

June 2024

Dear Future English 10 AP Capstone Seminar Student,

Welcome to what is sure to be an amazing class! In order to properly prepare for the course and to get a sense of the type of work that we will be doing, we are providing you with a summer assignment. Please pursue this as an intellectual activity and do not concern yourself with a grade. This will be an assignment discussed together during the third week of class.

During the course, you will frequently be reading nonfiction argument essays that you will be assigned to break down according to its “line of reasoning.” To be more specific, you will need to determine the central idea of the piece, the major reasons used to support that claim, and the quality of the evidence supplied to support those reasons. Obviously there is not one correct answer to this; it is more of an issue of the lengths the writer goes to prove his/her point. To assist with your understanding, we are providing you with a copy of the College Board’s scoring rubric with detailed scoring guidelines.

If you have any questions or concerns about this assignment, please do not hesitate to email Jeffrey Yagaloff at jyagaloff@pobschools.org or to call him at (516) 434-3185. He would be more than happy to answer any questions about this assignment or the course in general and is available to help throughout the summer.

We look forward to meeting you in the fall and hope that your summer is a wonderful one filled with lasting memories!

English 10 AP Capstone Teachers



Directions: Read the passage below and then respond to the following three questions.

1. Identify the author's argument, main idea, or thesis.
2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.
3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

From “Emergency Medical Workers Deserve Pay Equity”

By The Editorial Board (The New York Times, September 21, 2019)

Christell Cadet says she had been on the job as a paramedic for the New York Fire Department for just weeks in 2012 when the ambulance she and her partner were in came under gunfire during a call in Harlem, forcing them to peel away.

Paramedics and emergency medical technicians in New York learn to be prepared for anything: rushing into burning buildings to give aid to firefighters; braving active shooters to reach the wounded; and enduring assaults by patients.

“I love what I do,” Ms. Cadet says. “But it’s stressful.”

This is the job of the roughly 4,100 E.M.T.s and paramedics of the F.D.N.Y. The job is getting tougher in New York, where medical calls, not fires, now make up most of the Fire Department’s responsibilities. In 2018, more than 80 percent of the 1.7 million incidents to which the department responded were medical, according to department officials.

In New York, paramedics and E.M.T.s are a separate work force within the F.D.N.Y. Though they are all skilled workers employed by the same city agency, the difference in pay and benefits is striking.

The base salary for an E.M.T. is \$50,604 after five years on the job. That base rises to \$65,226 for paramedics, who receive more training and perform advanced lifesaving procedures. Though the pay is comparable to private ambulance services, it is significantly less than what the city’s firefighters earn. After five years on the job, a firefighter’s base pay is \$85,292.

The benefits are also different. Firefighters have unlimited sick pay, for example, while paramedics and E.M.T.s — who regularly come into contact with sick patients — have 12 days of paid sick leave every year. The unions that represent E.M.T.s and paramedics have fought to close the gap, pointing to the growing workload and arguing that they face some of the same dangers as firefighters.

Mayor Bill de Blasio and administration says the work is simply different than that of firefighters. City officials said giving similar or equal pay to paramedics and E.M.T.s could cost the city some \$450 million annually. Cutting down on overtime pay at the Fire Department — which amounted to more than \$340 million in fiscal year 2019, which ended in June — may help.

In addition to a rising workload, paramedics and E.M.T.s regularly encounter hazards similar to those faced by the police and firefighters. A 2013 University of Maryland study, using data from the Department of Labor, found that the injury rate of E.M.T.s and paramedics is three times higher than the national average for the general population.

Such conditions, along with the disparity in pay and benefits, have prompted hundreds of E.M.T.s and paramedics to become firefighters in recent years. This shift has left the ambulance service with fewer and less-experienced emergency medical personnel.

In large part because of this shortage, E.M.S. workers regularly work lots of overtime — 1.2 million hours of overtime in 2018, up from 893,000 in 2008, despite the addition of 1,000 workers over the past decade, according to city data. Mayor de Blasio's administration said that it planned to increase the size of its incoming E.M.T. and paramedic classes. "Despite the department's aggressive efforts to hire additional E.M.T.s and paramedics," city officials wrote, the number of ambulances in service every day fell to 460 in fiscal year 2019, compared with 472 the previous year.

New York's emergency medical workers should be paid salaries and benefits far closer, if not equal to, the city's firefighters. That's what's owed to the tiny force of people providing New Yorkers with critical medical care in their hour of need.

AP[®] SEMINAR — END-OF-COURSE EXAM

2019 SCORING GUIDELINES

Part A, Questions 1 to 3

Row/Proficiency	Points earned for...				MAX Points
1 UNDERSTAND AND ANALYZE ARGUMENT	The response misstates the author's argument, main idea, or thesis. 1 Pt	The response identifies, in part and with some accuracy, the author's argument, main idea, or thesis. 2 Pts	The response accurately identifies the author's argument, main idea, or thesis. 3 Pts	3	
2 UNDERSTAND AND ANALYZE ARGUMENT	The response correctly identifies at least one of the author's claims. 2 Pts	The response provides a limited explanation of the author's line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them. 4 Pts	The response provides a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them. 6 Pts		
3 EVALUATE SOURCES AND EVIDENCE	The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation. 2 Pts	The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly. 4 Pts	The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author's argument. 6 Pts		

Additional Scores

In addition to the scores represented on the rubrics, readers can also assign scores of 0 (zero) and NR (No Response).

0 (Zero)

- A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

A score of NR is assigned to responses that are blank.