

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

**Attention Advanced Placement Students:**

The following field manual is designed to help students focus on the skills necessary to successfully complete a year in Advanced Placement courses. By completing this manual, students will have a better understanding of what it takes to be all that you can be as you journey through your coursework.

Each of the attached exercises will help the AP students focus on the five necessary skills needed to successfully navigate advanced placement courses.

**Skill # 1- Teamwork**

Corresponding Exercise: Developing and Assessing College Student Teamwork Skills  
Reading & Reflection Questions

**Skill # 2- Communication**

Corresponding Exercise: Active Listening; Reading/Partner Activity & Reflection Questions

**Skill # 3- Organization**

Corresponding Exercise: Time-Management Strategies & Reflection Questions

**Skill # 4- Critical Reading Abilities**

Corresponding Exercise: Real Reading/Real Writing & Selected Readings & Reflection Questions

**Skill # 5- Problem-solving**

Corresponding Exercise: Deductive reasoning & Problem-solving Reflection Questions

---

**DIRECTIONS**

---

In this packet, you will focus on each of the skills mentioned above. Each skill includes questions and activities. The packet is worth approximately 10% of your overall summer assignment grade in each of your AP classes. For full credit, your responses should clearly answer the prompt, so be sure to identify key words (ex: explain, describe, list, reflect, why, etc.)

**Your responses must be typed (12 font, Times New Roman). Your packet will be submitted the first day of school to any AP teacher on campus.**

Remember, you are not alone, but part of an elite team of academically driven, goal-oriented students- Good Luck Students!

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

**Introduction**

In order to successfully compete in today's world, individuals need the skills that colleges and corporations desire. Boot Camp and this packet are designed to help you develop the five most important skills identified by large companies and elite colleges: teamwork, communication, organization, reading, and problem-solving. If you hone these skills, you will do better in AP classes and you will be more prepared for college and beyond.

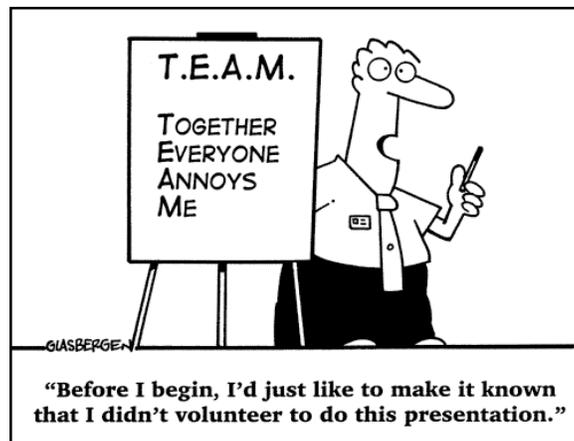
**Skill #1: Teamwork**

*“The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime.”*

Babe Ruth

Today's high-performance organizations require team players that can communicate, problem solve, and stay on task. Team members must be flexible, adaptable, and able to work together to further their companies' goals to succeed and stay competitive. Most colleges require students to complete specific courses focusing on developing teamwork skills. Interviews for colleges and careers included questions that are designed to determine if you can effectively work with a team.

In this activity, you will read a short excerpt from an article about teamwork then answer some of the most common interview questions. At the end, you will reflect on the areas in which you need to improve.



GO ON TO THE NEXT PAGE →

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

**Developing and Assessing College Student Teamwork Skills**

*Richard L. Hughes, Steven K. Jones*

Astronaut Jim Lovell’s words during the Apollo 13 lunar mission, “Houston, we have a problem,” launched a remarkable tale of effective teamwork and creative problem solving by NASA engineers working to try to save the lives of the imperiled crew when two oxygen tanks exploded en route to the moon. Details of the dramatic and successful resolution to the problem became widely known in the motion picture *Apollo 13*, but it’s not just during dramatic moments when the importance of good teamwork is needed or recognized. In fact, some form of team-oriented work is employed in most, if not all, organizations today (Hills, 2007; Kozlowski and Bell, 2003; Lawler, Mohrman, and Ledford, 1995; Morgeson, DeRue, and Karam, 2010). It would seem, then, that an important role for higher education should involve developing critical teamwork skills among students so as to prepare them for success in life.

