 20 years (187).</p>				
<p>Chapter 8 “Rice Paddies and Math Tests”</p>						<p>Rice “was life” to the Chinese. Without it, “you don’t survive.”</p>

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Asian rice farmers Asian students						“If you want to be anyone in this part of China, you have to have rice” (227). Asian students have an advantage when dealing with numbers because of uniformity in their number-naming systems, unlike Western cultures (228).
Chapter 9 “Marita’s Bargain” Marita			KIPP remediates and accelerates math and reading skills to ensure students have higher education opportunities.			

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			“...KIPP promises that it will take kids like her [Marita] who are stuck in poverty and give them a chance to get out” (167).			
Chapter 10 “A Jamaican Story” Daisy Joyce					Gladwell’s aunt won the Centenary scholarship which had been created by the United Kingdom to honor the memory of abolition (275).	

Grading RUBRIC: Characteristics of an Outlier’s Success

	For an “A”	For a “B”	For a “C”	Failing
Interpretation and commentary	Thoughtful, insightful and clearly written response. Avoids clichés. Specifically and aptly connects category to chapter individual/s or group/s. Top scoring responses will also show depth of understanding of what comprises an outlier.	Good response. Plausibly connects category to chapter individual/s or group/s. A good response will show an understanding of what comprises an outlier.	May just be a basic and correct response Vague and/or sparse connection made between the category and the chapter individual/s or group/s. A weak response will show a simplistic or weak understanding of what comprises an outlier.	Incorrect and/or incomplete response. Does not make a connection between the category and the chapter individual/s or group/s. A failing response will not show an understanding of what comprises an outlier.
Grammar, usage, punctuation and mechanics.	Only a few errors which are not distracting.	Several errors but they do not interfere with understanding.	Many errors, some of which interfere with understanding.	Errors are plentiful. Appears as though no proofreading was done at all.
Presentation	Neat, organized, looks professional, follows directions	Neat and readable, follows directions	Neat but hard to read, doesn’t follow directions	Hard to read, doesn’t follow directions