

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.

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 are:

Environmental

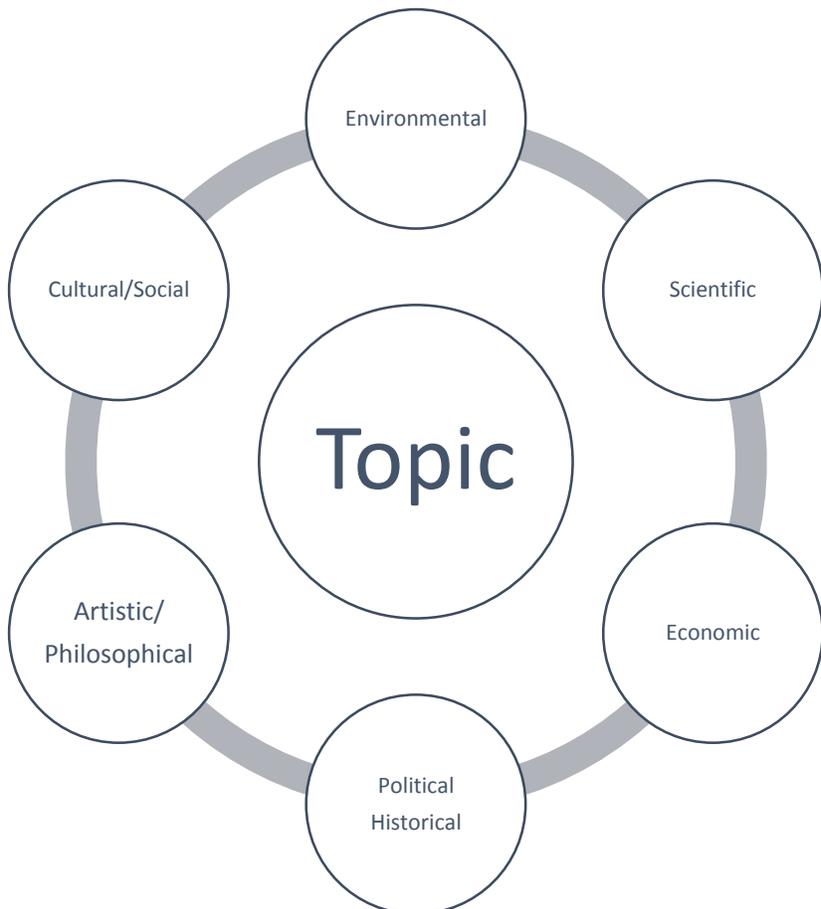
Scientific

Economic

Political and Historical

Artistic and Philosophical

Cultural and Social



You will use these lenses to complete the assignment below.

Assignment

1. Go to the website <http://www.nytimes.com/roomfordebate>
2. 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.
3. 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.
4. Click on each essay title to read the other essays in the grouping.
5. You must read ALL articles. Be sure to read the entire article, not just the excerpt.
6. 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.

6. Print all four of the articles in the discussions. Read and annotate the four articles and complete the journal assignment outlined below. The journal entry should be typed and double spaced. **See the attached document on how to annotate.**
7. Create an MLA works cited entry for each article (see the Purdue OWL for tips)
8. 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 outlined in the diagram above.
 - b. Identify the author's main idea, argument, or thesis.
 - c. How does the author create his/her argument? What are the lines of reasoning?
 - 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 articles for support.

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

Due Dates & Tips

This assignment will be due within the first week of school. Your typed responses will be submitted to Turnitin.com, a plagiarism checker website. Your annotated articles should be stapled together with your name on the top of the first article.

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. Do not ask your teacher to print the articles or your responses. Do your own work. Be intellectually curious.

How to 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 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.

AP Seminar Glossary

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

Argument-a claim or thesis that conveys a perspective developed through line of reasoning and supported by evidence

Assumption- a belief regarded as true and often unstated

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

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 the resulting from the 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

Evidence- information (e.g. data, quotations, excerpts from text) 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

Issue- important problem for debate or discussion

Lens- a 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 lead 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

Rebuttal- contradicting an opposing perspective by providing alternate, more convincing evidence

Refutation- disproving an opposing perspective by providing counterclaims and 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 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