

E319/E345 *Outliers: The Story of Success* by Malcolm Gladwell

Summer Reading Assignment

You need to have this book read and have the following assignment completed by the first day of class, which your teacher will collect and grade. You will be reading more closely and writing about this book during first quarter, so it will be advantageous to buy your own copy.

On the charts below, complete each of these tasks TWO times, for a TOTAL of 14 comments. Use the explanations at the end of this packet to help you.

1. Make a **personal connection** to own life; based on the connection to the text, what do you understand better about yourself or about life in general?
2. Interesting/surprising **diction** by the author (word choice, clever phrasing). Be selective with your notes on diction; you can even consider a few thoughtful words. Avoid annotating lengthy passages, especially followed by minimal notes.
3. Unfamiliar **vocabulary words** (formal or informal language, slang, jargon). When you comment on an unfamiliar word, you are expected to look it up, note the definition, and explain why the author chooses this word.
4. Interesting **syntax** (sentence construction/arrangement, purposeful fragments, run-ons, colons and semi-colons, inverted sentences). See notes on syntax.
5. A clue to the author's **tone** (phrasing that hints at the author's tone/feeling). Tone words are adjectives. See list of tone words.
6. The significance of **appeals**: ethos (speaker's/author's credibility), pathos (emotions/feelings), and logos (logic—where author and audience meet). It is possible that a particular passage could have more than one appeal. See notes on appeals.
7. **Other techniques**: Identify the technique and analyze the author's reason for using it. See note on other techniques.

Good luck and be prepared when you walk into class in August!

***Not completing this assignment will put you severely behind. If there is even the slightest possibility that you will be taking AP, you need to complete this assignment!
(Your other teachers won't mind if you read this but then don't take AP.)***

Connection #1	Passage/quote from book and page #	Explain your personal connection and what it helps you understand about yourself and/or life?
Connection #2	Passage/quote from book and page #	Explain your personal connection and what it helps you understand about yourself and/or life?

Author's choices	Passage/quote from book and page #	Your rhetorical analysis: Explain the effect of the author's choice. What does the author achieve by using this choice in this passage?
<p>SAMPLES:</p> <p>Vocabulary</p> <p>Appeal to Logos</p> <p>Diction #1</p> <p>Diction #2</p>	<p>“Neighboring Bangor was largely Welsh and German, which meant—given the fractious relationships between relationships between the English and Germans and Italians in those years—that Roseto stayed strictly for the Rosetans” (5).</p> <p>“When Wolf had dieticians analyze the typical Rosetan’s eating habits, they found that a whopping 41 percent of their calories came from fat. Nor was this a town where people got up at dawn to do yoga and run a brisk six miles. The Pennsylvanian Rosetans smoked heavily and many were struggling with obesity” (8).</p>	<p>The word means irritable, quarrelsome, or difficult to control. It’s important because it explains how the other ethnicities had unhealthy relationships, so the Rosetans stayed isolated, which is how they were able to stay different from the other groups.</p> <p>The statistic about how much of their calories were from fat, the information about how they didn’t exercise, their smoking, and their obesity are all used by Gladwell to disprove that their diets or physical lifestyles were part of the reason they lived such healthy lives.</p>

Author's Choice	Passage/quote from book and page #	Your rhetorical analysis: Explain the effect of the author's choice. What does the author achieve by using this choice in this passage?
Appeals #1		
Appeals #2		

Author's Choice	Passage/quote from book and page #	Your rhetorical analysis: Explain the effect of the author's choice. What does the author achieve by using this choice in this passage?
Identify Other Technique #1: <hr/>		
Identify Other Technique #2: <hr/>		

DICTION

Paying attention to “Diction” means you’re paying attention to word choice. There are lots of ways to say the same thing, but each word has its own unique shade of meaning.

When annotating *Mississippi*, look for unique, powerful, or unexpected words or phrases. *These were chosen for a reason!*

Ask yourself, “Why THAT word?” Why would an author use *that* particular word instead of a different one? What does *that* word do that another one couldn’t?

Example: From George W. Bush’s speech made on 9/11/2001

“Today, our fellow citizens, our way of life, our very freedom came under attack in a series of **deliberate** and **deadly** terrorist acts.

The victims were in airplanes or in their offices -- secretaries, businessmen and women, military and federal workers. Moms and dads. **Friends and neighbors.**

Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness and a quiet, unyielding anger.

These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong. A **great** people has been moved to defend a **great** nation.”

Analysis: Lots of specific word choices here. We chose a few.

