

AP Language and Composition: Summer Reading 2019!

Required Texts:

NOVEL. Mary Shelley, *Frankenstein*

TEDTALK. Paul Root Wolpe, "[It's Time To Question Bioethics](#)"

ARTICLES. Audrey Shafer, "[Why Frankenstein Matters](#);" Didi Kirsten Tatlow, "[Doctor's Plan for Full-Body Transplants Raises Doubts Even in Daring China](#);" and Gina Kolata, "[Building a Better Human With Science? The Public Says, No Thanks](#)"

Assignment #1: Synthesis essay. Assignment attached.

Throughout history, there has been tension between what science is capable of and what science should do. Scientists were punished for their heretical beliefs or ostracized by society for their radical experiments. Experiments that we see as normal today, such as cadaver dissection, were once seen as grave-robbing and corpse mutilation. The path of science has often been slowed as many steps forward are questioned. However, that is not necessarily a bad thing. Some science has had terrifying results and negative impacts on the world. The environmental, social, and biological impacts of "playing God" can have near-apocalyptic consequences. Many believe that scientists have to be given guidelines and constraints, and at least consider their responsibility and ethics. The question remains: just because scientists can do something, should they?

In a typed, MLA formatted essay that synthesizes at least three of your sources, consider the costs and benefits of unrestricted scientific exploration and experimentation. **Please identify and explain what, if any, limitations should be put on science and scientists.**

You must use your textual references to support your ideas. Please refer to the sources as follows in your essay:

Source A (Shelley)

Source B (Wolpe)

Source C (Shafer)

Source D (Tatlow)

Source E (Kolata)

This will be graded using the AP Language synthesis rubric.

Assignment #2: Multiple Choice

AP Practice Test. Please complete the multiple choice for the practice test on the scantron provided. You may not exceed 60 minutes to complete this.

**Drafts may be emailed to your teacher up to August 20 for feedback.
All summer reading assignments are due Thursday September 5.**

Your Summer Guide To a Basic Argument Essay (Synthesis or FRQ)

	Does	Does Not
Introduction	<ul style="list-style-type: none"> ● Introduce the overall idea <ul style="list-style-type: none"> ○ Be certain to reference the prompt ○ Be certain to mention both sides ● End in a thesis 	<ul style="list-style-type: none"> ● Identify or summarize the sources <ul style="list-style-type: none"> ○ They are evidence, not argument
Body paragraphs	<ul style="list-style-type: none"> ● Begin with a clear topic sentence that connects to the thesis ● Offers at least 2 pieces of evidence from at least 2 different sources ● Explains each piece of evidence <p>Basic format:</p> <ul style="list-style-type: none"> ● Topic sentence ● Evidence 1 - introduced, cited ● Explanation of evidence 1 ● Evidence 2 - introduced, cited ● Explanation of evidence 2 ● Overall paragraph explanation 	<ul style="list-style-type: none"> ● Summarize the entire source ● Have quotes longer than 10 words
Quotes	<ul style="list-style-type: none"> ● Uses quotes to provide evidence to support the argument ● Uses quick and to the point quotes (7-10 words maximum) ● Embeds the quotes into the author's own sentences 	<ul style="list-style-type: none"> ● Have random quotes ● Have quotes in the introduction or at the beginnings or ends of paragraphs ● Have quotes as their own sentences
Conclusion	<ul style="list-style-type: none"> ● Briefly restate thesis 	<ul style="list-style-type: none"> ● Summarize the entire paper

Name:

Date:

Class:

AP Language and Composition

Directions: Read the following prompt.
Complete each of the following required steps.

Step 1: (3 points) Indicate (underline or highlight) the question you are to answer from within the prompt.
Write the question in your own words.

