

**AP Seminar
Summer Assignment 24-25**

IMPORTANT SUMMER CAMP INFORMATION: We are offering 2 camp sessions to introduce you to the course and help you complete the summer assignment. Camp sessions will be held at Manual from 8am-12pm on July 15-19th and July 22-26th. Your participation is HIGHLY recommended. Please complete the [Google Form](#) to indicate which week you will attend. After you fill out the form add yourself to our **Google Classroom for the camp:**

Session #1 <https://classroom.google.com/c/NjA5NzA3MDIwMjY3?cjc=qjnxttl>

Session #2 <https://classroom.google.com/c/Njc5NjAyODgxMDMx?cjc=ndv3eda>

Information

Please read this document in its entirety. It contains vital information for the summer assignment as well as the beginning of the school year. ***This will be due on your return to school on the second class of 1st six weeks in August.***

The AP Seminar course is founded on the concept QUEST.

Question and explore

Understand and analyze arguments

Evaluate multiple perspectives

Synthesize ideas

Team, transform, and transmit

Through this concept, you will break down topics and issues by viewing them through specific lenses. You will use these lenses to analyze a number of different debates for this assignment, as well as throughout the year. Therefore it is important that you familiarize yourself with these terms.

The lenses include the following: Environmental, Scientific, Economic, Political, Historical, Artistic, Philosophical, Cultural, and Social (if any of these words are unfamiliar to you, please define them)

You will use these lenses to complete the assignment below.

Assignment

1. Go to either one of the following websites or databases

<http://www.nytimes.com/roomfordebate>

Use your Clever account & access GALE:

<https://go.gale.com/ps/start.do?p=GIC&u=lou3091&sid=galepages>

Password: readbooks

nytimes.com navigation: The left hand side of the website has the week's featured topics for discussion, labeled "Recent Discussions." You will need to scroll down to see the different topics. Click on a topic title you are interested in, you will see a list of debaters and their essay titles will appear. Click on "Read the Discussion" to access the first article in the grouping. Click on each essay title to read the other essays in the grouping.

Gale navigation: Use the link above or go to JCPS Homepage. Students and families tab. Clever login. Once on the Gale site, go to "Browse Issues" on the right hand side. Choose one that interests you and find an overview of the topic at the top. You can read that part for background, but do not use that as one of your articles. Scroll down to find various forms of information (Featured content, Viewpoints, Videos, Images, News, Academic Journals, etc). You must choose an article for this assignment. Do NOT choose a video, image, website, statistic, or something from the reference section; however, those might be helpful later in the year.

**Note: this site allows you to highlight/annotate and export the article to Google Drive. Once you find and annotate the article, click "Send to" in the top right hand side. Choose Google Drive and find the annotated article in your Recent folder. [Here](#) is an example of what an annotated article looks like from this site.*

2. You must read & annotate ALL articles. Be sure to read the entire article, not just an excerpt. Choose *two articles that provide different perspectives* on a topic that can be attributed to **one of the lenses mentioned** above. You will do this twice.

E.g. Issue A is a Political/Historical lens and has two articles: one for and one against; Issue B has an Environmental lens and has two articles: one for and one against.

3. Print all four of the articles. Read and annotate the four articles and complete the

journal assignment outlined below for EACH of the four. The journal entry should be typed and double spaced. **See below information on how to annotate.**

4. Create an MLA works cited entry for each article use the following resources to practice and learn these citation methods:

[Interactive Practice Template | MLA Style Center](#)

[Works Cited: A Quick Guide | MLA Style Center](#)

5. In no more than **two typed, double-spaced pages, under the citation, provide the following:**

- a. Identify the different issues presented regarding the topic and how it connects to one of the lenses above.
- b. Identify the **author's main idea, argument, or thesis.**
- c. How does the author create his/her argument? What is his/her line of reasoning (arrangement of claims and evidence that lead to a conclusion)?
- d. Do you believe the author and the evidence are credible and reliable? Why or why not?
- e. Evaluate the article's effectiveness. Is it convincing? Why or why not?
- f. Utilize at least 2 quotes from the article for support.

