



AP SEMINAR 2022-2023

Summer Communication & Assignment

Mr. Gregory

gregoryr@maldencatholic.org

781.475.5358

Table of Contents

Letter of Introduction to AP Capstone Seminar.....	3
Required Course Texts	7
Summer Assignments	8
AP Seminar Personal Statement	8
List of Study Terms	9
Summer Readings	12
Essay Instructions.....	13

June 1, 2022

Dear AP Seminar Students,

Welcome to the AP Capstone program! I am thrilled to welcome you as the 4th cohort in Malden Catholic history to pursue the AP Capstone Certificate and Diploma. In electing to pursue this track, you are committing yourself to an advanced interdisciplinary course that will bridge together topics from across the arts and sciences – with the primary focus being theological studies – and empower your learning by:

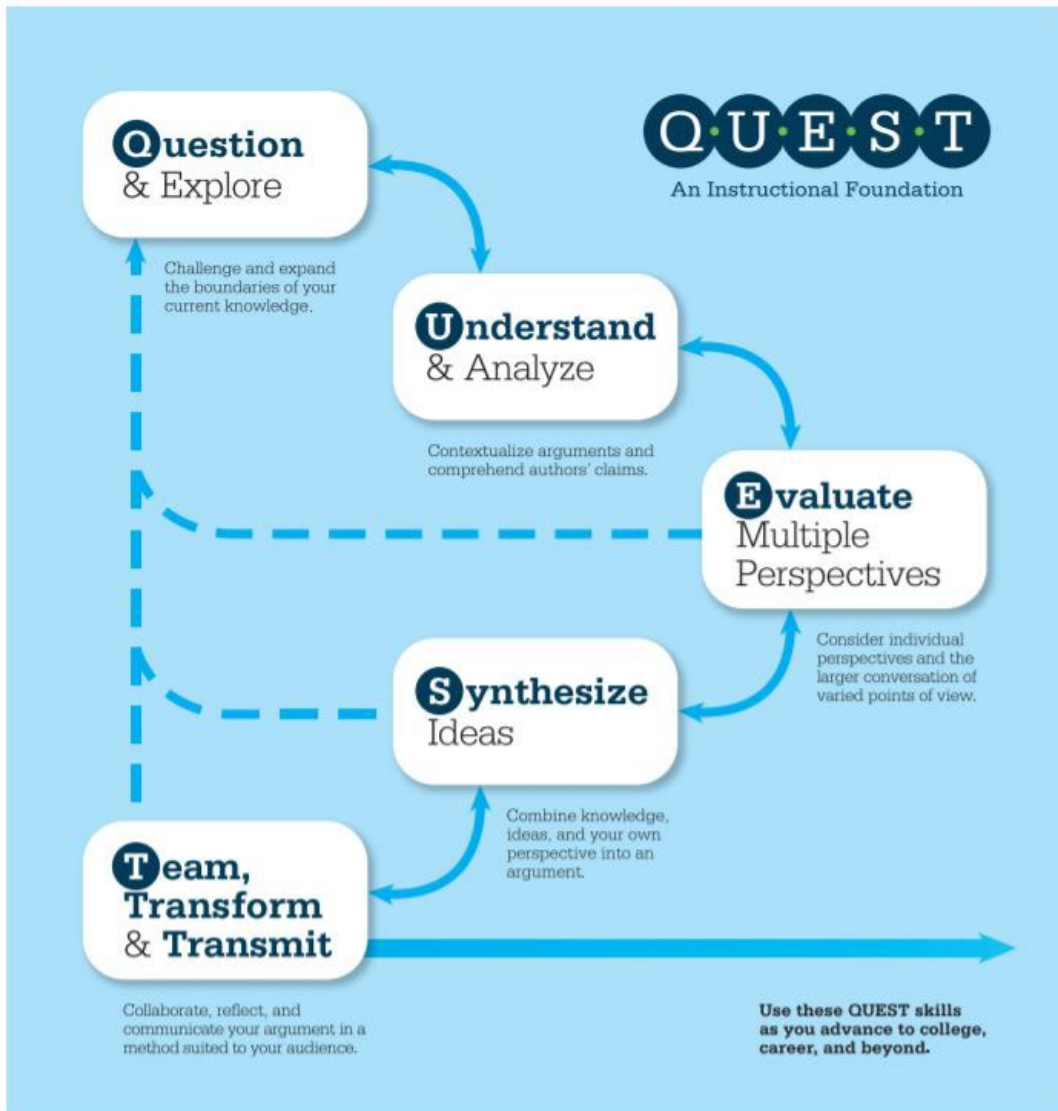
- Engaging you with rigorous college-level curricula focused on the skills necessary for successful college completion;
- Extending your abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- Enabling you to collect and analyze information with accuracy and precision
- Cultivating your ability to craft, communicate, and defend evidence-based arguments; and
- Providing opportunities for you to practice disciplined and scholarly research skills while exploring relevant topics that appeal to your interests and curiosity.¹

