

**AP Seminar
Summer Work
2018-2019
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Welcome to AP Seminar – the first course that makes up AP Capstone. AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Seminar is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares students to make logical, evidence-based decisions.

AP Seminar is founded on the QUEST concept:

Question and explore
Understand and analyze arguments
Evaluate multiple perspectives
Synthesize ideas
Team, transform, and transmit

First, before anything else, make sure that you have a professionally named Gmail account such as FirstName.LastName@Gmail.com. If not, then go to Gmail.com and create one. Make sure that I am able to identify you by your e-mail address solely, so no nicknamed e-mails.

Second, go to classroom.google.com and sign up using the code 6l7d6ah (that is a lower case “L.” Sorry, I didn’t come up with it). More than likely, we will be using Google Classroom instead of Canvas for next year, but more importantly, this will be the primary way in which you will be able to get in contact with me over the Summer, and, for what it’s worth, your fellow classmates.

Third, go to Turnitin.com and create an account (if you don’t have one), click “enroll in a class,” then type in the class/section ID 18141978. Under enrollment key type Herron. Over the summer you will submit some assignments here.

Finally, don’t be overwhelmed by the length of this handout; it’s mostly examples. Your assignment really boils down to picking three articles relating to a topic of your choosing and writing about it, reading a book and annotating it (writing in the margins/highlighting), and writing definitions onto some index cards.

To prepare for our studies next year in AP Seminar, the following assignments have been created to give you a glimpse of the types of questions we will ask, research we will conduct, and arguments we will write.

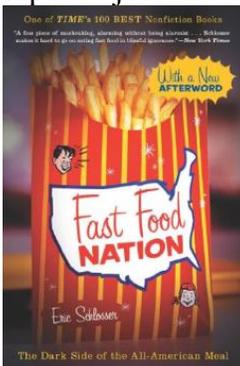
Part I

1. Choose a socially-relevant topic that is in the news. (Entertainment “news” (gossip) is not socially relevant).
 - **Some** examples are: college campus rapes, climate change, alleged racism in police departments and shootings of black men, standardized testing in schools, and the proliferation of violence among extremist groups like ISIS.
2. Find three articles from three different sources. Print, read, and annotate each one. A handout on how to annotate is attached.
3. For each article, fill in the chart on the following page (you only need one chart).
4. Write a reflection in which you address:
 - a. Why you chose your topic and why you believe it is socially relevant.
 - b. How did you find your sources, and how do you know that your sources are credible and trustworthy?
 - c. What you learned about the topic that you didn't know before.
 - d. How the topic is being covered in the news. What are the areas of focus?
 - e. What final conclusions can you draw about the topic based on your reading?
 - i. Each reflection must be 250 words *minimum*.
 - ii. You will submit the reflection into Turnitin.com
 - iii. Must be MLA compliant

For this assignment, you will bring into class your three annotated articles and one chart. Your reflection will be submitted to Turnitin.com

Part II

1. Purchase the following book: *Fast Food Nation: The Dark Side of the All-American Meal*
 - a. You can purchase this on Amazon.
 - b. Do NOT buy the e-book version. You're going to need to annotate (write/highlight) throughout this book.
 - c. You could technically get the book from the library, however, you will need the book for the majority of the first quarter, and you will have to do all of your annotations/notes on a separate journal.



2. Read and annotate. Be prepared to take a test during the second-third week of school.
3. Generate **two** specific research questions that the book raises. For each question, write a paragraph justification that explains what specific parts of the text prompted your question and how/why it is relevant/significant. Cite the text in your response. All work must be typed and in MLA turned into Turnitin.com. Attached is an example assignment for a different book.

Part III

1. Copy each definition from the AP Seminar Glossary at the end of this packet onto a flashcard.

How to Annotate

What Not to Do

1. Don't mark large volumes of text; you want important points to stand out. You should only be highlighting about 20% of the text.
2. Don't mark the obvious. Don't waste time marking things you already know.

What to Do

1. Mark the text with pen, pencil, colored pens or highlighters.
2. Underline the topic sentence in a passage, then it will be easier to find the supporting evidence and explanations.
3. Use codes. For example, use question marks for places of disagreement, exclamation points for agreement or a strong statement, triangles to indicate a change in thinking, a star for the topic sentence.
4. Write the passage topic in the margin.
5. Write questions in the margins. When you don't understand something, write the question in the margin, so you can remember to come back to answer it.
6. Circle new and unfamiliar words; look them up as soon as possible. Define them on the article.
7. Add your or other author's perspectives in the margins. Do they agree or disagree?
8. Add cross-reference notes.
9. Draw arrows to related ideas.
10. Summarize. Add your own summary after the last paragraph. It will help clarify your thinking about the subject.

Name: _____

Period: _____

Score: _____

Title/Author and 1-Sentence Summary	Source/Format	Central Claim of Article	Intended Audience and Purpose	Additional Notes (Is there bias evident? Is this coverage significantly different from the others?)

Example sample question for 1984: Note that you don't have to have read the book to understand the example.

Sample Question: In what ways does media coverage shape the public's perception of political leaders and/or historical events?

