

Northside High School

AP Seminar

Summer Suggestions

Course: AP Seminar

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Hello Future Capstone Graduates!

Welcome to AP Seminar and your first year in the AP Capstone Program. I am excited that you have chosen to tackle the Capstone challenge. I hope you have lots of time to relax and unwind this summer, but I would also like you to start thinking like a researcher. Some of you may already think this way naturally--that's fantastic! Others of you probably used to think like this when you were younger, but you've grown too busy to ask 'why' so often. Over the next few weeks, I'm asking you to awaken that curious researcher inside so that we can hit the ground running with our research in August. One important aspect of being a researcher is having an awareness of current events from around the world.

Current Events

My recommendation for you is to consume (read, watch, listen) the news *at least* on a weekly basis. Being well-versed in current events will help you as we begin thinking about real-world problems in AP Seminar. This helps us in our QUEST to make connections between ourselves and others, and in building our curiosity. I suggest you consume news on a variety of topics from various news sites and formats. The ones listed below are already approved by me, but you can certainly find others.

Listen	Watch	Read
<ul style="list-style-type: none">• NPR Up First Podcast• The Daily• NPR Consider This	<ul style="list-style-type: none">• The World A to Z• CNN 10	<ul style="list-style-type: none">• NPR News• Reuters• AP News

My second suggestion is that you start learning the AP Seminar terms on the following pages. We will have a test over these within the first two weeks of school.

Should you have any questions or concerns, please email me at akers.angela.c@muscogee.k12.ga.us I check school email on a weekly basis during the summer. Remember, these are only suggestions. However, being adequately prepared will help you start off strong in AP Seminar next year.

See you soon!

Mrs. Akers

AP Seminar Terms to Know

1. **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
2. **argument** — A claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence
3. **assumption** — A belief regarded as true and often unstated
4. **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
5. **bias** — A personal opinion, belief, or value that may influence one's judgment, perspective, or claim
6. **claim** — A statement made about an issue that asserts a perspective
7. **commentary** — Discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships
8. **complex issue** — Issue involving many facets or perspectives that must be understood in order to address it
9. **concession** — Acknowledgment and acceptance of an opposing or different view
10. **conclusion** — Understanding resulting from analysis of evidence
11. **context** — The intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference
12. **conventions** — The stylistic features of writing (e.g., grammar, usage, mechanics)
13. **counterargument** — An opposing perspective, idea, or theory supported by evidence
14. **credibility** — The degree to which a source is believable and trustworthy
15. **cross-curricular** — Goes beyond the traditional boundary of a single content area or discipline
16. **deductive** — A type of reasoning that constructs general propositions that are supported with evidence or cases
17. **evidence** — Information (e.g., data, quotations, excerpts from texts) used as proof to support a claim or thesis
18. **fallacy** — Evidence or reasoning that is false or in error
19. **implication** — A possible future effect or result
20. **inductive** — A type of reasoning that presents cases or evidence that lead to a logical conclusion
21. **inquiry** — A process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work
22. **interdisciplinary** — Involving two or more areas of knowledge
23. **issue** — Important problem for debate or discussion
24. **lens** — Filter through which an issue or topic is considered or examined
25. **limitation** — A boundary or point at which an argument or generalization is no longer valid
26. **line of reasoning** — Arrangement of claims and evidence that leads to a conclusion
27. **literature** — The foundational and current texts of a field or discipline of study

28. **perspective** — A point of view conveyed through an argument
29. **plagiarism** — Failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source
30. **point of view** — A position or standpoint on a topic or issue
31. **primary source** — An original source of information about a topic (e.g., study, artifact, data set, interview, article)
32. **qualification** — A condition or exception
33. **qualitative** — Having to do with text, narrative, or descriptions
34. **quantitative** — Having to do with numbers, amounts, or quantities
35. **rebuttal** — Contradicting an opposing perspective by providing alternate, more convincing evidence
36. **refutation** — Disproving an opposing perspective by providing counterclaims or counterevidence
37. **reliability** — The extent to which something can be trusted to be accurate
38. **resolution** — The act of solving a problem or dispute
39. **scaffolding** — The provision of temporary structured support for students to aid skill development
40. **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
41. **sequencing** — The organization of curriculum content into an order which progresses from simple to more complex
42. **solution** — A means of answering a question or addressing a problem or issue
43. **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
44. **thesis** — A claim or position on an issue or topic put forward and supported by evidence
45. **tone** — The way in which an author expresses an attitude about his or her topic or subject through rhetorical choices
46. **validity** — The extent to which an argument or claim is logical
47. **vocal variety** — Changing vocal characteristics (e.g., pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes

Capstone Diploma Requirements

