

AP Seminar Summer Assignments

I am looking forward to spending the 2022-23 school year with you in AP Seminar. I am very excited about this course for several reasons. One reason is that AP Seminar requires us to look at meaningful topics through a variety of lenses. These lenses are: scientific, environmental, economic, political/historical, artistic/philosophical, and cultural/social. I predict we will all come to realize that issues are much more complex than they seem when considered through all of these lenses. Another reason is that the course is founded on the QUEST concept:

Question and explore

Understand and analyze arguments

Evaluate multiple perspectives

Synthesize ideas

Team, transform, and transmit

All of these skills will serve you well in college, career, and life! I feel privileged to help you develop these skills.

This summer, you will complete two assignments. It is my hope that both the content of the assignments (the information you will be reading), as well as the tasks, will serve to provide us with some common vocabulary and discussion points (not to mention a little practice with the above mentioned skills) as we begin the school year.

The assignments are as follows:

- 1) Create a Quizlet using the attached vocabulary terms. Be sure to use the definition provided on the list I am giving you (not Quizlet's suggested definition). I expect that we will all be able to use and understand the italicized terms in blue on day one of class. We may have a quiz over them, so be ready! These terms will help you with your second assignment. We will work on the remaining terms during quarter one.
- 2) Choose a topic of interest from [The New York Times "Room For Debate" site](#). This site presents multiple articles (usually 4) debating a topic. Write a brief response (no more than 1,000 words). Please include: which lenses are applicable to the topic/arguments, each author's point of view, the strengths and weaknesses of each argument (do they present credible evidence?), as well as any information that confirmed or challenged your thinking. Include at least two quotes from each author. Be sure your citations are formatted correctly using MLA style. Please reference [Purdue OWL](#). The rubric I will be using to grade this assignment is attached.

Bring these assignments to class on the first day. I hope you enjoy your summer and find value in your summer work. Please email me any time at mcarosella@youngstowndiocese.org.

Best,

Mrs. Carosella

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: an understanding 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.

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

Summer Work Rubric
 “Room For Debate”

	Absent/incorrect 0 points	Does not fully meet expectation 2 point	Meets expectation 4 points
Lenses			
Authors’ points of view			
Strengths & weaknesses of each argument			
Your thinking challenged/confirmed			
Two quotes per article			
Writing conventions (capitalization, punctuation, spelling)			

Name _____

Score ____/24