The Capstone program is a two-year course at Malden Catholic that begins with AP Seminar in the junior year and culminates with AP Research in the senior year. Presently, the AP Capstone program satisfies your theology requirement for grade 11 (AP Seminar) and grade 12 (AP Research). Although students may elect not to pursue the second course (AP Research), it is encouraged of students to follow through with the commitment over two years. You are also encouraged to take at least **4** additional AP courses over the course of your time at MC. **Having taught AP Research also, I can unequivocally say that this program will put you on advanced footing relative not only to your peers at Malden Catholic but also your peers at the college level with respect to the critical thinking, analytical writing, and inquiry-based research skills you will develop over the next two years as a member of this cohort.** Simply put, *participation in this program is an academic privilege!*

Of course, privileges come with responsibilities, and AP Capstone is no exception. I recognize that you have chosen to add an additional AP course to your already rigorous course load, so your work in this course will be manageable. That is not to say, however, that academic laziness, incompleteness of readings and assignments, and non-participation will be tolerated. They will not. AP Seminar is exactly what it professes to be: a collegiate **seminar-style** course. The engine that makes it run is your collective, regular, and thoughtful participation, borne of thorough preparation with course materials.

¹ Adapted from the *AP Seminar Course and Exam Description*, Fall 2016, 4. <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-seminar-course-and-exam-description.pdf>

AP Capstone **will** put your critical thinking, writing, and reasoning skills to the test. It is my job to facilitate a curriculum that will, in the words of the College Board, “provide you with a framework that allows you to develop, practice, and hone your critical and creative thinking skills as you make connections between various issues and your own lives.”² Although there **is** an exam at the end of the course, AP Seminar is **not** a “teach-to-the-test” type of course. Connections among assignments will not always be immediately clear, and rarely will you be asked simply to regurgitate information. The process of our inquiry is **RECURSIVE**, not linear, which means that we will be going back and forth between different stages of the process as we consider different issues, ideas, and perspectives. After all, assumptions and biases are meant to be challenged. I will certainly review this again in class, but the 5 main stages of inquiry that AP Capstone identifies are summarized as the **QUEST**³:



² Ibid., 6.

³ Ibid., 6.

Don't worry, this doesn't all have to make sense yet, but I want to start getting this terminology out there before we get to class in September. You will also hear me use the terminology of **lenses** and **themes** frequently, beginning with your summer assignment. The best way I can explain these terms is that **lenses** are the disciplinary approaches through which we look at different issues, and **themes** are the patterns that emerge across the issues that we study. If you want more clarity at any point, shoot me an email with a question and I'll be happy to try and explain further. You will notice that some **lenses** and **themes** can at times be divergent or perceived to be competing.

Here are the **lenses** (approaches) and **themes** (patterns, topics) we may encounter this year in our AP Seminar course at Malden Catholic:⁴

Lenses	Themes
Artistic & Philosophical Cultural & Social Political & Historical Psychological Economic Environmental Scientific Ethical Legal Futuristic Theological* *The "theological" lens is unique to our course at MC	Belief, Tradition, and Traditions Communication Conformity Culture Discrimination Diversity Education Equity Freedom Identity Immigration Incarceration Justice & Peace Language Liberty Media Memory Power & Protest Reconciliation Rights & Responsibilities Sport Wealth & Poverty

Of course, some of these lenses and themes will receive more treatment than others, and that's okay. You may also find that the sections in the boys' and girls' programs are not always going to be aligned in their themes at any given time in the first semester, and that's okay, too. Much of our discussion and investigation will be dictated by **your** interests (and mine) as we move along the stages of our inquiry process. Just by reading the list, it should already be apparent to you that many of the themes we will be discussing have strong theological connections – this is part of the flexibility that the AP Seminar curriculum provides.

