



AP Capstone: Seminar Course Summer Assignment School Year 2019-2020

Description of the summer assignment:

Students will examine topics of potential research interest, ultimately narrowing their examination to one topic, and then explore that one topic through six different lenses. Students will complete a chart analyzing their preliminary topic choices as well as the articles that explore the narrowed topic via the different lenses. Students will also familiarize themselves with key terms that will guide their work in the course and apply them to their summer reading. Products completed will include the chart (attached) and a Quarter 1 quiz on the key terms.

Rationale of the summer assignment:

The rationale of the AP Capstone: Seminar Course summer assignment is as follows:

- 1.) to begin building awareness of relevant world issues that lend themselves to academic research,
- 2.) to begin examining issues through multiple academic and professional perspectives,
- 3.) to allow students to begin to explore potential research ideas for the course, and
- 4.) to build familiarity with key terms that students will need to rely on as they proceed through the course research.

Resources/Materials necessary for the summer assignment:

Students should use either print news sources or online news sources. Students can access numerous publications via Proquest through the FHS Library's databases (instructions included within assignment) or via the All Sides website at <https://www.allsides.com/unbiased-balanced-news>.

Estimated length of time to complete: The assignment will take about 10 hours.

Grades: The chart will count as a 100-point homework assignment. The Terms quiz will count as a 100-point quiz grade.

Due Dates: The chart will be due on the third day of class. The quiz will be given during the first few weeks of class.

Questions? Contact: Ms. Lisa Greeves at logreeves@fcps.edu

AP Capstone: Seminar Course Summer Assignment

Welcome to AP Seminar, the first course in the AP Capstone program. In this course, you will learn how to view issues through different perspectives, and then tailor that ability to see multiple sides of issues to your own work – both group and individual – in response to College Board-released prompts throughout the year.

Course Perspective:

To begin, the AP Seminar course is founded on the concept QUEST.

Question and explore

Understand and analyze arguments

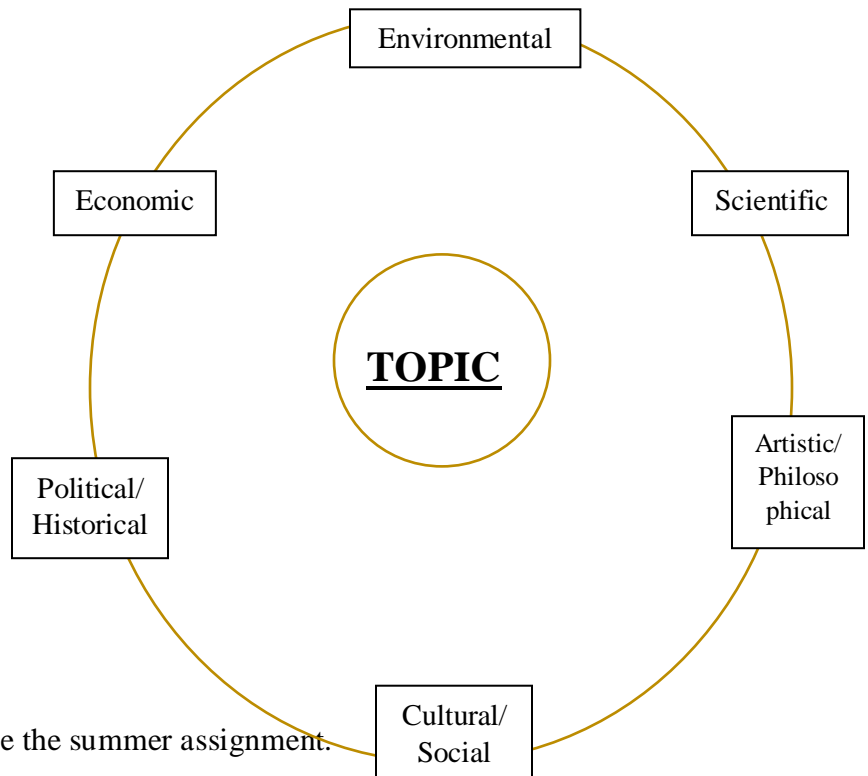
Evaluate multiple perspectives

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



These lenses will help you complete the summer assignment.