1. “Deliberate and deadly” = the speaker uses these terms to define what the attack was. They depict it as an intentionally violent attack, not an accident or a chaotic mistake.
2. “Friends and neighbors” = These words, along with the list of people preceding them, intensely humanize the Americans who were killed. The victims were people we knew and liked. This also contrasts the victims from the terrorists: people we liked were killed while people who were intentionally violent did the killing.
3. “Great” = Not only is the word repeated, but it emphasizes the connection between we Americans and the country we reside in. It is not an ordinary country made by ordinary people. It is a country superior to the tragedy.

Think about it:
What’s the difference between these words?

Cute
Attractive
Sexy
Pretty
Beautiful
Hot

They all mean roughly similar things, but when would you use one word or the other? You want to look at their distinctions.

SYNTAX

SYNTAX: The way an author chooses to join words into phrases, clauses and sentences. Students will need to be able to analyze how syntax produces effects. They should first try to classify the kind of sentences used, and then try to determine how the author's choices amplify meaning, in other words why they work well for the author's purpose.

[E.g. A series of long sentences followed by a brief sentence places emphasis on the ideas presented in the brief sentence. How are those ideas central to the meaning of the text? A series of short, simple sentences or phrases can produce a feeling of speed or choppiness, which may suit the author's purpose. Or long, meandering sentences can slow the movement.]

As you read, look for appearances of the following syntax elements; then discuss what they do to amplify meaning of the content.

Repetition: duplication, either exact or approximate, of any sentence elements.

Effect: links and emphasizes ideas or creates a sense of rhythm

Parallelism: involves structural similarity. May involve, but not limited to, repetition of a grammatical element. ("It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...")

Effects: numerous possible---attract the reader's attention, set up a comparison or contrast, add emphasis, provide a musical rhythm

Balanced Sentence: construction in which both halves of the sentence are about the same length and importance ("Marriage has many pains, but celibacy has no pleasures." Samuel Johnson; also the example above by Dickens)

Effect: emphasis, rhythm

Sentence Length: the length of a sentence has a strong impact on how it's read, playing with the rhythm and sound of the ideas within the sentence or sentences.

-Long sentences – Force the reader to combine many thoughts into one sentence, stretching their capacity to understand the tangible and abstract elements of the sentence.

(Example = "Feeling like an ethereal angel chided by its master and no longer bound by its spiritual guardianship, I silently glided back to my home across the impossibly dismal corridors of the neighborhood's alleyways. Having no particular reason to arrive at my destination in any hurry, or at all, I faintly tumbled over the grass and hills and desolately awkward streets, dejectedly lumbering after an immortal, gloating dream whose author had forgotten it the moment he awoke.")

-Short sentences – typically accomplish the opposite of long sentences. A short sentence can stand out when it is unique from the sentences around it. It indicates the author wants to isolate the idea within that sentence.

Paragraph Length: like sentences, the length of paragraphs can also make a unique impression that is relevant to its text.

-Long paragraphs – like long sentences, are meant to incorporate a long string of interrelated ideas. Possibly the author attempts to "overwhelm" the reader with a flood of information. The length can also indicate a particularly long or lazy moment in a story.

-Short paragraphs – like short sentences, the ideas stand out. It is typically uncommon to see a short paragraph consisting of only one or two sentences, so the author likely wants to call attention to the ideas there.

Lists: Lists offer a "string" of related ideas, usually indicating a sense of rhythm or sound to the items within the list. Lists sometimes are incorporated with REPETITION.

-Words strung together – Look for lists of nouns, verbs, adjectives, names, places, or just about anything else to be strung together in sentences, separated by commas. These often work to create a sense of rhythm, provide detailed descriptions, and often impress or overwhelm readers.

(Example = Everything about Tiffany was amazing: her hair, her eyes, her ears, her lips, her hands, her face, her shoulders, her kneecaps, and even her feet were all immaculate.)

-Phrases strung together – Very similar to words strung together, only this time with similar groups of words.

(Example = They tackled my legs, tickled my stomach, pinched my cheeks, punched my chest, and laughed at my face the whole time. Gosh, I love my kids!)

-Sentences strung together – Like words and phrases, sentences can be strung together as well to create various effects. Usually strings of sentences go along with the long or short sentences techniques so that there is a sense of rhythm and certain degree of flow.

Stop and Go/Interruptions: This is really a variation of previous techniques, playing with the reader's sense of timing and rhythm. Here, the author may switch between long and short or fast and slow sentences, focusing on contrast and interruption. They may even intentionally add punctuation or phrases that interrupt the flow.

(Example = "I...never know that...never knew that my mother...was...that she was...the killer!" or "My sister never shares her toys and always keeps them for herself, even though I beg her and sometimes even wrestle with her, she never gives them to me. She's a stink.)

Isolated Words: For emphasis at certain points of the sentence, certain words or phrases may be separated from the rest of the sentence.

