The Institute of Forensic Science and Criminology
AP Psychology
12th Grade Summer Assignment
Mrs. Konopka
Due no later than Friday, September 13, 2019

Welcome to AP Psychology! Thank you for being a part of this course where we will explore why humans think, feel, and behave as we do. I am certain that you will find this course worthwhile and personally relevant. This course is fascinating, yet very rigorous as you will be able to earn college credit. Due to the challenges ahead it is imperative that we get a jump start on the AP Psychology curriculum. It is **mandatory** and, in your best interest to complete the summer assignment.

For your very first assignment of this course, your task is to create a **summary essay** of the memoir *Brain on Fire - My Month of Madness* by Susannah Cahalan. *Brain on Fire* is the true story of twenty four year old Susannah as she awakes in a hospital room alone strapped to a bed unable to move, speak or remember how she ended up there. The memoir describes her descent into madness, her family's inspiring faith in her, and the lifesaving diagnosis that nearly didn't happen.

Before completing your essay you MUST complete the Multiple Paragraph Outline. Your essay will not be graded without the MPO. In your five paragraph essay you must include an introduction, conclusion and three body paragraphs. Please use textual evidence to explain what Susannah's symptoms were, her misdiagnoses and the final diagnosis that saved her life. Be sure to use the rubric and checklist below to guide you in your writing process.

Scoring Rubric

CATEGORY	4	3	2	1
Introduction and Conclusion	Introduction and conclusion include a strong specific, general and thesis statement.	Introduction and conclusion include a specific and general statement.	Introduction and conclusion includes a weak specific or general statement.	Introduction and conclusion do not include a specific or general statement.
Demonstration of content knowledge	Student identifies and accurately explains ALL the many symptoms, misdiagnoses, and the final diagnosis	Student identifies accurately ALL the many symptoms, misdiagnoses, and the final diagnosis	Student identifies SOME of the symptoms, misdiagnoses, and the final diagnosis	Student identifies the many symptoms, misdiagnoses, and the final diagnosis
Evidence	Student applies text based evidence to support details. Student includes a minimum of 4 text based quotes	Student applies some text based evidence to support details. Student includes 2-3 text based quotes	Student includes some text based evidence to support details. Student includes 1 text based quotes	Student does not includes text based evidence to support details. Student includes 0 text based quotes
Grammar and Mechanics	Consistently free of errors with grammar and mechanics.	Reasonably free of only 1-3 errors with grammar and mechanics.	Lacks control of 4-6 errors with grammar and mechanics.	No control of 7 or more errors with grammar and mechanics.

If you have any questions, please contact Mrs. Konopka via e-mail at EKonopka@schools.nyc.gov

MPO CHECKLIST FOR BODY PARAGRAPHS

✓ *CHECK*	**DID YOU DO THE FOLLOWING?**
	✓ The topic sentence (TS) for each body paragraph expresses a clear main idea that connects to the thesis statement (T) and uses a sentence type, an appositive, <u>or</u> a subordinating conjunction
	✓ Details support the TS, are accurate, and sequenced in logical order.
	✓ The following are used frequently and incorporated correctly to create complex sentences: ○ basic conjunctions (e.g. because, but, so, etc.) ○ subordinating conjunctions, used at the start of sentences (e.g. while, although, even though, before, after, since, when, whenever, unless, if, etc.) ○ appositives (a noun or noun phrase that renames or describes the noun next to it) ○ transition words/phrases (e.g. in addition, first, specifically, for example, however, as a result, in conclusion, etc.)
	✓ Sentence structure and vocabulary are both varied to avoid repetition.
	✓ The conclusion sentence (C.S.) for each body paragraph summarizes or concludes the paragraph, and uses a sentence type, an appositive, a subordinating conjunction, <u>and/or</u> a conclusion transition word/phrase.
	✓ Work demonstrates control of conventions (e.g. correct grammar, usage, capitalization, and spelling).

Name _____   ***Brain on Fire MPO***

Theme	*Details*

¶1. Introduction	G.. S.. T..
¶ 2. Symptoms	T.S... .... C.S...
¶ 3. Misdiagnoses	T.S... .... C.S...
¶ 4. Final Diagnosis	T.S... .... C.S...
¶ 5. Conclusion	T .... S .... G...