Summer Assignment Part 1: Preliminary Topics

1. Spend some time reading reputable news sources this summer. Good options include:

<i>The New York Times</i>	<i>The Christian Science Monitor</i>
<i>The Washington Post</i>	<i>The Wall Street Journal</i>
<i>The Los Angeles Times</i>	<i>Chicago Tribune</i>
<i>The Guardian (UK) -- left</i>	<i>The Daily Telegraph (UK) -- right</i>
<i>The Boston Globe</i>	<i>The Economist</i>
<i>The New Yorker</i>	<i>The Atlantic Monthly</i>

Another good site to consider is All Sides, which can be found at <https://www.allsides.com/unbiased-balanced-news>, and that provides three different options of news coverage (left, right, and middle) of current issues.

Important Note: As some online publications limit the number of free articles that can be viewed without obtaining a subscription, and due to students needing to examine articles throughout the summer and into the school year, please use the Proquest service through the FHS Library's Database collection to examine news publications. Proquest provides free, same-day, full-length article access to numerous publications, including all suggested titles here.

To access the ProQuest database, go to the
[**Fairfax HS Library Google Site**](#)
 username/password for home use = fairfaxhs / fairfaxhs

- Use an **ADVANCED SEARCH** to search for a topic of interest in a particular newspaper or magazine
 - Put search phrases in quotation marks (ex. "Artificial intelligence")

The screenshot shows the ProQuest Advanced Search interface. At the top, there are tabs for "Advanced Search", "Publications", and "Change databases". Below this, the "Advanced Search" section includes links for "Command Line", "Recent searches", "Thesaurus", "Field codes", and "Search tips".

The search criteria are as follows:

- Search term: "artificial intelligence" (circled in red)
- Location: in Anywhere
- Operator: AND
- Search term: "the wall street journal" (circled in red)
- Location: in Publication title -- PUB (circled in red)

Additional options include:

- Limit to: Full text (circled in red), Peer reviewed
- Publication date: All dates

A "Search" button is located at the bottom right of the form.

- Or use a **PUBLICATION SEARCH** to either BROWSE the contents of a publication, or to search within the publication
 - Put search phrases in quotation marks (ex. "Artificial intelligence")

[← Back to publication search](#)

Publication information

[Create alert](#) [Create RSS feed](#)

The Atlantic Monthly; Boston

Full text available

Latest available issue:	May 2019; Vol. 323 (4)
Full text coverage:	Jan 1988 (Vol. 261, no. 1) - present (delayed 5 days)
Citation/Abstract coverage:	Jan 1986 (Vol. 257, no. 1) - present, some exceptions Show format availability ▼
ISSN:	1072-7825
Publication title history:	The Atlantic Monthly; Boston (until 1932); The Atlantic; Boston (until 1971); The Atlantic Monthly; Boston (until 1981); The Atlantic; Boston (until 1993)
Language:	English
Subjects:	Literature ; Literary And Political Reviews

[Show all](#) ▼

→ Search within this publication:

→ [Search](#)

2. Hone in on three different topics that interest you that are current and newsworthy. These can come from any aspect of life, but be sure to choose a TOPIC or an ISSUE that would naturally have multiple perspectives. Likely these could come from national issues, business affairs, technology issues, scientific issues, sports or recreational issues, social or political topics. However, be cognizant that your three chosen topics/issues must lend themselves to perspectives from the different lenses. For example, if you choose a scientific topic, it will need to be able to be viewed from several of the other lenses listed, not just from a scientific lens. You will need to be able to look at the scientific topic/issue from an economic perspective, from a historical perspective, from a political and a cultural perspective, etc.
3. Document your three chosen topics in the **Potential Issues Chart: Part 1** and then continue to read about them in national news publications for a couple of weeks. As you are reading, begin to familiarize yourself with the layers of issues involved, which will help you in the next part of the assignment. Read a variety of different publications as you do this, including the ones listed above and others you might find. What are issues

surrounding your topic? Who are the big “players” involved? How much money is at stake? What are any ramifications of this issue? Who might it affect? What are the problems? What are the benefits?

