

East Advanced Placement Seminar

Summer Reading Assignment

Dear AP Seminar Student,

Congratulations on your enrollment in the Advanced Placement (AP) Seminar course. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Enrolled students are expected to complete two Performance Tasks (one in February and one in March) and to take the AP Seminar exam in May.

Performance Task 1: Team Project and Presentation (20%)

Individual Research Report (IRR) - College Board scored

Team Multimedia Presentation and Defense (TMP) - Teacher scored

- Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides an oral defense to questions posed by the teacher.

Performance Task 2: Individual Research-Based Essay and Presentation (35%)

Individual Written Argument (IWA) - College Board scored

Individual Multimedia Presentation and Defense (IMP) - Teacher scored

- College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students read and analyze these stimulus materials to identify thematic connections among them and possible areas for inquiry. Their inquiry must be based on a thematic connection between at least two of the stimulus materials. Students then compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must integrate at least one of the provided stimulus materials as part of the response.

End-of-Course Exam (45%)

College Board scored

- During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer questions and one essay question). The three short-answer questions (30 minutes) assess analysis of an argument in a single source or document. The essay question (90 minutes) assesses students' skills in synthesizing and creating an evidence-based argument.

AP Seminar is designed to be taught at the college level. Consequently, some students may initially find the pace and workload difficult. To prepare for this transition, class expectations will be provided to students at the beginning of the school year.

There is a mandatory summer reading and related writing assignment for all students enrolled in AP Seminar. Students are required to read the following book, which is available for pick up through the EHS library.

- Lukianoff, Greg & Haidt, Jonathan (2018). *The Coddling of the American Mind*. New York City: Penguin Books.

Upon completion of the selected reading assignment, students will respond to the following prompts.

Part A

For each of the following, be specific and provide evidence/examples from the book. You need to support your responses. You must respond in complete sentences, using proper grammar.

1. Identify the authors' argument, main idea, or thesis. If you believe the authors are making multiple claims, state each one.
2. Explain the authors' line of reasoning by identifying the claims used to build the argument and the connections between them.
3. Evaluate the effectiveness of the evidence the authors use to support the claims made in the argument.

Part B

Build your own argument either in support of or against the authors' conclusion(s). Conduct your own research and find at least five sources, which meet the following criteria:

1. One source must provide a counterargument to your claim.
2. Four of your five sources must be something other than an article (e.g., photo, video, quote, book, interview, song, poem, art)

Write a logically organized, well-reasoned, and well-written essay (1200 words +/- 10%) that validates your argument either in support of, or against, the authors' claims. You must incorporate all of your sources into your essay.

This assignment is worth 10% of your MP1 grade and is due by Friday, September 94. I suggest you use Google Docs. You will submit your work in Google Classroom.

Have a terrific summer!