⁴ Ibid., 8, 26, with minor adaptations by RG.

Without going too deeply into the details of the course, the broad overview of the year for AP Seminar is as follows:

Quarter 1 (Sept. – Oct.)

Beginning the QUEST

Introduction to Lenses, Themes, and Arguments

Core Skills Developed: Critical Thinking and Reasoning, Critical Reading, Inquiry and Research, Argumentation, Communication, Collaboration

Instructional Strategies: Discussion Seminars, Lectures, Jigsaws, Dinner-Party Debates, Academic Readings and Viewings, Timed Writes, Formative Reflections

Quarter 2 (Nov. – Dec.)

Continuing the QUEST

Continuing Investigation of Lenses and Themes through Mock AP Performance Tasks

Core Skills Developed: Critical Thinking and Reasoning, Critical Reading, Inquiry and Research, Argumentation, Communication, Collaboration

Instructional Strategies: Discussion Seminars, Lectures, Individual Research and Writing, Team Research and Presentations, Debriefs, Academic Readings and Viewings, Formative Reflections

Quarter 3 (Jan. – Mar.)

Team Project & Presentation (20% of AP Seminar Exam Grade)

Individual Research-Based Essay (Approx. 25% of AP Seminar Exam Grade)

Quarter 4 (Apr. – May)

Individual Presentation & Oral Defense (Approx. 10% of AP Seminar Exam Grade)

AP Seminar Exam – 2 questions, 2 hours (45% of AP Seminar Exam Grade)

Bridge to AP Research: Introduction of Research Methods & Selection of a Research Question

On the pages that follow, I will discuss your required course texts that you have to obtain and your summer assignments. There are 3 components to the summer assignment: a personal statement, a list of terms to review, and a reading/writing component. Please adhere to the instructions and let me know if you have any questions. **You will be held accountable for any missing work past the due dates listed.** It looks long, but don't panic. I just like things logically organized.

In the weeks ahead, you will receive an invitation to our Google Classroom page. **Please accept this invitation immediately, as I will begin to post resources that you need for your summer work.** Email and Google Classroom are the primary ways I will be communicating with you throughout the summer, so I will expect that you are checking your email and Google Classroom at least 2-3 times per week (Monday – Friday).

If at any point over the summer you become certain that AP Seminar will **not** be the right fit for you this year, please communicate that to me and we can discuss it before you consult your counselor to opt out. And as a personal favor to me, please do not rely on your parents to do your bidding via email. You are reaching an age and a point in your academic career where that is no longer necessary.

I look forward to a successful year together!

Mr. Gregory

Required Course Texts

Please purchase the following required course texts:

1. Graff, Gerald and Birkenstein, Cathy. *They Say// Say: The Moves That Matter in Academic Writing*, Fourth High School Edition, 2018 (ISBN: 978-0393643282) – YELLOW COVER – **YOU MUST PURCHASE THIS EDITION!** Includes Summer Reading Material; Either a hard copy or e-book is fine.

https://www.amazon.com/They-Say-Matter-Academic-Writing/dp/039364328X/ref=sr_1_6?crid=2NSUK5SEZMUD7&dchild=1&keyword=s=they+say+i+say+4th+edition&qid=1590779818&s=books&sprefix=they+say+i+say%2Cstripbooks%2C155&sr=1-6

2. Gilliard, Dominique D. *Rethinking Incarceration: Advocating for Justice That Restores*, 2018 (ISBN: 978-0830845293) – Summer Reading Book; New or used is fine.

<https://www.amazon.com/Rethinking-Incarceration-Advocating-Justice-Restores/dp/0830845291>

3. Boyle, Gregory. *Tattoos on the Heart: The Power of Boundless Compassion*, 2010 (ISBN: 978-1439153154) – Summer Reading Book; New or used is fine.

https://www.amazon.com/Tattoos-Heart-Power-Boundless-Compassion/dp/1439153159/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1590525904&sr=1-1

****NOTE:** I encourage you to use Amazon or a similar vendor to find the most affordable copy possible, but *please ensure the ISBN numbers are correct*. You must have the editions indicated above. Depending on whether you choose new/used for some of these, you can easily acquire all three for under \$50.