**What Is Teamwork?**

One way to answer the question “What is teamwork?” is to begin by clarifying the term *team*. Specifically, what makes a team something different from any other group of people? Teams are composed of individuals who share several defining characteristics: they (1) have a shared collective identity, (2) have common goals, (3) are interdependent in terms of their assigned tasks or outcomes, (4) have distinctive roles within the team, and (5) are part of a larger organizational context that influences their work and that they in turn can influence (Morgeson, Lindoerfer, and Loring, 2009; Kozlowski and Ilgen, 2006). It is useful to think of these five characteristics as *dimensions* along which all groups naturally vary. Taken collectively, they are useful in distinguishing teams from certain other social collectives, such as a group of friends. On the other hand, there may not be much practical difference between a team as it is defined here and many other work groups more generally. All teams or groups vary to some extent along the five dimensions, and there is no specifiable point at which a “group” becomes a “team” (Morgeson, Lindoerfer, and Loring, 2010). Differences tend largely to be of degree rather than of nature (Guzzo and Dickson, 1996), and in many ways the terms can be used interchangeably. In academic settings, for example, it seems like splitting hairs to differentiate what may be called team projects in one course from what are called group projects in another course. What’s more important than the names per se are the various structural, task, and contextual factors that influence the kinds of interactions taking place among members.

**#1: Teamwork Reflection Questions**

- A. Read the above excerpt about teamwork. Do you agree or disagree with the author’s assessment of the five dimensions of teams? Why or why not?
- B. Describe three different times you collaborated with others to work as a team.
- C. Explain three of your strengths and three of your weaknesses when it comes to teamwork.
- D. With your answer from C in mind, identify three goals for the coming year that you have regarding teamwork.

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

**Skill #2: Communication**

“The single biggest problem in communication is the illusion that it has taken place.”  
George Bernard Shaw

There are two sides of verbal communication. The first is listening. Hearing and listening are not the same thing. Hearing is involuntary and listening involves the reception and interpretation of what is heard. It decodes the sound heard into meaning. The second form of verbal communication is speaking. When it comes to speaking, effective communication is clear and concise. It was Shakespeare who wrote “brevity is the soul of wit.” In this activity you will be able to identify traits of active listeners and practice effective speaking.

**Skill #2: Communication-Questions**

A. Read these guidelines from The University of Memphis entitled *Active Listening*.

**When people talk to you, do you *really* hear what they say? *Active listening* focuses entirely on what the other person is saying and confirms understanding of both the content of the message and the emotions and feelings underlying the message.**

**Here are some guidelines for active listening:**

- Maintain relaxed but attentive posture and comfortable eye contact.
- Listen for feelings that may be expressed or implied as well as the facts being stated.
- Reflect, clarify or paraphrase what the person has said to ensure that you understand his/her concern.
- Convey a sense of welcoming acceptance and respect, trying not to show annoyance or restlessness.
- Be genuine, real and self-disclosing when appropriate. Show you are engaged when listening to others.
- Be empathetic to the concern that the person attaches to the problem. Place yourself in his/her position.
- Ask questions that seem pertinent in order to get a clear, concise understanding of the problem. Try not to jump to conclusions and judgments.
- Lead with “door openers” that allow the person to think about and to express his/her thoughts. Open-ended questions are useful in the active listening process.
- Actively support and encourage the person by offering help through available resources and reassurance.
- Give specific information when possible or offer assistance with finding relevant information.
- Consistently evaluate the impact of what you say: “Is it true? Is it necessary? Is it kind?”
- *Silence is golden*. Help ease anxiety by conveying acceptance, trust and the message that you are *actively* listening.

B. Based on these guidelines, evaluate your active listening skills. In what areas do you excel? In what areas do you need to improve? Explain.

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

The next activity requires a partner (parent, teenage sibling, etc.).

**Sounds Exercise**

Listen to all sounds around you: a refrigerator humming, a keyboard clicking, an air conditioning system rumbling. Listen to the distant (and not so distant) traffic noise; any airplanes flying by? Listen to people working, people hammering, people mowing the lawn. Listen to people talking, people laughing, or crying. Listen to your own noises, your own breathing.

Tell your partner what sounds you hear and what you think about them. You may discover you are analytical or judgmental about sounds. See if there is a pattern to your thoughts about sounds.

You may be thinking *this listening exercise sounds more like a mindfulness exercise*. Well, it is. In your journey to become a better listener, you'll become more mindful. There is not such a thing as a good listener that is mindless. The point of this mindfulness exercise is to make you slow down and be mindful of what you hear. Your auditory system is automatically perceiving and differentiating sounds. Being aware of this process can give you more conscious control over what you chose to listen to.

Source: <http://www.people-communicating.com/listening-exercises.html>

- C. Describe the sounds you heard and what you thought about those sounds. How did you and your partner think alike? How did you think differently?
- D. How can being mindful of what you hear help improve your experience in the classroom?