Introduction: Throughout history, there has been tension between what science is capable of and what science should do. Scientists were punished for their heretical beliefs or ostracized by society for their radical experiments. Experiments that we see as normal today, such as cadaver dissection, were once seen as grave-robbing and corpse mutilation. The path of science has often been slowed as many steps forward are questioned. However, that is not necessarily a bad thing. Some science has had terrifying results and negative impacts on the world. The environmental, social, and biological impacts of “playing God” can have near-apocalyptic consequences. Many believe that scientists have to be given guidelines and constraints, and at least consider their responsibility and ethics. The question remains: just because scientists can do something, should they?

Assignment:

In a MLA formatted essay that synthesizes at least three of your sources, consider the costs and benefits of unrestricted scientific exploration and experimentation. **Please identify and explain what, if any, limitations should be put on science and scientists.**

Write the assignment in your own words:

Step 2: (2 points) Based on the prompt, the main ideas to consider are the costs and benefits of unrestricted scientific exploration and experimentation. What do each of those ideas mean?

Side 1	Side 2

Step 3: (10 points) Read the sources and complete a prewrite or brainstorm.

The two sides of the question are...	
Ideas and Examples for Side 1	Ideas and Examples for Side 2
Based on the ideas and evidence in my t-chart, what, if any, limitations should be put on scientists and why?	

Step 3: (45 points) In a typed, MLA formatted essay that synthesizes at least three of your sources, consider the costs and benefits of unrestricted scientific exploration and experimentation. **Please identify and explain what, if any, limitations should be put on science and scientists.** You must use your textual references to support your ideas. Please refer to the sources as follows in your essay:

Source A (Shelley)

Source B (Wolpe)

Source C (Shafer)

Source D (Tatlow)

Source E (Kolata)

The score reflects the quality of the essay as a whole - its content, its style, its mechanics. Students are rewarded for what they do well.

Rubric Score	Point Value	Scoring Guidelines
8	45	Effective, Essays earning a score of 8 effectively take a position that defends, challenges, or qualifies the central thesis or claim (which is clear and to the point). They effectively support their position by effectively synthesizing and citing at least 3 of the sources. The writer's argument is convincing, and the cited sources effectively support the writer's position. The prose demonstrates an ability to control a wide range of the elements of effective writing, but is not flawless. In a long term essay, this might have a few errors in mechanics or proofreading
7	43.5	Essays earning a score of 7 fit the description of the essays that are scored a 6 but are distinguished by more complete or more purposeful argumentation and synthesis of the 3 cited sources, or a more mature prose style.
6.5	42	Essays earning a score of 6 adequately take a position that defends, challenges, or qualifies the thesis or claim of the essay. They adequately synthesize and cite at least 3 of the sources. The writer's argument is generally convincing and the cited sources generally support the writer's position, but the argument is less developed or less cogent than the arguments of essays earning higher scores. Though the language may contain lapses in diction or syntax, generally the prose is clear.
6	40.5	Essays earning the score of a 5 take a position that defends, challenges, or qualifies the thesis or claim (which may be less clear than that of higher level essays). They support the position by synthesizing and citing sources (either the three will be vague or hypothetical, or they may use less than the desired amount), but their arguments and their use of cited sources are somewhat limited, inconsistent or uneven. The writer's argument is generally clear, and the sources generally support the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately. In a long term essay, this will have multiple proofreading and mechanical issues.
5.5	39	Essays earning a score of 4 inadequately take a position that defends, challenges, or qualifies the thesis or claim (though it is weak). They attempt to present an argument or support their position by synthesizing at least two sources by may misunderstand, misrepresent, or oversimplify either their own argument or the cited sources that they include. The link between the argument and the cited sources is weak. The prose of 4 essays may suggest immature control of writing.
5	37.5	Essays earning a score of 3 meet the criteria for the score of 4 by demonstrate less understanding of the cited sources, less success in developing their own position, or less control of writing.
4.5	36	Little Success Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.
4	34.5	Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.
3.5	33	Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.
3	31.5	Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.
2.5	30	Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.
2	28.5	Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.
1	27	Essays earning a score of 2 demonstrate little success in taking a position. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose shows major consistencies and weaknesses.