

AP CAPSTONE: SEMINAR

WELCOME LETTER

Dr. Adam Tarlton, Instructor
Sun Valley High School
Email: adam.tarlton@ucps.k12.nc.us
Class Website: Canvas

March 1, 2019

Dear Students,

Welcome to the College Board's Advanced Placement Capstone Program. AP Seminar is the first class taken at Sun Valley High School during the junior year while AP Research is taken during the senior year. Students must know that AP Seminar and AP Research are both **YEAR LONG** courses. In order to attain the AP Capstone endorsement on your diploma, it is necessary to take and pass, with a score of three or higher, both Seminar and Research as well as four other AP classes before graduating.

AP Seminar is much more than just research and writing. It involves a higher level of critical thinking, public speaking, argumentation and debate, synthesis, analyzing, interpretation, close reading, inference, and most importantly, collaboration. We will work on and hone many of these skills throughout first semester, but it is of the utmost importance that you come into the class with good writing and research habits. It is also important for you to have an open mind and a great interest in exploring the world we live in today.

In order for you to attain your final AP score, there is more than just an AP exam for Seminar. You must also complete two performance tasks. Performance Task 1 consists of working in a group, conducting your own research on a chosen group topic, writing an individual research report, and giving a group presentation with an oral defense. Performance Task 2 entails creating an original research question from source material from College Board, writing an individual written argument, and giving an individual presentation with an oral defense. Finally, you will take the AP exam in May which consists of free response questions and an argumentative essay.

To best prepare you for your introduction to the AP Capstone Program, this summer you will be required to complete two major tasks. Please be aware that on the first day of class you will be asked to complete activities based on what you have been assigned as Summer Assignment. These tasks are outlined in the following pages of this document. Please do not hesitate to reach out to me with any questions or concerns you may have.

Again, welcome to AP Seminar. I look forward to working with you all this year.

Sincerely,

Dr. Adam Tarlton
English Teacher
Adam.tarlton@ucps.k12.nc.us

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SUMMER ASSIGNMENT

Part I: Read and annotate the non-fiction novel *Outliers* by Malcolm Gladwell. Specific instructions for annotation purposes can be found at the end of this document. **You will need to provide your own copy of the text.** As you are annotating, there are a few key items to keep in mind:

- Interesting facts, ideas, and points
- Key information
- Mark and define words of difficulty
- Questions that arise as you read
- Summarize Relevant Sections
- Write your own ideas about points being made

Part II: Choose one of the following essay topics and write a well-composed response. Your essay should support the claim that you agree with in the prompt that you choose. Please be sure to have a clear thesis statement as **the last sentence of the introductory paragraph**. You should have support from both Gladwell's *Outliers* and two other sources from a reputable database.

- (1) In his book *Outliers*, Malcolm Gladwell argues that “there’s no such thing as a self-made man and that super achievers are successful because of their circumstances, their families, and their appetite for hard work.” To what extent do you agree with Gladwell? In a well-organized, support your answer with references and examples from the book *Outliers* and two additional sources to support your response.
- (2) Locate an individual who is successful (one who has achieved mastery, not just fleeting fame) in a particular field. Discuss whether you think his/her success had to do with the social and external factors that Gladwell discusses in his book *Outliers* or whether this person’s success was due to the more conventional notion of individual talent that is inherent in an individual. In your discussion of this successful person, you may want to decide whether he/she experienced any of the phenomenon Gladwell talks about, including but not limited to:
 - a. The Matthew Effect
 - b. 10,000 hours of work in order to become proficient
 - c. Advantageous era of birth
 - d. Born in a demographic trough
 - e. Exposure to meaningful work
 - f. The ability to express to someone what one wants
 - g. Cultural practices with encouraged success