To-Do List

- Purchase texts
- Check MC E-mail for invitation to Google Classroom and accept as soon as you see it come through
- Create a folder in your MC Google Drive labeled: **(Insert Your Name) – AP Seminar**
- Complete AP Seminar Personal Statement (Assignment #1 below) by **Friday, July 1**
- Study AP Seminar Glossary Terms (below) throughout the summer
- Complete AP Seminar Summer Essay – due **Tuesday 9/6** (first day of school)

Your assignment instructions can be found on the pages that follow.

Summer Assignment #1: AP Seminar Purpose Statement

Due: **Friday, July 1, 11:59 p.m. Eastern**

Submitted via: Google Docs, shared with me (gregoryr@maldencatholic.org) through your Malden Catholic account as “**AP Seminar Purpose Statement – YOUR NAME**”

Estimated time: 1 hour (reflection + writing)

Instructions

The point of this simple assignment is to help me understand your motivation(s) for taking AP seminar. Simply put, I want to understand why you want to be here. Additionally, I want you to understand why you want to be here! **Answer the questions below and submit your statement according to the guidelines above.** And do me the satisfaction of editing your work so as not to distract me with sloppy communication.

In one complete paragraph* (two paragraphs MAX – I’m not looking to be impressed by your word count here, the goal is *depth* over *breadth*), please answer the following 3 questions after you have taken a few minutes to think about them:

- What were you told AP Seminar was before you signed up?
- What do you want to get out of this course, academically and personally?
- Re-read the list of **lenses** and **themes** provided in the chart on page 5 of this document. Then, choose **1 lens** and **2 themes** that interest you and tell me why they interest you.**

*Do not ask me for a sentence count. Just answer the questions and complete your thoughts.

** Do not ask me if you can bullet point. You may not.

Summer Assignment #2: Study of Key Terms for AP Capstone

Due: **Upon return to school (Assessed through presentations in weeks 1-2)**

Preparation of terms is entirely up to you.

Suggested time: 1 hour per week (varies according to your study habits)

Instructions

The following key terms are taken from the essential terms glossary for AP Capstone. Because you will be using them continuously over the next two years, it is important that you take time to familiarize yourself with them early on. It will be your responsibility to study the terms and definitions provided over the summer months. I encourage you to make flashcards and/or utilize Quizlet. **When we convene in September, we will present these terms to each other during the first two weeks of class.** The more familiar you are with these terms, the more fluid and natural your presentations will be.

AP Seminar Glossary⁵

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

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

⁵ Ibid., 119-120.

credibility — The degree to which a source is believable and trustworthy

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

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 (POV) — 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 (QUAL) — Having to do with text, narrative, or descriptions

quantitative (QUAN) — 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

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

solution — A means of answering a question or addressing a problem or issue

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

Summer Assignment #3: Summer Reading & Essay (4pp.)

Due: **Tuesday, September 6th, 8:00 a.m.**

Submitted via: Google Docs, shared with me (gregoryr@maldencatholic.org) through your Malden Catholic account as **Summer Reading Essay – YOUR NAME**

Reading Instructions

First, you will read, watch, and view the following works:

- i. Boyle, Gregory. *Tattoos on the Heart: The Power of Boundless Compassion*, 2010. **(Read All)**
- ii. Gilliard, Dominique D. *Rethinking Incarceration: Advocating for Justice That Restores*, 2018. **(Read Introduction through Ch.5, pp.1-94)**
- iii. Alexander, Michelle. "The New Jim Crow: Mass Incarceration in the Age of Colorblindness." In *They Say/I Say: The Moves That Matter in Academic Writing*, 4th High School Edition, 2018. This can be found in the Readings section in the back of the book. **(Read pp.261-274)**
- iv. Whitehead, Colson. "The Match." In *The New Yorker*. 2019.
<https://www.newyorker.com/magazine/2019/04/01/the-match>
- v. O'Brien, Tim. "The Man I Killed." In *The Things They Carried*. 1990. **(I will post this excerpt to our Google Classroom page)**
- vi. Rivera, Gilberto. "An Institutional Nightmare." 2012. From *Marking Time: Art in an Age of Mass Incarceration*.
https://www.moma.org/calendar/exhibitions/5208?slideshow=546&slide_index=4
- vii. "Trends in U.S. Corrections" [Factsheet]. 2021. The Sentencing Project.
<https://www.sentencingproject.org/wp-content/uploads/2021/07/Trends-in-US-Corrections.pdf>
- viii. Cash, Johnny. "Folsom Prison Blues (Live)." 1968. From *Johnny Cash at Folsom Prison*. <https://www.youtube.com/watch?v=bDktBZzQliU>
**** Read the lyrics carefully and listen to the song.**

Then, you will complete an essay of 4 pages in length. No more than 5 pages. And I mean it. **I will stop reading anything beyond page 5.** Instructions for completing the essay can be found on the next page.

