



AP SEMINAR 2020-2021

Summer Assignment

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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 study, 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.

You should have already received and accepted an invitation to Google Classroom. 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 daily and Google Classroom at least twice or three times per week.

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!

Sincerely,

Mr. Gregory

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.

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

Summer Assignment #1: AP Seminar Purpose Statement

Due: **Monday, July 13th, 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. 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.

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

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

Due: **Upon return to school (Assessed by a quiz during the week of Sept. 8-11)**

There is no submission. Preparation of terms is entirely up to you.

Suggested time: 1-2 hours 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). 15 fill-in, 25 M/C. The terms with an asterisk (*) are important but will not be on the quiz.

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

author* — 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 resulting from analysis of evidence

¹ Ibid., 119-120.

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 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

issue — Important problem for debate or discussion

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

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 (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

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 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: **Monday, September 7th, 11:59 p.m. Eastern**

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

Estimated time: 1 hour (reflection + writing)

Reading Instructions

First, you will read the following works:

- i. 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)**
- ii. Gilliard, Dominique D. *Rethinking Incarceration: Advocating for Justice That Restores*, 2018. **(Read Introduction through Ch.5, pp.1-94)**
- iii. Boyle, Gregory. *Tattoos on the Heart: The Power of Boundless Compassion*, 2010. **(Read Introduction through Ch.9, pp.1-212)**

Then, you will complete an essay of 4 pages in length. No more than 5 pages. And I mean it. **I will stop reading and delete 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 three provocative authors – Alexander, Gilliard, and Boyle – and show me how effectively you can jump into their scholarly conversation. Don't worry: there's only so much you can do in 4-5 pages, and I'm aware of that.

Normally, I would preview authors and texts 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, compose me a written symphony that addresses the following questions:

- I. The Authors & Their Texts (estimated: 1 – 1.5 pages)
 - How do the authors reveal their own **contexts** (backgrounds) through their **texts**?
 - What might one learn about them as people just from reading their **texts**? (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: 1.5 – 2.5 pages)
 - What **IS** the common conversation that these authors are having in their texts?
 - Based on your reading of each of the **texts**, what is the central **claim** (assertion of their **perspective**) that each author seems to be making?
 - What course **themes** in this packet do the texts share in common? Use **evidence** from the texts to back up your selections. (Imagine the authors are literally sitting at the same dinner table and join 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 **Arial** or **Times New Roman** font
- ✓ Double-spaced
- ✓ Formatted with standard, 1-inch margins
- ✓ Free from careless editorial mistakes
- ✓ Free from the dastardly conjunction “, **for...**” (unless, of course, you are a robot.)
- ✓ 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 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). I encourage you to use direct quotes if appropriate, but *please* connect them to your claims. Do not simply use them as 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.