Please see the attached glossary for the definitions of these terms.

Due Dates & Tips

This assignment will be due the second day class meets. Your typed responses will be submitted to Google classroom and checked for plagiarism and AI. Your annotated articles should be stapled together with your name and block on the top of the first article. Your annotations can be handwritten or computer generated.

It is very important *that you understand lenses and the terms contained in the glossary.* During the second week of school, you will have a quiz on these concepts and terms, as well as how to apply them to text.

Do not wait until the last minute to complete this assignment. You may print your work in the library. Do your own work. Be intellectually curious.

How to do a Close Reading & Annotate

What Not to Do

1. Don't use a fat-tipped highlighter to highlight large amounts of text. You need to write notes about what you read. If you need color, use some color pens.
2. Don't mark large volumes of text; you want important points to stand out. You should only be **highlighting about 20% of the text.**
3. Don't mark the obvious. Don't waste time marking things you already know.

What to Do

1. Mark the text with a digital tool set or pen, pencil, or **colored pens.**
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.
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.

[STUDY these](#)

[AP Seminar Glossary \(Quizlet link here\)](#)

1. **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
2. **Argument**-a claim or thesis that conveys a perspective developed through line of reasoning and supported by evidence
3. **Assumption**- a belief regarded as true and often unstated
4. **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

5. **Bias**- a personal opinion, belief or value that may influence one's judgment, perspective, or claim
6. **Claim**- a statement made about an issue that asserts a perspective
7. **Commentary**- discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships
8. **Complex issue**- issue involving many facets or perspectives that must be understood in order to address it
9. **Concession**- acknowledgment and acceptance of an opposing or different view
10. **Conclusion**- understanding the resulting from the analysis of evidence
11. **Context**-the intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference
12. **Conventions**- the stylistic features of writing (e.g. grammar, usage, mechanics)
13. **Counterargument**- an opposing perspective, idea, or theory supported by evidence
14. **Credibility**- the degree to which a source is believable and trustworthy
15. **Cross-curricular**- goes beyond the traditional boundary of a single content area or discipline
16. **Deductive**- a type of reasoning that constructs general propositions that are supported with evidence
17. **Evidence**- information (e.g. data, quotations, excerpts from text) used as proof to support a claim or thesis
18. **Fallacy**- evidence or reasoning that is false or in error
19. **Implication**- a possible future effect or result
20. **Inductive**- a type of reasoning that presents cases or evidence that lead to a logical conclusion
21. **Inquiry**- a process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work
22. **Interdisciplinary**- involving two or more areas of knowledge
23. **Issue**- important problem for debate or discussion
24. **Lens**- a filter through which an issue or topic is considered or examined
25. **Limitation**- a boundary or point at which an argument or generalization is no longer valid
26. **Line of reasoning**- arrangement of claims and evidence that lead to a conclusion
27. **Literature**- the foundational and current texts of a field or discipline of study
28. **Perspective**- a point of view conveyed through an argument
29. **Plagiarism**- failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source
30. **Point of view**- a position or standpoint on a topic or issue
31. **Primary source**- an original source of information about a topic (e.g. study, artifact, data set, interview, article)
32. **Qualification**- a condition or exception
33. **Qualitative**- having to do with text, narrative, or descriptions

34. **Rebuttal**- contradicting an opposing perspective by providing alternate, more convincing evidence
35. **Refutation**- disproving an opposing perspective by providing counterclaims and counterevidence
36. **Reliability**- the extent to which something can be trusted to be accurate
37. **Resolution**- the act of solving a problem or dispute
38. **Scaffolding**- the provision of temporary structured support for students to aid skill development
39. **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
40. **Sequencing**- the organization of curriculum content into an order which progresses from simple to more complex
41. **Solution**- a means of answering a question or addressing a problem or issue
42. **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
43. **Thesis**- a claim or position on an issue put forward and supported by evidence
44. **Tone**- the way in which an author expresses an attitude about his or her topic or subject through rhetorical choices
45. **Validity**- the extent to which an argument or claim is logical
46. **Vocal variety**- changing vocal characteristics (e.g. pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes