

## **AP Macroeconomics Summer Assignment 2020 - Adamek**

- 1) Purchase, read, and annotate the book *Naked Economics: Undressing the Dismal Science* by Charles Wheelan & Butron G. Malkiel (ISBN-13: 978-0393356496 or 978-0393337648)
  
- 2) Answer **one** of the following questions in at least 3 pages (top to bottom, half-way through a page does not count as a full page), using Times New Roman 11-point font, single-spaced (citing specific examples from the book using Chicago Style citations, including a Works Cited page for any sources you use):
  - a. Why is economics considered the dismal science? Do you believe this to be true? (Use specific examples from the real world)
  - b. Which is a better indicator of economic stability and why: real Gross Domestic Product (rGDP) or unemployment? (Find specifics as to where the United States currently is in both rGDP and unemployment levels, and compare to previous facts and figures [due to the Coronavirus pandemic])
  - c. A response that includes the two pieces of advice that you found most helpful and your opinion as to why I chose this book for you to read this summer.
  - d. Applying concepts you found in the book to your reasons for enrolling in AP Macroeconomics. Should these reasons be considered economics or should it only deal with economies and governments, why/why not?
  
- 3) Go to <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies> and create a list of all the schools you are either attending (if you have signed you NLI) or you are considering attending/applying to.
  - a. Create an Excel/Sheets document that you print out about this
  - b. Include:
    - i. School name
    - ii. Minimum score needed for credit
    - iii. Course(s) it replaces
  - c. This will be collected within the first week of school

In addition, for your essay it must be noted that plagiarism is not accepted at The Ursuline School. As per the school's Student/Parent Handbook:

***“ACADEMIC INTEGRITY:***

*Using another person's work without proper attribution, as though it were one's own, is dishonest and illegal. Whether the work comes from online or print publications, friends, family, a teacher, or another student, students must always cite their sources. The penalty for any kind of cheating or plagiarism violation, typically, is an F on the assignment or test and notification made to honor societies. Subsequent offenses may have additional penalties.*

*For independent assignments, students should not give, lend, share, or let another student see their work; as, in doing so, they may be inadvertently contributing to cheating. Regardless of their intent, students doing so will be in violation of the school's rules against cheating and will be subject to penalties.*

*For group assignments, students' work must contain the names of all involved in order to avoid receiving a grade of F and other penalties for academic dishonesty.”*

If you are caught plagiarizing, it will result in a 0% on the summer assignment, as well as administration notification, parental notification, and possible honor society action.

- Assignments are due the second day of classes, Tuesday September 15<sup>th</sup>, 2020.
- *However*, with us talking about the principle of “people respond to incentives,” if you turn in the written assignment (#2) by August 17<sup>th</sup>, you will receive 5 bonus points on the assignment.
  - Submissions must be made no later than 11:59:59 PM on Monday August 17<sup>th</sup>, 2020
    - Any later (even one second), you will not receive the credit.

## Criteria for Writing Assessment

**AVERAGE** writing (73-84) is competent and adequately meets the requirements of the assignment. Typical characteristics include:

a sense of organization (thesis, transitions, etc.): central idea apparent, but trivial, trite, or too general; plan apparent, but sometimes inconsistently or disproportionately executed

adequate word choice

average style—not great, but not really rough

some errors in grammar and mechanics—enough to occasionally affect readability

some repetition

some sketchy or missing development; reader feels lost at times; some gaps in the logic

some dull sentence structure

sometimes a weak introduction or conclusion

little attention paid to tone or audience awareness

literal thinking: the work shows that the student has read the text and has a basic understanding of it; the student knows what major points or key ideas the author is trying to convey

**ABOVE AVERAGE** writing (85-94) is strong and demonstrates solid skills. Typical characteristics include:

the strengths of Average writing plus more clarity and more development overall

a structure that really works: clear, logical organization; coherent, well-developed paragraphs, but some transitions may be awkward or abrupt

good research, support, background, or details as needed: central idea generally well-supported, but occasionally details are missing; tone reasonably well-maintained, but there may be lapses in tone or appropriateness

a sense that the writer knows what he or she is doing

few mechanical problems: varied, unified, and coherent sentences; some structures may be awkward or wordy; word choices generally clear and workable; few errors in grammar, punctuation, usage, etc.; errors that do exist are not terribly distracting to the reader

a good introduction and conclusion

sharp, almost professional appearance

proofreading

inferential thinking: the work shows that the student can connect ideas, and can derive or infer something from the original information given

**BELOW AVERAGE** writing (65-72) is limited and indicates that the writer's skills are developing. Typical characteristics include:

all of the weaknesses of Average writing plus roughness: central idea confused, or unsupported with concrete and relevant detail

little sense of purpose, organization, or support

clichés or other thoughtless word use

problems with style, mechanics, and proofreading: sentences incoherent, incomplete, monotonous, and simple; inappropriate, vague, or otherwise substandard word choice; frequent deviations from standard grammar, punctuation, usage, etc.

the characteristics of a rush job: sloppiness, skimpiness, and lack of organization

**SUPERIOR** writing (95-100) is superior and demonstrates mastery of both the literature under discussion and the conventions of formal, academic writing. Typical characteristics include:

the strengths of Above Average writing plus "flow": significant central idea clearly defined and supported with concrete, substantial, and consistently relevant detail

a real sense of the writer's competence and purpose; confident and authoritative something memorable; worthy of being read aloud

careful language use and style: varied sentences with attention to style and rhythm; distinctive, precise, and economical diction; absence of clutter, wordiness, or hackneyed expressions; virtually error-free

a positive effect on the reader

a "professional" feel

analytical and evaluative thinking: the work shows that the student fully understands the text, can break down the details, connect ideas, examine the implications, and draw conclusions

**UNSUCCESSFUL** writing (<65) is unsatisfactory and indicates that the writer's skills are deficient. Typical characteristics include:

many problems, such as the Below Average problems, but worse: no central idea; no audience awareness; illogical or unclear organization; no concept of tone; little if any control over thoughts presented; incoherent sentences; frequent deviations from standard grammar, punctuation, usage, etc.

serious, fundamental deficiencies in writing skills plus serious, persistent writing errors render the essay incoherent or undeveloped

overall limited proficiency in understanding the literature

failure to complete the assignment

plagiarism

excessive lateness