(Example = Trembling, I slowly began backing away from the bully." or "I sighed as I wished that, someday, my dreams would come true.)

Sentence Fragments and Runons: You've been taught all those rules of grammar, but have you ever noticed that authors break those rules? It's not that they're idiots; it's that they're trying to do something specific with language, rhythm, and structure at these points.

Tone Words

The following words can be used to define the “tone” of a certain passage. As you read, you’ll notice the descriptions and word choices are designed to reveal how the author is feeling towards the topic he/she discusses.

angry	sad	sentimental
sharp	cold	fanciful
upset	urgent	complimentary
silly	humorous	condescending
boring	poignant	sympathetic
fearful	detached	contemptuous
happy	confused	apologetic
hollow	childish	remorseful
joyful	peaceful	horrific
allusive	mocking	sarcastic
sweet	objective	nostalgic
vexed	vibrant	zealous
tired	frivolous	irreverent
bitter	audacious	benevolent
dreamy	shocking	seductive
restrained	somber	candid
proud	giddy	pitiful
dramatic	provocative	didactic

Tone: the **attitude** of the author towards the subject matter. Examine what Anthony Walton’s attitude toward particular topics seems to be, and consider *why* he would have that tone while discussing those topics.

Tone words are **adjectives**.

APPEALS: ETHOS / LOGOS / PATHOS

To Appeal to LOGOS (logic, reasoning)	To Develop or Appeal to ETHOS (character, ethics)	To Appeal to PATHOS (emotion)
the argument itself; the reasoning the author uses; logical evidence	how an author builds credibility & trustworthiness	words or passages an author uses to activate emotions
Types of LOGOS Appeals	Ways to Develop ETHOS	Types of PATHOS Appeals
<ul style="list-style-type: none"> • Theories / scientific facts • Factual data & statistics • Citations from experts & authorities • Indicated meanings or reasons (because...) • Literal or historical analogies • Definitions • Quotations • Informed opinions • Examples (real life examples) • Personal anecdotes 	<ul style="list-style-type: none"> • Author's profession / background • Factual data & statistics • Citations from experts & authorities • Author's publication • Appearing sincere, fair minded, knowledgeable • Morally / ethically likeable • Appropriate language for audience and subject • Appropriate vocabulary • Correct grammar • Professional format • Conceding to opposition where appropriate 	<ul style="list-style-type: none"> • Emotionally loaded language • Emotionally loaded statistics • Vivid descriptions • Emotional examples • Anecdotes, testimonies, or narratives about emotional experiences or events • Figurative language • Emotional tone (humorous, sarcastic, ominous, etc.)
Effect on <u>Audience</u>	Effect on <u>Audience</u>	Effect on <u>Audience</u>
Evokes a cognitive, rational response Readers get a sense of, "Oh, that makes sense" or "Hmm, that really doesn't prove anything."	Helps reader to see the author as reliable, trustworthy, competent, and credible. The reader might respect the author or his/her views.	Evokes an emotional response Persuasion by emotion (usually evoking fear, sympathy, empathy, anger)

Hint: Often more than one appeal is taking place at the same time. (For example, while an author may be revealing rational arguments based on statistics, those statistics may also produce an emotional reaction.)

OTHER TECHNIQUES

There are lots of other terms you may or may not be familiar with. Here are a few, along with their definitions.

- Metaphor = a comparison between two unlike objects
- Simile = a comparison between two unlike objects using the words “like” or “as”
- Hyperbole = an exaggeration
- Personification = attributing human-like characteristics to something not human
- Pun = a play on the sounds or meanings of words
- Onomatopoeia = a word that sounds like a sound (*i.e.* pop, fizz, sizzle, *etc.*)
- Synecdoche = referring to a part of a whole (*i.e.* “All hands on deck!”)
- Metonymy = referring to an object to represent a whole person (*i.e.* “The crown would disapprove.”)
- Aphorism = a saying, proverb, quip, or witty memorable phrase.
- Malapropism = the misuse of a word; the wrong word (*i.e.* “These problems are mind-bottling!”)
- Litotes/understatement = saying the opposite phrase to express a truth (*i.e.* “How are you today?” “Not bad.”)
- Irony = The opposite of what is expected is said or occurs
- Oxymoron = A self-contradictory word/phrase (*i.e.* “Student teacher,” “Jumbo shrimp”)
- Paradox = a self-contradictory statement that, upon closer reading, reveals a deeper truth (“You can’t have freedom without laws.”)
- Rhetorical Question = a question asked that is intended to lead the reader to a specific conclusion/answer.
- Euphemism = Covering a harsh reality with a gentle way of phrasing it (*i.e.* Dead = “Passed on.”
Drunk = “three sheets to the wind”)