

AP Capstone Year 1: Seminar Assignment 2020/21

Summer Assignment/Fall Due Date: Thursday/Friday, September 17/18

Congratulations on taking the first steps toward earning an AP Capstone Diploma in 2022! You are enrolled in the first of two courses in Wilson's new AP Capstone Program: AP Seminar.



Because of limited access to books from either Wilson or the county library during the COVID stay-at-home period, we will no longer be requiring you to read *Think Like a Freak* by Stephen Dubner and Steven Levitt, however, this book is still highly recommended if you can get a hold of it. Reading for AP Language or for the optional Grade 10 English summer reading? You can use this book and it will count!

Now for the revised 2020 assignment! Please join our Google Classroom **CODE: av5naga** where you will find a post with 10 different files. Your assignment consists of reading and annotating digitally or on paper and of course, taking some notes. The theme is "standardized testing." You will find here a variety of texts (foundational articles, academic journals, research studies, new articles, reports, TED Talks, political cartoons) all having to do with standardized testing, the theme of one of our earlier units. Completing this assignment will situate you well for a strong first semester in AP Seminar. We ask that you prepare your summer assignment for a series of discussions and activities by **Thursday/Friday, September 17/18**. While the TEXTS can be found on Classroom, you will see a description of the assignment on the next page.

Following **The Real AP Seminar Summer Assignment**, you will see a page called **AP Seminar Vocabulary Terms** which we strongly suggest that you study. You will find terms you may know, but some new ones as well. Gaining a working vocabulary around argument will also benefit you in Grade 10 English and in AP Language. After the vocabulary list, you will find **Tips for Double Entry Journals** a guide on how to make the dialogue journals in case you are taking AP Language and/or would just like to do the optional assignment on the book *Think Like a Freak*.

It is our hope that you thoroughly enjoy a well-deserved vacation. Pursue your interests and passions, relax, reflect, spend time with friends and family, learn new things! We wish you safety and some peace of mind in these uncertain times. We are excited about continuing to develop this growing course and AP Capstone program at Wilson, and are looking forward to 2020/21, whatever it may bring!

Sincerely,
Jamie Suehiro and Cassie Lanzas

PS: Should you have questions about the course or assignment, please feel free to email: jsuehiro@pps.net or clanzas@pps.net. Queries will be checked on a periodic basis over the summer. You may not receive a response right away, but we will do our best!

Required to join both:

REMIND Class Code: @wilsonsem2

GC Class Code: av5naga (classroom.google.com - must be logged into your pps account)

The **REAL** AP Seminar Summer Assignment

Due Thursday/Friday, September 17/18

Step 1: Log onto Google Classroom and add our course: av5naga

Step 2: Find the text set assignment and read it. It is also duplicated below.

Step 3: Using whatever method you wish, read all of the text and annotate by highlighting, underlining and writing in the margins: questions, paraphrase, connections, reflections, etc. **ANNOTATIONS WILL NOT BE SEEN BY TEACHERS, GRADED OR COLLECTED BUT IT IS STRONGLY RECOMMENDED THAT YOU GET USED TO READING CRITICALLY AND ACTIVELY.**

Step 4: Short Summaries for each of the 10 texts

- a. Who is the author? What is their credibility in writing about this subject?
 - i. One-two sentences
- b. What is their argument, main idea, or thesis?
 - i. One sentence (if possible, if not, no more than two)

Step 5: Notes on FIVE of the 10 texts

LINE OF REASONING

In one paragraph, or using bulleted notes, explain how the author organized their article.

1. Identify the key points used to build the argument
2. Explain how the points are connected to one another to support the overall thesis.

USE OF EVIDENCE

In one paragraph, or using bulleted notes, evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

1. Comment on a minimum of two pieces of evidence.
2. If this is a visual source, you might focus on a visual element and how the artist used that element to persuade.

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AP Seminar Vocabulary Terms

Become familiar with some AP Seminar terms. **You won't be quizzed for a grade, but we will play some Kahoot in the first couple weeks.** These terms are key to understanding important concepts, strategies and expectations throughout the year.

Go here to practice: <https://quizlet.com/47012431/ap-capstone-ap-seminar-vocab-flash-cards/>

Argument:	A claim or thesis that conveys a perspective developed through a like of reasoning and supported by evidence
Assumption:	A belief regarded as true and often unstated
Bias:	A personal opinion, belief, or value that may influence one's judgement, 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:	Issues involving many facets or perspectives that must be understood in order to address them
Concession:	Acknowledgement and acceptance of an opposing or different view
Conclusion:	Understanding resulting from analysis of evidence
Conventions:	The stylistic features of writing (e.g. grammar, usage, and 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 or cases
Evidence:	Information (e.g. data, quotations, excerpts from texts) 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
Interdisciplinary:	Involving two or more areas of knowledge
Issue:	Important problem for debate or discussion
Lens:	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 leads to a conclusion
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
Qualification:	A condition or exception
Qualitative:	Having to do with text, narrative, or descriptions
Quantitative:	Having to do with numbers, amounts, or quantities
Rebuttal:	Contradicting an opposing perspective by proving alternate, more convincing evidence
Refutation:	Disproving an opposing perspective by proving counterclaims or counter evidence
Reliability:	The extent to which something can be trusted to be accurate
Resolution:	The act of solving a problem or dispute
Solution:	A means of answering a question or addressing a problem or issue
Supporting argument:	Supports the main argument
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 or topic out 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

Tips for Double Entry Journals

Double-Entry Journal Format

-In double-entry journals, facts are written on the left and interpretations or reactions on the right.

-In the left-hand (fact) column, you may include quotations, summaries, or paraphrases.

-In the right-hand (interpretation and reaction) column, you may analyze or personally respond.

- (Fiction): What do I predict will happen? Give support from the text.
- How does this tie in with my experience, previous readings, class discussions, expectations?
- What do I not understand? What questions do I have?
- Do I agree/disagree with the author? Why?
- What impressed me/annoyed me about the reading?
- What do I notice about the author’s techniques—how does he or she emphasize a point or evoke a reaction? (Consider mood, tone, foreshadowing, irony, figurative language devices, sound devices, and other literary devices. Figurative language devices include simile, metaphor, personification, hyperbole, synecdoche, metonymy. Sound devices include rhyme, alliteration, assonance, consonance, euphony, cacophony.)
- How does this new information fit with my beliefs, my philosophy, prior knowledge?
- Where have my ideas been challenged, changed, confirmed?

Reflections should be more than just "I like this idea," or "I've never met a person who could live up to this." Comments should reflect thoughtful views on the implications of what the author is saying. The why should be explored rather than the what. **Be sure to label your entries.**

Sample Double Entry Journal Responses

Facts: Quotes, summaries, paraphrases	Responses and Interpretation
<p><i>“My race groaned. It was our people falling. It was another lynching, yet another Black man hanging on a tree” (Angelou 135).</i></p>	<p><i>The people in the store think Joe Louis is losing the fight. (Weak - Does Not Meet the Standard)</i></p> <p><i>The people in the store are filled with anxiety and expectation as they watch the fight. When Joe Louis appears to be losing, they feel that symbolically they are all losing. Their hope and dreams for freedom and respect are fighting in that ring. (Medium-Meets the Standard)</i></p>
<p><i>Frederick Douglass describes his experience of learning to read and write as one that causes him great “anguish.” He describes this suffering as causing him to “writhe” under a “curse” (132).</i></p>	<p><i>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite how we expect Douglass to see his education. (Strong-Exceeds the Standard)</i></p>

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