

AP CAPSTONE SEMINAR

WELCOME LETTER

Mrs. Kowalski-Rospierski (Mrs. K-R)

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Class Website: Canvas

May 2019

To all students enrolled in AP Seminar and their parents/guardians:

Welcome to the College Board's Advanced Placement Capstone Program. AP Seminar is the first class taken sophomore year at Stoneman Douglas and is followed the next year with AP Research. In order to attain the AP Capstone endorsement on your diploma it is necessary to take and pass, with a score of three or higher, both Seminar and Research, as well as four other AP classes before graduating.

AP Seminar is much more than just a research and writing course. It involves critical thinking, public speaking, argumentation, debate, synthesis, analyzing, interpretation, close reading, collaboration, and inference skills. We will work on and hone many of these skills throughout the first semester, but it is important that you come into this class with good writing and research habits. It is also important for you to have an open mind and an interest in exploring the world we live in today.

In order for you to attain your final AP score there is more than just an AP exam for Seminar. You must also complete two performance tasks. Performance Task 1 consists of working in a group, conducting your own research on a chosen group topic, writing an individual research report (1,200 words), and giving a group presentation (8-10 minutes) with an oral defense (one question per group member). Performance Task 2 entails creating an original research question from source material from College Board, writing an individual written argument (2,000 words), and giving an individual presentation (5-7 minutes) with an oral defense (two questions). Finally, you will take the AP exam in May, which consists of free response questions and an argumentative essay.

In order to prepare for AP Seminar this summer you are required to read the non-fiction novel *Outliers* by Malcom Gladwell, and write an argumentative essay. You will need to get your own copy, because you will be annotating as you read. The complete summer assignment, with instructions and essay prompts, is included in this handout.

- Due August 23rd or earlier:
- 1.) Your annotated copy of *Outliers*
 - 2.) Your argumentative essay (upload to Canvas)
 - 3.) Your signed and dated College Board Plagiarism Policy (hard copy)

Again, welcome to AP Seminar! It's going to be a wonderful year!

Sincerely,

Mrs. Andrea Kowalski-Rospierski M.Ed.

AP CAPSTONE SEMINAR

COLLEGE BOARD PLAGIARISM POLICY

Directions: After reading and understanding the AP Capstone Plagiarism Policy, sign, date, and have a parent or guardian sign and date it as well. This is your first grade for the quarter, and is due the first day of class.

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP® Seminar and/or AP Research Performance Assessment Task. In AP® Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

Student Name

Parent Name

Signature

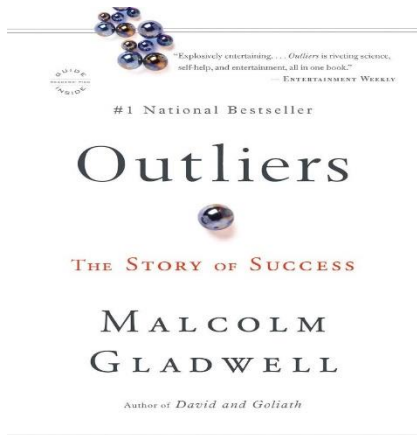
Signature

Date

Date

AP CAPSTONE SEMINAR

SUMMER ASSIGNMENT



Part I: Read and annotate the non-fiction novel *The Outliers* by Malcom Gladwell. You will need to get your own copy. (Be ready to discuss the novel in class upon your return to school. You will be turning in your novel with annotations for a grade.)

What to annotate:

- Interesting facts, ideas, points
- Key information
- Write questions that arise as you read
- Summarize relevant sections
- Mark and define words or concepts you are unfamiliar with
- Write your own ideas about points being made

Part II: Choose one of the following essay topics and write a well composed response. Your essay should argue and support your position. Be sure to have a clear thesis statement as well as support from Gladwell's novel and at least two additional sources.

Prompt 1: In his book *Outliers*, Malcolm Gladwell argues that “there’s no such thing as a self-made man and that super achievers are successful because of their circumstances, their families, and their appetite for hard work.” To what extent do you agree with Gladwell? In a well-organized essay, support your argument with references and examples from the book *Outliers* and two additional sources to support your response.

Prompt 2: Locate an individual who is successful (one who has achieved mastery, not just fleeting fame) in a particular field. Argue whether you think his/her success had to do with the social and external factors that Gladwell discusses in his book *Outliers* or whether this person's success was due to the more conventional notion of individual talent that is inherent in an individual. In your discussion of this successful person you may want to decide whether they experienced any of the phenomenon Gladwell talks about:

- a) The Matthew Effect
- b) 10,000 hours of work in order to become proficient
- c) Advantageous era of birth
- d) Born in a demographic trough
- e) Exposure to meaningful work
- f) The ability to express to someone what one wants (the presumption of being heard)
- g) Cultural practices which encouraged success

Prompt 3: In his book *Outliers* Gladwell makes the argument that success cannot be attributed to only one element. Instead, people are often successful due to a set of circumstances. In your essay, write to argue barriers that could prevent a person from achieving success. Consider where the barriers are coming from, if they are preventable, and how/if they can be overcome.

