

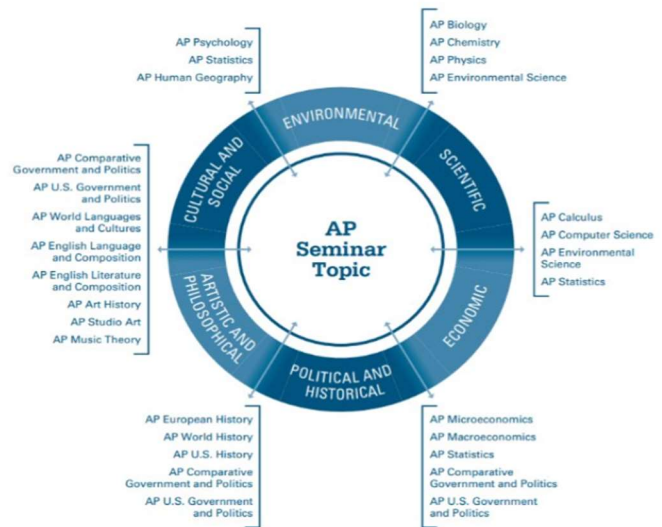
AP Seminar Summer Assignment 2025

Welcome to the AP Capstone Program! The following steps will ensure your successful transition into the Advanced Placement Capstone Program. You are advised to complete them in order. AP Seminar is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares students to make logical, evidence-based decisions. All work must be turned into Canvas by **AUGUST 8, 2025.**

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

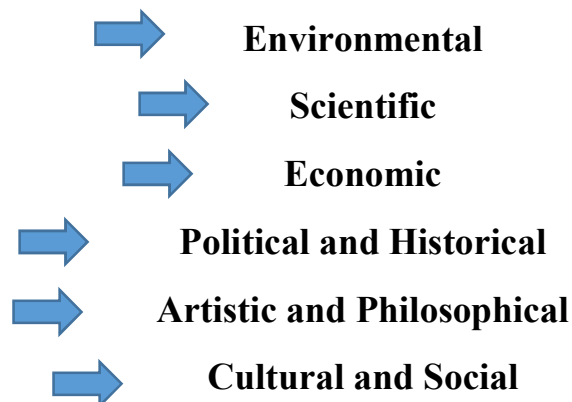
AP Seminar is founded on the QUEST concept:

- ★ **Question and explore**
- ★ **Understand and analyze arguments**
- ★ **Evaluate multiple perspectives**
- ★ **Synthesize ideas**
- ★ **Team, transform, and transmit**



Through this concept, you will break down topic 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:



Part 1: Using the AP Seminar Glossary, complete flashcards for the terms provided.

Using the AP Seminar Glossary provided in the packet, look up each word and complete flashcards (using flashcards, Quizlet or a similar tool). All definitions are in this packet; therefore, this should be your ONLY resource; please do not rely upon the internet to define these 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, 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

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

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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

Part 2: Please carefully review the attached vocabulary list before beginning your summer assignment. Over the next two months, you will read and take notes on **The Pilgrim, a non-fiction book, by Carolyn Gillespie**. The book is available on Amazon, Abe Used books (website), and even Audible.

When you have finished reading, you are required to answer one question from each section A-F located below. Responses should demonstrate higher level thinking, include complex answers with explanations, and avoid the use of personal pronouns. Other than the final response, *answers should be between 5 to 12 sentences in length*. Please make sure that you are ready to turn in the assignment on the first day of school.

Section A

- ❖ How does the context of the problems or issues in the book affect how they are interpreted or presented?
- ❖ How might others see the problems or issues that the author discusses differently?

Section B

- ❖ What questions have yet to be asked at the conclusion of the book?
- ❖ What voices or perspectives are missing from the author's research?

Section C

- ❖ What do you feel was the author's main purpose for writing about the issues in this book and how did the author develop her ideas?
- ❖ Does the author's argument acknowledge various perspectives?
- ❖ What characters/stakeholders contributed to these various perspectives?

Section D

- ❖ What biases may the author have that influence her perspective?
- ❖ Was this book a trustworthy/reliable source? Why or why not?

Section E

- ❖ What are the implications of the issues/arguments addressed by the author?

- ❖ What are the implications and/or consequences of accepting or rejecting a particular argument presented by the author?
- ❖ What connections can you make between the multiple perspectives that are shown in this novel?
- ❖ What other issues, questions, or topics do they relate to?

Section F

❖ When you have finished reading the book and completed sections A-E, focus on a theme or issue from the book that caught your attention. Write a logically organized, well-reasoned, argument that presents your own perspective on the theme or issue that you identified (minimum five paragraphs). You must incorporate at least four pieces of evidence from the book and link the claims in your argument to supporting evidence. You may include outside evidence to further support your position.

All work must be turned into Canvas by **AUGUST 8, 2025.**

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

If you have questions, please email me at lhappell@cmhs-sarasota.org or through Canvas. Please keep in mind, I will not be checking email every day. I will respond as I am able.