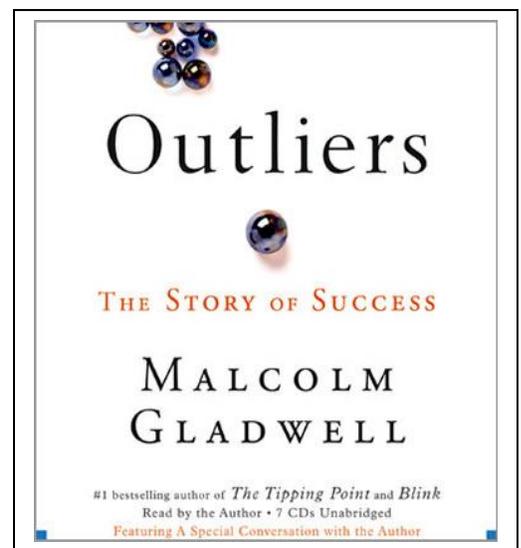
Your essay MUST:

- (1) Be no less than 1200 words.
- (2) Be typed in 12 point TNR font, double spaced, and printed.
- (3) Use in text citations and quotes.
- (4) Be written in correct MLA format, including a works cited page with all sources used.

If you are unsure of how to use MLA format use the Purdue Owl:

<https://owl.english.purdue.edu/owl/resource/747/01/>

This essay is due at the BEGINNING of class on Friday, August 30!



AP CAPSTONE: SEMINAR**COLLEGE BOARD PLAGIARISM POLICY**

Directions: After reading the AP Capstone Plagiarism Policy—please sign, date, and have a parent/guardian sign and date it as well. This is your first grade for the course, and it is due on the first day of class.

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any or all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through bibliographic entry, will receive a score of 0 on that particular component of the AP® Seminar and/or AP Research Performance Task. In AP® Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP® Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

Student Name

Parent Name

Signature

Signature

Date

Date

A separate copy of this has been included for you to take home and get signed by your parents.

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Annotating the Summer Reading Text

Below are the Nonfiction Signposts for annotating your text this summer. Any time that you come across something that fits in one of these categories (NOTICE), use the symbol on the write (NOTE) and give some detail about how this is used—the task in the middle column.

OVERVIEW OF NONFICTION SIGNPOSTS

OBJECTIVE: Increase our understanding of nonfiction writing through meaningful, interpretive, and evaluative analysis, discussion, and presentation.

Signpost	Task [a Brief Overview of each Signpost]	Annotation Symbol
	<p>When you're reading and the author shows you a difference between what you know and what is happening in the text, or a difference in the text, you should stop and ask yourself: What is the difference and why does it matter? Answering the question will help you see details that show you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Main Ideas <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Inference / Generalizations <input type="checkbox"/> Cause and effect 	CC
	<p>When you're reading and you notice the author uses a word or phrase you don't know, you should stop and ask yourself: Do I know this word from somplace else? Does this seem like technical talk for experts about this topic? Can I find clues in the sentence to help me understand the word? Answering the question will help you decide if:</p> <ul style="list-style-type: none"> <input type="checkbox"/> you need to look the word up <input type="checkbox"/> you need to keep reading for more information / look for context clues 	W
	<p>When you're reading and you notice specific numbers, number words, or amounts, you should stop and ask yourself: Why did the author use those numbers or amounts? Answering the question will help you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> come to a conclusion <input type="checkbox"/> make a comparison <input type="checkbox"/> see details <input type="checkbox"/> make inferences <input type="checkbox"/> find facts or recognize evidence 	S/N
	<p>When you're reading and you notice the author quoted a Voice of Authority, a Personal Perspective, or cited Other's Words, you should stop and ask yourself: Why did the author say it like that? Answering the question will tell you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> author's point-of-view <input type="checkbox"/> author's purpose <input type="checkbox"/> the difference between facts and opinions <input type="checkbox"/> how to make a generalization 	" "
	<p>When you're reading and you notice the author uses language that leaves no doubt, exaggerates, or pushes the limit, you should stop and ask yourself: Why did the author quote or cite this person? Answering the question will help you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> think about the author's point-of-view and purpose <input type="checkbox"/> think about the author's bias or conclusion <input type="checkbox"/> gain a perspective <input type="checkbox"/> decipher between facts and opinions <input type="checkbox"/> make a generalization 	E