Your essay must:

- Be no less than 1,200 words, Be typed and uploaded to Canvas (You will most likely need to wait until the first week of school to access Canvas. However, this does not mean you can't write your paper earlier, save it, and upload later.)
- Use in text citations and quotes
- Be written in correct MLA or APA format, including a works cited or references page with all sources used (3 or more)
 - **If you are unsure how to use MLA format use the Purdue OWL**
<https://owl.english.purdue.edu/owl/resource/747/01/>

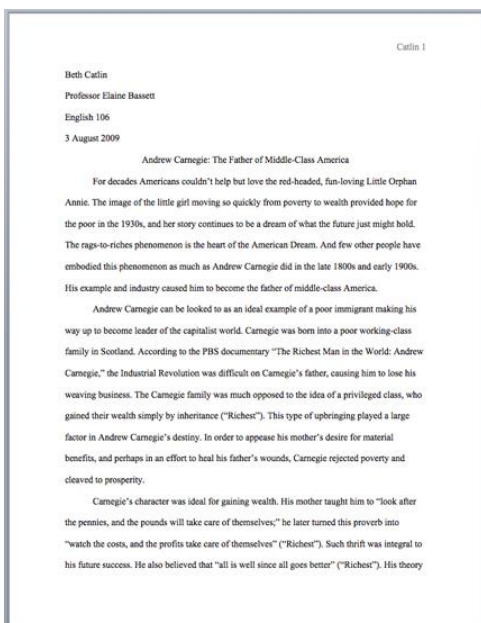
MLA: GENERAL GUIDELINES

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

FORMATTING THE FIRST PAGE OF YOUR PAPER

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as *Morality Play*; *Human Weariness* in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

Here is a sample of the first page of a paper in MLA style:



APA: GENERAL GUIDELINES

Your essay should be typed and double-spaced on standard-sized paper (8.5" x 11"), with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.

Include a **page header** (also known as the "**running head**") at the top of every page. To create a **page header/running head**, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left using all capital letters. The **running head** is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.

TITLE PAGE

The title page should contain the **title** of the paper, the **author's name**, and the **institutional affiliation**. Include the page header (described above) flush left with the page number flush right at the top of the page. Please note that on the title page, your page header/running head should look like this:

Running head: TITLE OF YOUR PAPER

Pages after the title page should have a running head that looks like this:

TITLE OF YOUR PAPER

Type your **title** in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the **author's name**: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (PhD).

Beneath the author's name, type the **institutional affiliation**, which should indicate the location where the author(s) conducted the research.

Running head: PURDUE ONLINE WRITING LAB SAMPLE TITLE PAGE 1

The Purdue Online Writing Lab's Sample Title Page:
Following the American Psychological Association's Guidelines
Purdue Pete
Purdue University

Title Page for APA

The above MLA and APA information is only a portion of what is available on the Purdue OWL. You will find complete information as well as ways and examples of how to quote and cite sources within your paper.

Essay Rubric

Row/Proficiency	No points earned for...	Points earned for...	Points earned for...	Max Points
Establish Argument	<p>The response provides only unsubstantiated opinions or claims.</p> <p>Or</p> <p>The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence</p>	<p>The argument presents a claim with some flaws in reasoning. The response is logically organized, but reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p> <p>(6 pts.)</p>	<p>The response is a clear and convincing argument.</p> <p>The response is logically organized and well-reasoned connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p> <p>(12 pts.)</p>	12
Select and Use Evidence	Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	<p>The response includes mostly relevant and credible evidence.</p> <p>(7 pts.)</p>	<p>The response includes relevant, credible and sufficient evidence to support its argument.</p> <p>(10 pts.)</p>	10
Apply Conventions (citation)	The response is missing a bibliographic/works cited OR the response is largely missing in-text citations/footnotes.	<p>The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.</p> <p>(3 pts.)</p>	<p>The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references source using a consistent style.</p> <p>(5 pts.)</p>	5
Apply Conventions (Grammar and Style)	The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.	<p>The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.</p> <p>(2 pts.)</p>	<p>The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of work choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.</p> <p>(3 pts.)</p>	3

Grade Scale:

30-27 = A

26-24 = B

23-21 = C

20-18 = D

17-0 = F