



AP SEMINAR 2021-2022

Summer Communication & Assignment

Mr. Gregory

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Required Course Texts

Please purchase the following required course texts:

1. Graff, Gerald and Birkenstein, Cathy. *They Say/I 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 **Monday, 8/2**
- Study AP Seminar Glossary Terms (below) throughout the summer
- Complete AP Seminar Summer Essay – due **Tuesday 9/7** (first day of school)

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

Summer Assignment #1: AP Seminar Purpose Statement

Due: **Monday, August 2nd, 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 by a quiz during the week of Sept. 7-10)**

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 have a quiz on these terms sometime during the first week of class.** It will be a mix of fill-in and multiple choice (you're welcome). No word bank will be provided (my apologies).

AP Seminar Glossary¹

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

¹ 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 7th, 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. Gilliard, Dominique D. *Rethinking Incarceration: Advocating for Justice That Restores*, 2018. **(Read Introduction through Ch.5, pp.1-94)**
- ii. Boyle, Gregory. *Tattoos on the Heart: The Power of Boundless Compassion*, 2010. **(Read Introduction through Ch.5, pp.1-128)**
- 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. Morris, Monique W. *Why Black Girls Are Targeted for Punishment at School* [Video]. 2018. TED Conferences.
https://www.ted.com/talks/monique_w_morris_why_black_girls_are_targeted_for_punishment_at_school_and_how_to_change_that/transcript#t-114537
- v. Losen, Daniel J. & Martinez, Tia E. *Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools*. 2013. The Center for Civil Rights Remedies.
<https://files.eric.ed.gov/fulltext/ED541735.pdf>. **Read pp.1-29, and if there are things you don't understand – that's okay. Try to get the hang of what the data is telling you. The appendices are interesting but not required.**
- vi. Khadaroo, Stacy T. "Restorative Justice: One High School's Path to Reducing Suspensions by Half." *Christian Science Monitor*. 2013.
https://www.csmonitor.com/USA/Education/2013/0331/Restorative-justice-One-high-school-s-path-to-reducing-suspensions-by-half?nav=645745-csm_article-leftColRelated
- vii. "School-to-Prison Pipeline" [Infographic]. 2014. Advancement Project.
<https://scholarblogs.emory.edu/phil119fall14/files/2014/09/School-To-Prison-Pipeline-Infographic.pdf>

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 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 Gilliard, Boyle, Alexander, and Morris, 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 the majority (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?

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 **Arial** or **Times New Roman** font
- ✓ Double-spaced
- ✓ Formatted with standard, 1-inch margins
- ✓ A three-line heading of Name, AP Seminar, 2021 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 and time to take your key terms quiz 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.