

Advanced Placement Seminar

Pre-Course Summer Assignment

Directions: As required summer work for AP Seminar, you are to complete two tasks- a recorded presentation and argument analysis.

Task #1: Presentation Task– 30 points

Choose one from a list of themes and, within these themes, identify, explore, and investigate one issue of interest. You will focus your theme through a particular lens to develop a research question, conduct research, and synthesize a short presentation with an accompanying visual.

Film yourself giving this presentation and submit it to your teacher on the first day of school. Your presentation should be 3-4 minutes in length, and focus on presentation skills (i.e. eye contact, pacing, volume, etc.)

Theme topics- Pick one and narrow down to an issue of your choice that falls under the umbrella of this theme	Lenses Pick one to help you focus your theme down to a specific issue
<ul style="list-style-type: none">• Education• Food• Health• Identity• Justice• Media• Space• Technology• War• Wealth	<ul style="list-style-type: none">• Cultural / social• Artistic / philosophical• Futuristic• Environmental• Economic• Scientific• Political / historical• Ethical

Task #2: Argument Analysis- The New York Times: Room for Debate– 70 points

You will be reading and responding to 3 editorial groupings based on current events (see assignment on following pages). The documents you will choose can be found on the New York Times' "[Room for Debate](http://roomfordebate.blogs.nytimes.com/)" site (<http://roomfordebate.blogs.nytimes.com/>).

You should organize your responses on your Google Drive to be shared via our Google Classroom page by the first day of school.

If you have questions regarding these assignments, you may contact Mrs. Roesch via email:
troesch@myhchs.org

See next page(s) for a detailed explanation of each task.

Assignment for Presentation - Task #1

It is imperative to practice identifying topics for research, generating quality questions, and presenting your findings. This is a crucial aspect of the AP Seminar course! This is your opportunity to practice the skills you will be honing and refining this upcoming school year.

Follow these steps for the assignment:

1. Generate a research question.

Here is an example of how that process would work:

a. Question Development Process:

- i. Choose a theme: TECHNOLOGY
- ii. Choose a lens: ARTISTIC/PHILOSOPHICAL
- iii. Create a research question: ARE VIDEO GAMES CONSIDERED AN ART FORM BY THE ARTISTIC COMMUNITY?

2. Once you've developed your question, prepare a 3-4 minute presentation. Discuss:

- a. Why your question is important
 - b. The various arguments and opinions about your question that you found in your research
 - c. Finally, answer the question and give *your* opinion
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- i. Be sure to include a visual (i.e. Google Slides)
 - ii. make sure you have a bibliographic slide in [MLA format](#).

3. Then, record yourself giving the presentation.

You can record yourself (or have a friend or family member record you) using your phone or a camcorder-as long as you have a way to **transfer the file to your teacher at the start of school**.

- a. Make sure your slides are clearly visible in the background of your presentation video. You could use a television, computer monitor, laptop, etc.

General Presentation Tips for Success:

- 1) Speak clearly, make eye contact, and use vocal variety. Pretend you are giving a TED Talk.
- 2) Make sure you know how to pronounce all of your words. Be the expert. Assert authority.
- 3) Note cards are okay, but don't rely on them. (Continually looking down at your cards takes away from your presentation.) Speak from memory.
- 4) The fewer words on the slides, the better. DON'T just read the slides. PRESENT the important information!
- 5) Use visuals purposefully. Visuals aren't just pretty wallpaper. How do they make your presentation stronger?

Assignment for New York Times Articles - Task #2

Students must have a context for answering impromptu questions on topical issues. The opinion essay clusters will also help generate possible ideas for forming a balanced evidence and logic-based argument, a major component of this course. Additionally, the article clusters provide close reading of contemporary essays.

Follow these steps for the assignment:

1. Go to [NYT Room for Debate site](http://roomfordebate.blogs.nytimes.com) - <http://roomfordebate.blogs.nytimes.com>
2. The left-hand side of the page has the week's featured topics for discussion, labeled "Recent Discussions."
3. You will need to scroll down the page to see the different topics.
4. When you click on a topic title, a list of debaters and their essay titles will appear. Click on "Read the Discussion" to access the first article in the grouping.
5. Click on each of the essay titles to read the other essays in the grouping.
6. You must read ALL of the articles in the grouping. Be sure to read the entire article, not just the excerpt!
7. Complete the journal assignment (outlined below).
8. Repeat this procedure for two other topic groupings. You will read three (3) different topic groupings in all and produce one (1) journal for each grouping.

Journal Assignment - writing for Task 2

For each grouping, you must create the following journal:

- This journal is to be written digitally & submitted electronically on the first day of school in September.
Write in a Google Doc, save to your Drive, and then post to your AP Seminar Google Classroom in school, in September

- Title the page: REFERENCES (and the name of the topic)
- Create an MLA citation (works cited entry) for each article in the group.
- Use the entry information for an article from "an online newswire or newspaper" (see the Purdue

OWL at: <https://owl.english.purdue.edu/owl/resource/747/07/>)

- Under the list of MLA citations for the articles in the group:
 - o Identify the different issues presented regarding this topic grouping.
 - o Discuss how each side presents its argument.
 - o Discuss which side you feel is more convincing in its argument and why.
 - o Utilize at least 2 quotes from the articles for support.
- Start a clean document and repeat for the next group of articles.

*****Keep a digital copy of your work! These projects will be turned in on the first day of school, and you must submit your writing as one file on Google Classroom. *****

[See the next page for a sample journal entry]

Sample Journal Entry

REFERENCES: "When Do Consumer Boycotts Work?"

Reed, Americus. "Social Media Boycotts Succeed When They Reflect a Movement." When Do Consumer Boycotts Work?- New York Times Room for Debate.
<https://www.nytimes.com/roomfordebate/2017/02/07/when-do-consumer-boycotts-work>. Accessed 20 May 2025.

Samuelson, Judith.. "Boycotts Force Corporations to Confront Consumer Ideals." When Do Consumer Boycotts Work?- New York Times Room for Debate.
<https://www.nytimes.com/roomfordebate/2017/02/07/when-do-consumer-boycotts-work>. Accessed 20 May 2025.

The issues presented in the "When Do Consumer Boycotts Work?" debate are all focused around the willpower and traction of not only the people behind the boycott, but the businesses that decide to support the movement. In Americus Reed's essay, he presents the idea that the media really has no effect on the movement, seeing as new news and headlines are ever changing, leaving the boycott drowned away in what we call the media spotlight. Americus Reed seems to downplay the role of social media in powering movements by saying "The accelerated 24-hour news cycle has become a sort of Catch-22 for boycotts: Social media can be very useful for spreading awareness of a boycott — but the hourly nature of the news cycle can bury it within the next day or week", but what Judith Samuelson has to say is quite the opposite. Judith's argument supports the role of social media and its effect on business practice while under a boycott, she gives examples such as the #DeleteUber movement where she states "Take #DeleteUber. The real aim of the boycott that went viral seemed to be to punish a business — for placing profit over community and/or for appearing to support President Trump's refugee ban on seven Muslim-majority countries. The boycott could not reverse President Trump's executive order, but it did cause Uber's C.E.O. to drop out of President Trump's business council". This example of social media having a great impact really helps her argument and gives a basis for the reader to bounce back.

The most convincing argument out of the two is definitely Judith's, she provides a vast amount of evidence across multiple sources, while Americus, uses his lone perspective and opinions. When Judith uses these sources it gives her an extra feeling of validity throughout her whole essay, like when she uses this quote from The Naked Corporation "You're going to be naked," the authors warn businesses, "so you'd better be buff." and when she uses the #DeleteUber boycott as quoted above.