Sample Paragraph:

Examining the role media plays in political elections and the coverage of international events in general is pivotal to our understanding of how we process important information. Although it presents an exaggerated version of media control, George Orwell's novel warrants questions about how influential media coverage can be on our political ideologies and our perception of current events. In Oceania, the people willingly participate in the Two Minutes Hate during which they demonize Emmanuel Goldstein and exalt Big Brother (Orwell 12). Moreover, Winston's job at The Ministry of Truth is to manipulate information to present the Party in a favorable light through memory holes that quite literally rewrite history (35). Winston even goes so far as to fabricate a public hero (Comrade Ogilvy) to subvert disparaging information about the Party. Although we may not imagine our media today to possess this kind of infinite power, the subtle and sometimes overt ways in which the media distorts our worldviews has vast implications to which we are oftentimes oblivious—just as many of the residents of Oceania are unaware of the extent to which they are being controlled.

Due Dates & Tips

- These assignments will be due on week 2, August 20/21, 2018.
- MLA Reference Guide
 - ∞ Purdue has one of the **BEST** writing programs! Take advantage of the resources online: <https://owl.english.purdue.edu/owl/resource/747/01/>
- It is very important that you understand the terms contained in the glossary.
 - ∞ During the second week of school, you will have a quiz on these terms, as well as how to apply them to text.
- Under **NO** circumstances should you wait until the last minute to complete this assignment!
 - ∞ I will not print out articles or your responses.
- Do your own work!!!!
 - ∞ There is **ZERO TOLERANCE FOR** cheating!
 - ∞ Students who have signed up for an AP Course will be evaluated in the classroom to assess the knowledge that they have mastered and later take a national exam that will compare their knowledge in the subject with students across the country. It is extremely important that work in and out of the classroom honestly reflect each student's accomplishments; therefore, academic integrity is extraordinarily important in this level of instruction. I will monitor and strictly enforce policies dealing with academic dishonesty.
 - ∞ It must be understood by students and parents that the consequences for academic dishonesty in this class are very high. In addition to parent notification, students will be subject to:
 - A "0" on the test, assignment or project that is involved in the infraction.
 - A written referral sent to the discipline office outlining the offense.
 - ∞ You're taking an AP class because you have the intellectual capacity to compete with the best of the best. Don't lose out on your opportunity to showcase how intelligent are. Prove to yourself and your peers that you belong here. Let's not cheat our way through life. It will catch up to you. I promise!

If you have any questions about the assignment, please contact me through our Google Classroom. That will be my primary form of almost instant contact. You can try and reach me through Donnie.Herron@Browardschools.com, but it may take a while.

AP Seminar Glossary

Alignment: cohesion between the focus of inquiry, the method of collecting information, the process of analysis of information, and the conclusions made to increase understanding of that focus

Argument: a claim or thesis that conveys a perspective developed through line of reasoning and supported by evidence

Assumption: a belief regarded as true and often unstated

Author: the one who creates a work (e.g. article; research; study; foundational, literary, or philosophical text; speech; broadcast, or personal account; artistic work or performance) that conveys a perspective and can be examined

Bias: a personal opinion, belief or value that may influence one's judgment, perspective, or claim

Claim: a statement made about an issue that asserts a perspective

Commentary: discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships

Complex issue: issue involving many facets or perspectives that must be understood in order to address it

Concession: acknowledgment and acceptance of an opposing or different view

Conclusion: understanding the resulting from the analysis of evidence

Context: the intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference

Conventions: the stylistic features of writing (e.g. grammar, usage, mechanics)

Counterargument: an opposing perspective, idea, or theory supported by evidence

Credibility: the degree to which a source is believable and trustworthy

Cross-curricular: goes beyond the traditional boundary of a single content area or discipline

Deductive: a type of reasoning that constructs general propositions that are supported with evidence

Evidence: information (e.g. data, quotations, excerpts from text) used as proof to support a claim or thesis

Fallacy: evidence or reasoning that is false or in error

Implication: a possible future effect or result

Inductive: a type of reasoning that presents cases or evidence that lead to a logical conclusion

Inquiry: a process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work

Interdisciplinary: involving two or more areas of knowledge

Issue: important problem for debate or discussion

Lens: a filter through which an issue or topic is considered or examined

Limitation: a boundary or point at which an argument or generalization is no longer valid

Line of reasoning: arrangement of claims and evidence that lead to a conclusion Literature- the foundational and current texts of a field or discipline of study Perspective- a point of view conveyed through an argument

Plagiarism: failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source

Point of view: a position or standpoint on a topic or issue

Primary source: an original source of information about a topic (e.g. study, artifact, data set, interview, article)

Qualification: a condition or exception

Qualitative: having to do with text, narrative, or descriptions

Rebuttal: contradicting an opposing perspective by providing alternate, more convincing evidence

Refutation: disproving an opposing perspective by providing counterclaims and counterevidence

Reliability: the extent to which something can be trusted to be accurate

Resolution: the act of solving a problem or dispute

Scaffolding: the provision of temporary structured support for students to aid skill development

Secondary source: a commentary about one or more primary sources that provides additional insight, opinions, and/or interpretation about the primary source, data, study, or artifacts

Sequencing: the organization of curriculum content into an order which progresses from simple to more complex

Solution: a means of answering a question or addressing a problem or issue

Text: something composed (e.g. articles; research studies; foundational, literary, and philosophical texts; speeches; broadcasts, and personal accounts; artistic works and performances) that conveys a perspective and can be examined

Thesis: a claim or position on an issue put forward and supported by evidence

Tone: the way in which an author expresses an attitude about his or her topic or subject through rhetorical choices

Validity: the extent to which an argument or claim is logical

Vocal variety: changing vocal characteristics (e.g. pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes