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

**Skill #3: Organization**

*"Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude."*

Thomas Jefferson

As Thomas Jefferson suggested above, the strategies you have explored in this packet are useless for those with the "wrong mental attitude." Achievement has more to do with motivation and attitude than it does with developing skills. Although this may be true, developing organization strategies can help students who have a hard time staying motivated. Effective time management makes it easier to succeed academically while having time to enjoy life.

**Skill #3: Organization-Questions**

Visit this website and complete the Time Management quiz:

[http://www.mindtools.com/pages/article/newHTE\\_88.htm](http://www.mindtools.com/pages/article/newHTE_88.htm)

If you do not have internet access, see the attached page (p.12) entitled, "How Good is your Time Management?"

- A. How did you score? [5 pts. – Very Often; 4 – Often; 3- Sometimes; 2 – Rarely; 1 – Not at all; 75 pts. possible] There is a detailed explanation of scores at the website above.
- B. As you examine the results of your survey, in which area(s) do you need to improve? Goal Setting? Prioritization? Managing Interruptions? Procrastination? Scheduling? Explain.
- C. There is no one right way to manage your time; however, it is important to get to know yourself so you can make good decisions about how to use your time. From the following list, which three time management mistakes do you struggle with the most?

**Mistake #1. Failing to Keep a To-Do List**

**Mistake #2. Not Setting Personal Goals**

**Mistake #3. Not Prioritizing**

**Mistake #4. Failing to Manage Distractions**

**Mistake #5. Procrastination**

**Mistake #6. Taking on too Much**

**Mistake #7. Thriving on "Busy"**

**Mistake #8. Multitasking**

**Mistake #9. Not Taking Breaks**

**Mistake #10. Ineffectively Scheduling Tasks**

For more details: <http://www.mindtools.com/pages/article/time-management-mistakes.htm>

- D. With your personal time management obstacles in mind, list three specific goals that you can set for yourself as you enter the coming school year.

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

**Skill #4: Reading**

*"A capacity and taste for reading gives access to whatever has already been discovered by others." -Abraham Lincoln*

Have you ever read three pages of a textbook and suddenly realized that your mind was somewhere else the whole time? You read the words, but you were never focused on the concepts. Although this is normal, it is highly inefficient. To avoid wasting time, you need to be an active reader that is focused on understanding exactly what is being explained.

By the time you become a high school student, you have developed many reading strategies for understanding advanced writing. For example, you may stop and re-read or underline important words. In this activity, you will use your reading skills and identifying what you do when you read.

**Skill #4: Reading- Questions**

[Source: <http://www.leasttern.com/Reading/PuddinHead.htm>]

Read the following passage, then answer the questions:

**From the novel *Puddin'Head Wilson*, by Mark Twain**

The baby Tom would claw anybody who came within reach of his nails, and pound anybody he could reach with his rattle. He would scream for water until he got it, and then throw cup and all on the floor and scream for more. He was indulged in all his caprices, howsoever troublesome and exasperating they might be; he was allowed to eat anything he wanted, particularly things that would give him the stomach-ache.

When he got to be old enough to begin to toddle about and say broken words and get an idea of what his hands were for, he was a more consummate pest than ever. Roxy got no rest while he was awake. He would call for anything and everything he saw, simply saying, "Awnt it!" (want it), which was a command. When it was brought, he said in a frenzy, and motioning it away with his hands, "Don't awnt it! don't awnt it!" and the moment it was gone he set up frantic yells of "Awnt it! awnt it!" and Roxy had to give wings to her heels to get that thing back to him again before he could get time to carry out his intention of going into convulsions about it.

What he preferred above all other things was the tongs. This was because his "father" had forbidden him to have them lest he break windows and furniture with them. The moment Roxy's back was turned he would toddle to the presence of the tongs and say, "Like it!" and cock his eye to one side or see if Roxy was observed; then, "Awnt it!" and cock his eye again; then, "Hab it!" with another furtive glance; and finally, "Take it!"--and the prize was his. The next moment the heavy implement was raised aloft; the next, there was a crash and a squall, and the cat was off on three legs to meet an engagement; Roxy would arrive just as the lamp or a window went to irremediable smash.

Tom got all the petting, Chambers got none. Tom got all the delicacies, Chambers got mush and milk, and clabber without sugar. In consequence Tom was a sickly child and Chambers wasn't. Tom was "fractious," as Roxy called it, and overbearing; Chambers was meek and docile.