Essay Instructions

The point of this essay exercise is to start the process of engaging with lenses, themes, authors, texts, perspectives, claims, evidence, and reasoning. Your job is to pull up a chair at the scholarly table with the different perspectives above and show me how effectively you can jump into their conversation. Each source – even the artistic and musical – is asserting a perspective, some may compliment, enhance, build upon, challenge, or contradict each other, but none are identical.

Normally, I would preview texts and works by doing the following:

- Lecturing a little bit about who they are and where they are from (**context**)
- Telling you what **lens** they are primarily working through
- Giving you a heads up on what course **themes** they are dealing with
- Sharing their **perspective (Point of view)** conveyed through an **argument**

But for this essay, I'm going to let you try your hand at doing some of that!

So, in 4 pages, use the sources above to address the following questions:

I. Authors & Their Texts (estimated: 1 page)

- Among the authors Boyle, Gilliard, and Alexander, choose two and discuss what their works might reveal their own **contexts** (backgrounds).
- What might one learn about them as people just from reading their texts or listening to them speak?
(Imagine that we don't have Google, Wikipedia, Amazon, Twitter, or any other type of "look-up" tool. **And by the way... don't use them. You will be marked down for giving me the stuff of internet-searched biographies if and when I discover that you did.**)

II. The Scholarly Conversation (estimated: 2 pages)

- After you have read and considered all sources and their perspectives, identify a common theme that runs through at least 4 of the sources. You can use the theme list on p. 5 above or generate your own.
- What evidence from the sources supports your choice of theme?
- Based on your reading of each of the sources you have selected (at least 4), what is the central **claim** (assertion of their **perspective**) that each seems to be making? Discuss what you think is a perspective the sources agree on based on your reading of them.

III. Your Place in the Conversation (estimated: 1 page)

- Choose **one author's claim** from above that you either agree or disagree with and explain – from your own **perspective** – why you agree or disagree with the author's claim. Support your agreement/disagreement with **reasoning**. (You **MAY** use first-person "I / My" language in this section of the paper, but please avoid it as much as possible in the first two sections.)

You do not need to label each section. If you are clear enough in your transitions, I should know what section you are addressing. And they do not need to be even in their length. Linger where you feel most confident and complete your thoughts.

Your essay must be:

- ✓ 4-5 pages in length (Any less, I will deduct. Any more, I will stop reading)
- ✓ Typed in **Times New Roman** font (You will use it for your AP submissions as well)
- ✓ Double-spaced
- ✓ Formatted with standard, 1-inch margins
- ✓ A three-line heading of Name, AP Seminar, 2022 Summer Essay
- ✓ Free from careless editorial mistakes
- ✓ Composed in Google Docs using your Malden Catholic account
- ✓ Submitted according to the guidelines above, adhering to the deadline
- ✓ Your own work

Should you choose to **plagiarize** any or all of your summer reading essay, it will result in a test grade of **zero credit** and a **recommendation that you withdraw from the course**.

A note on direct quotes and citations: Because we are working with a prescribed set of texts, you do not need to use formal MLA or APA citations for this assignment. If you choose to quote directly from one of the readings, you can attribute by using the author's last name (e.g. "According to Gilliard," or "Boyle argues that...") and use an appropriate parenthetical in-text citation at the end of the quote (e.g. Gilliard, 22). If there is no page number, you can leave that part out. I encourage you to use direct quotes if appropriate, but *please* connect them to your claims. Do not simply use them as lengthy pieces of filler.

Any student who enters the course after the first day of school is still responsible for completing and submitting the purpose statement and essay assignments by October 1st. A make-up date for your glossary terms presentation will be agreed upon.

If you have any questions, I can be reached at any time by email at gregoryr@maldencatholic.org.

Please review this packet with your family and confirm with me via email that you have received it, read it, and understand what is being required of you.