Summer Assignment Part 2: Chosen Topic

1. After reading about these topics/issues for a couple of weeks, choose one of your topics to work with for the rest of the assignment.
2. Find a total of six articles that pertain to your chosen topic or issue, one article for each lens listed above.
3. Complete the **Potential Issues Chart: Part 2** based on the articles that you chose for your topic.

Summer Assignment Part 3: Relevant Terms

Begin to familiarize yourself with these key AP Seminar Terms. You will need some of them to complete the chart. You will have a quiz on these terms during the first couple weeks of school, as they help guide much of our study.

AP Seminar Relevant Terms

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

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

AP Seminar Potential Issues Chart – Part 1

Name: _____

Preliminary Topics <i>(explain in your own words)</i>	What areas does this topic span? <i>(scientific, political, economic/business, technology, education, sports, social, religious, etc.) Lots of possibilities here!</i>	Brief Summary of issues, players, impacts, benefits, ethical results, etc.
#1		
#2		
#3		

AP Seminar – Potential Issues Chart – Part 2

Name: _____

Chosen Topic (detail it here):			
Article Headline/Publication it appears in/Date	Lens	What point(s) does this article make about your topic? What perspectives does it offer?	Which Terms from the Glossary are most relevant to this article and why? Discuss two.
Article #1			
Article #2:			
Article #3:			
Article #4:			
Article #5:			
Article #6:			

Overall Assessment: For this topic, which lens’ perspective did you find to be the strongest or most powerful? Why? Best evidence or proof? Strongest voice/authority? Most compelling argument? Explain your reasons in a thoughtful paragraph here.

Examination of Potential Issues - RUBRIC

Please print this rubric and staple it on top of your Potential Issues Chart to turn in on the third day of class.

RUBRIC

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Completion Level of Chart ____ / 20 points	17-20 points Student thoroughly completed chart with quality work.	14-16 points Student completed more than half of the chart with work that shows good effort.	0-13 points Student completed less than half of the chart and/or shows minimal effort.
Caliber of Three Preliminary Issues Selected ____ / 20 points	17-20 points Issues are strong and offer insight into issues/ideas beyond the text.	14-16 points Issues are a mix of insightful and literal quotations.	0-13 points Issues are mostly literal that only refer to the text and don't offer much insight.
Caliber of Six Articles ____ / 20 points	17-20 points Articles capture complex nuances of the six lenses, sophisticated in depth, and from a variety of sources.	14-16 points Articles apply acceptably to the six lenses, address basic aspects of the different perspectives, or are from at least four different sources.	0-13 points Articles are repetitive or don't address all six lenses, are elementary in discussion or reading level, or are from fewer than four sources.
Caliber of Explanation of Significance to Perspective and Term Connection ____ / 20 points	17-20 points Explanation of the significance is insightful and indicates thorough understanding of relevance. Strong term connection.	14-16 points Explanation of the significance achieves some insight or indicates some understanding. Terms connection is valid but obvious and perfunctory.	0-13 points Explanation of the significance indicates misunderstanding of the issue and/or lacks depth and insight. No connection to terms or flawed connection.
Caliber of Overall Assessment ____ / 20 points	17-20 points Discussion is specific, accurate and well-explained and indicates a nuanced understanding of the issues, lenses, and arguments.	14-16 points Discussion is adequate and indicates a surface-level understanding of the issues, but lacks necessary depth in some places.	0-13 points Discussion is vague and not nuanced, does not yield a surface-level understanding of the issues, and does not indicate an understanding of lenses or arguments.
Total:			