GO ON TO THE NEXT PAGE →

**AP COMMON SUMMER ASSIGNMENT**  
**(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

- 1 The purpose of the first paragraph is:
- A. To set a humorous tone.
  - B. To introduce the basic personality of Tom.
  - C. To explain why Tom is a character to be pitied.
  - D. To make the reader identify with Tom.
- 2 The word "caprices" in the 1st paragraph means:
- A. selfish wants
  - B. plans
  - C. generous ideas
  - D. none of these makes sense
- 3 Tom was given "particularly things that would give him the stomach ache" because:
- A. Roxy wanted to make him sick.
  - B. He particularly wanted them.
  - C. These things were the things he wanted least.
  - D. All of the answers are correct.
- 4 Which of the following is true of Tom as a toddler:
- A. He could not talk.
  - B. He was less annoying.
  - C. He was more annoying.
  - D. He was considerate of others.
- 5 Which word would not be an appropriate adjective to describe Tom:
- A. bossy
  - B. fickle
  - C. capricious
  - D. docile
- 6 The expression "give wings to her heels" means:
- A. run away
  - B. move quickly
  - C. protect herself
  - D. none of these makes sense
- 7 Which of the following explains the probable relationship between Roxy and Tom:
- A. She is his friend.
  - B. She is his little sister.
  - C. She is his caretaker, nurse, or babysitter.
  - D. She is his doctor.
- 8 The word "father" is in quotation marks because:
- A. the person so identified has no name.
  - B. the person so identified is named Father.
  - C. the person so identified is not really Tom's father.
  - D. there is no such person.
- 9 In the third paragraph, a "furtive glance" is:
- A. sly or secretive
  - B. slow
  - C. patient
  - D. stupid
- 10 We can infer that Chambers:
- A. is the cat.
  - B. is another boy child in the household.
  - C. is much like Tom.
  - D. is much loved by Roxy.

**AP COMMON SUMMER ASSIGNMENT**  
**(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

---

Reading Passage (Cont.)

- A. This passage has a Lexile level of approximately 1180. Most college textbooks and novels have a Lexile level of 1400+. Here are the answers to the previous questions in order from 1-10: B,A,B,C,D,B,C,C,A,B. Grade yourself.
- B. How did you score? If you scored lower than 9 out of 10, visit <http://www.majortests.com/sat/reading-comprehension.php> for more practice in Reading Comprehension. This website offers free practice for the SAT. Reading comprehension is a critical part of all AP courses and college coursework. "Reading Comprehension (also known as Critical Reading) questions test your ability to understand a passage and answer question on the basis of what is stated and implied in the passage. You need to read the passage first so that you can identify the main idea of the passage and appreciate features such as the author's tone and attitude as well as the organization of the passage" (majortests.com).
- C. Read the passage below.

As an experiment, Dr. Perry (psychologist), Director of the Harvard Reading-Study Center gave 1500 first year students a thirty-page chapter from a history book to read, with the explanation that in about twenty minutes they would be stopped and asked to identify the important details and to write an essay on what they had read.

The class scored well on a multiple-choice test on detail, but only **fifteen students** of 1500 were able to write a short statement on what the chapter was all about in terms of its basic theme. Only fifteen of 1500 top first year college students had thought of reading the paragraph marked "Summary", or of skimming down the descriptive flags in the margin.

This demonstration of "**obedient purposelessness**" is evidence of "an enormous amount of wasted effort" in the study skills of first year students. Some regard it almost as cheating to look ahead or skip around. To most students, the way they study expresses "their relationship to the pressures and conventional rituals of safe passage to the next grade".

Students must be jarred out of this approach. The exercise of judgment in reading requires self-confidence, even courage, on the part of the student who must decide for himself what to read or skip. Dr. Perry suggested that students **ask themselves what it is they want to get out of a reading assignment, then look around for those points**. Instructors can help them see the major forms in which expository material is cast. Students should also "talk to themselves" while reading, asking "is this the point I'm looking for?"

©Academic Skills Center, Dartmouth College 2001

- D. Write a paragraph identifying your strengths and weaknesses when it comes to reading college-level material.

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

**Skill #5: Problem Solving**

*“There is gain of discovery in the solution to any problem. Your problem may be modest; but if it challenges your curiosity and brings into play your inventive facilities, and you solve it by your own means, you may experience the tension and enjoy the triumph of discovery.”*

George Polya (Mathematician)

An essential skill desired by colleges and corporations is the ability to solve complex problems. Developing organization strategies is the key to tackling problems that might otherwise seem overwhelming. These tools keep you from feeling helpless and intimidated by the situation. Problem-solving strategies include restating the problem, drawing charts/diagrams, working backwards, list facts/constants, and applying deductive reasoning.

