

## AP Seminar - Summer 2022-23

Dear AP Seminar Student,

Welcome to AP Seminar. I'm confident that you will really enjoy and benefit from this exciting and unique approach to learning.

I have a ton of information to share with you once we come together in August (fingers crossed), but before then I need you to do some work to be ready to start learning as soon as we get started on the first day of school.

Your summer work consists of two mandatory parts, each with specific expectations. Both are listed below.

Please carefully read through everything here, and make sure you understand the requirements and the language of the rubric that I'll use to assess you for Part 2. If you have any questions don't hesitate to let me know; although I may not be able to get back to you immediately I will respond as quickly as I can.

My email address is [ian.silverman@lz95.org](mailto:ian.silverman@lz95.org) (please note: there is a student in the district with the same name as me, and your iPad might autofill his email address when you're trying to communicate with me; please make sure you are using the correct email address - you should see my photo attached to the address, so look for the old guy)

### Part 1: Course Glossary

Read over and familiarize yourself with the specific terminology that we'll be using for our studies. Don't panic - you don't need to (and really, don't try) memorize all of these. But do carefully read through and try to make sense of the terms. Identify for yourself:

- Terms you're already very familiar with **in this context**
- Terms you're already familiar with, but **in a different context**
- Terms you've heard before but don't really know well
- Terms you've never heard before
- Terms you've maybe heard before but whose definitions **in this context** are kind of confusing
- Terms whose definitions **in this context** are completely confusing

The terms in **bold** are foundational concepts you need to know, especially at the beginning of the course. Expect to be asked about the meaning of these terms (as they are specifically used in the context of this course) in the first few days of class:

- Alignment — Cohesion between the focus of an inquiry, the method of collecting information, the process of Analysis of the information, and the conclusions made to increase understanding of that focus
- **Argument — A claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence**
- Assumption — A belief regarded as true and often unstated

- Author — 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 resulting from 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 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 through a study, research investigation, or artistic endeavor/work
- Interdisciplinary — Involving two or more areas of knowledge AP Capstone Program
- 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
- 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
- Quantitative — Having to do with numbers, amounts, or quantities
- Rebuttal — Contradicting an opposing perspective by providing alternate, more convincing evidence
- Refutation — Disproving an opposing perspective by providing counterclaims or 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 or topic 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

## **Part 2: Research and Presentation**

### **Objectives:**

**EK 1.1B2:** The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

**EK 1.3A1:** Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as from experiments, surveys, questionnaires, interviews, observations, personal narratives).

**EK 1.5A1:** The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.

**EK 2.2A4:** A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

**EK 3.1A2:** Perspectives are not always oppositional; they may be concurring, complementary, or competing.

**EK 4.1A1:** Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.

**EK 4.1A9:** The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.

**EK 4.2A2:** Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion.

**EK 4.3A1:** Accurate and ethical attribution enhances one's credibility.

**EK 5.1D1:** Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.

**EK 5.1E1:** Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy), emphasize information, convey tone, and engage their audience.

### **Assignment:**

1. Choose one research question from the list below
2. Find and carefully read at least 3 credible, valid sources on the topic that allow you to understand the multiple sides of the issue
3. Develop an argument where you take a side on the issue

4. Develop a 3-5 minute presentation in which you develop your argument with logical claims, possible counter-claims, and a reasonable solution or conclusion
5. Prepare a Google Slide Deck that you will use to enhance your audience's understanding of your presentation, citing your use of your sources
6. Deliver your presentation (with Slide Deck) in the opening week of school

**Requirements:**

- As defined by the course glossary of terms: an argument, multiple claims, and a solution or conclusion
- At least 3 credible sources of information; sources cited during the presentation
- 3-5 minute presentation, prepared and organized
- Use of a Google Slide Deck during your presentation to supplement your argument

**Research Questions - Choose ONE:**

1. Should PE be mandatory in Illinois high schools?
2. Should we colonize Mars?
3. Should school lunches be healthier? Ban high sugar items? Ban Jazzmans?
4. What is the most effective schedule for school: year round, block, etc.?
5. Should colleges require SAT scores as admissions criteria? Is standardized testing effective in assessing a school's performance?
6. How effective is it to incorporate iPads in student learning?
7. Should LZHS mandate participation in a sport or activity (in or out of school)?

**A Note on Research:** You may use any source of information that seems relevant and appropriate, but if you know how to access and use the school's research databases you might try those. You might also want to use Google Scholar as a starting point.

**Assessment:** This assignment is worth 18 formative points; presentations not prepared by the first day will not count for full credit

Proficiency/ Skill	No Points	2 Points	4 Points	6 Points
Establish Argument	The presentation offers a series of unsubstantiated opinions; it is not academic in nature	The presentation describes the existence of a problem or reports on a problem, but does not argue for a solution or resolution	The presentation conveys the argument for the solution or resolution using evidence that is not well selected for the situation	The presentation conveys the convincing argument for the solution or resolution through strategic selection of supporting evidence
Engage Audience (Performance)	No presentation	The presenter makes little or no use of techniques to engage the audience	At times, the presenter effectively engages the audience; the presenter demonstrates uneven delivery or performance techniques	The presenter effectively engages the audience through strategic intentional use of performance techniques most of the time

Engage Audience (Design)	No A/V prepared for presentation	Minimal design with significant errors	The presentation's design demonstrates an understanding of media and design elements but does not enhance the message, or does so inconsistently	Overall, the design clearly guides viewers through the presentation and demonstrates strategic selection of media and design elements that help clarify the argument for the team's solution
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