Deductive reasoning is the process of taking statements accepted as true and applying them to reach a logical conclusion. In economics we routinely make assumptions that lead us to specific conclusions. For example, assume the following statement is always true: *If a firm (business) lowers its costs, then they will receive more profit.* If firm X has lowered its costs, we can logically conclude that firm X will earn more profit. It would be illogical to assume that if firm X makes more profit then they must have lowered their costs. Any number of other factors could have caused the increase in profits (increase in the price of the product, a successful advertising campaign, or even an increase in the prices of competitors). In this activity, you will demonstrate your problem solving and deductive reasoning skills.

- A. Many logic puzzles can be solved by using a Solving Table. Try your luck at the following logic puzzle (page 13). See if you can match the person with their salary, favorite artist, and favorite appetizer.
- B. Reflection: Is deductive reasoning easy for you? Why or why not? What have you learned about your problem solving and organization skills through this activity?

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

## How Good is Your Time Management?

**Instructions:**

*For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'. When you are finished, please click the 'Calculate My Total' button at the bottom of the test.*

Question	Not at all	Rarely	Some times	Often	Very Often
1 Are the tasks you work on during the day the ones with the highest priority?	<input type="radio"/>				
2 Do you find yourself completing tasks at the last minute, or asking for extensions?	<input type="radio"/>				
3 Do you set aside time for planning and scheduling?	<input type="radio"/>				
4 Do you know how much time you are spending on the various jobs you do?	<input type="radio"/>				
5 How often do you find yourself dealing with interruptions?	<input type="radio"/>				
6 Do you use goal setting to decide what tasks and activities you should work on?	<input type="radio"/>				
7 Do you leave contingency time in your schedule to deal with "the unexpected"?	<input type="radio"/>				
8 Do you know whether the tasks you are working on are high, medium, or low value?	<input type="radio"/>				
9 When you are given a new assignment, do you analyze it for importance and prioritize it accordingly?	<input type="radio"/>				
10 Are you stressed about deadlines and commitments?	<input type="radio"/>				
11 Do distractions often keep you from working on critical tasks?	<input type="radio"/>				
12 Do you find you have to take work home, in order to get it done?	<input type="radio"/>				
13 Do you prioritize your "To Do" list or Action Program?	<input type="radio"/>				
14 Do you regularly confirm your priorities with your boss?	<input type="radio"/>				
15 Before you take on a task, do you check that the results will be worth the time put in?	<input type="radio"/>				

Calculate My Total

Total = 0

**AP COMMON SUMMER ASSIGNMENT  
(ALTERNATIVE ASSIGNMENT FOR THOSE NOT ATTENDING BOOT CAMP)**

	<b>First Names</b>					<b>Artists</b>					<b>Appetizers</b>										
	Cameron	Declan	Elaina	Jamie	Parker	Claude Monet	Gustav Klimt	Pablo Picasso	Paul Cezanne	Titian	chili fries	fried mozzarella	fried pickles	onion rings	soup of the day						
	\$64,000																				
	\$94,000																				
	\$127,000																				
	\$157,000																				
\$229,000																					
<b>Appetizers</b>	chili fries										<p align="center"><b>Logic Puzzles</b> Presented by Puzzle Baron Puzzle ID: H695DS For hints, solutions and more puzzles, go to <a href="http://www.Printable-Puzzles.com">www.Printable-Puzzles.com</a>!</p>										
	fried mozzarella																				
	fried pickles																				
	onion rings																				
	soup of the day																				
<b>Artists</b>	Claude Monet					<b>Salaries</b>				<b>First Names</b>				<b>Artists</b>				<b>Appetizers</b>			
	Gustav Klimt					\$64,000															
	Pablo Picasso					\$94,000															
	Paul Cezanne					\$127,000															
						\$157,000															
	Titian					\$229,000															

- The person who ordered chili fries as an appetizer earns more than the artist who specialized in Gustav Klimt.
- The 5 people were the artist who specialized in Gustav Klimt, the person who ordered chili fries as an appetizer, the employee with the \$157,000 salary, Declan, and the artist who specialized in Pablo Picasso.
- The person who ordered soup of the day as an appetizer didn't study the works of Gustav Klimt.
- The employee with the \$127,000 salary is Jamie.
- Either the person who ordered fried mozzarella as an appetizer or the person who ordered fried pickles as an appetizer is Cameron.
- Of the person who ordered onion rings as an appetizer and Parker, one earns \$127,000 per year and the other studied the works of Paul Cezanne.
- Parker earns more than the artist who specialized in Gustav Klimt.
- The artist who specialized in Titian earns less than the person who ordered fried pickles as an appetizer.
- The employee with the \$157,000 salary studied the works of Titian.