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**AP Seminar – Mr. Weber**

**2018 Summer Assignment**

Welcome to AP Seminar! This course is designed to develop skills in writing, comprehension, analysis, research, argument development, communication, and team work. You will be writing college level research papers and delivering complex formal presentations. To prepare, your summer assignment will introduce you to new ways of thinking and an array of topics. The goal is for you to have a broader view of issues and topics to enhance your ability to discuss and develop research questions. Research the key element that connects the skillset that you will build upon in this class, so you will be practicing this process and reflecting on sources by creating an annotated bibliography.

**Task #1: The Craft of Research**

You will be reading and reflecting on the book, *The Craft of Research*, by Wayne Booth, Gregory Colomb, and Joseph Williams. (The book can be found in stores, on Amazon, or you can find the 3rd edition by searching for the 3rd ed. Online). This book will help you begin to understand the academic research process.

The assignment:

You will need to read the first TWO sections of the book, pgs. 1 – 101 (titled “Research, Researchers, and Readers” and “Asking Questions, Finding Answers.” This book contains information about the ability to design, search for, and use research, which is are important skills for this course and areas that students struggle with coming into the Seminar course. Therefore, read and **read carefully**.

As you read, you will need to take notes. Your notes should focus on information that you learn that is new to you, deepens your understanding or reinforces information that you already knew, and things that are confusing to you. We will have in depth discussions on various topics in this book during the first few weeks of class and throughout the year, so any questions that you have, write down so we can address them together as a group. I expect at least 3 – 5 pages of notes for this reading assignment. You can either type or hand write your notes, but I do expect some attempt at organizing your notes uniformly – **see attached document**.

**Task #2 – Annotated Bibliography**

An annotated bibliography is a work that showcases the sources that you have gathered in researching a topic and presents them as a quick reference. The purpose of an annotated bibliography is to keep your sources organized, allow for easy peer review, and help you to remember what each source contained, thoughts on credibility, and how you plan to use it in your research. The goal of the document is not to replace the research process, but to allow you to evaluate the usefulness of sources for later use.

Use the following guides to help you create your annotated bibliography (all of the following can be found by entering the author name and/or title in a Google search):

* Krause, Steven D. “Chapter 6: The Annotated Bibliography Exercise.” *The Process of Research Writing.* [*http://www.stevendkrause.com/tprw/Chapter%206.pdf*](http://www.stevendkrause.com/tprw/Chapter%206.pdf)
* “Annotated Bibliographies.” Purdue Online Writing Lab. <https://owl.english.purdue.edu/owl/resource/614/01/>

The assignment:

Create an annotated bibliography that includes 6 text sources and 2 video sources. **Each source must be cited correctly using APA format. Each annotation must include a summary of the source (main idea, claims, argument, supporting details), an evaluation of the source (credibility of source, author, evidence; relevance to a larger topic/argument), and comments on the relevancy and potential use of the source (how could you use this as evidence to support an argument?).**

**Guidelines:**

1. Use the attached list of recommended sources. Of these sources, **four** must come from this list. You must locate, cite, and write annotations for **two** additional sources of additional quality (your sources must come from reputable sources and contain an argument).
2. In the list of recommended sources, you will find a selection of TED Talks. You will choose **two** videos from this list to cite and write annotations for (make sure you research how to properly cite these types of video using APA format).
	1. See the attached “Checklist for Evaluating Research Sources” for help evaluating your sources’ credibility.
3. All annotations will be organized into a single document and formatted according to APA guidelines, with a proper heading, and in alphabetical order (12pt, Times New Roman, look at guidelines for proper spacing and formatting)
4. Your annotated bibliography will be due on the second day of class.

**Reminders:**

* If you have trouble, ask for help. I will check my email periodically through the summer, but be patient if you do not get a response right away.
* You may get help and feedback from your peers, but your assignment must be your own. You should not have the same entries as your peers. All work will be thoroughly evaluated for plagiarism.
* Sources from opposing view points are fine, but remember that you cannot discount the validity of a source because it clashes with your opinion.
* Try to vary your sources. Use sources from different publications and different topics.
* Give yourself plenty of time. Make sure you read the sources thoroughly and understand the complexity of the arguments.
* BE CAREFUL WITH YOUR CITATIONS
	+ Make sure you are using a citations guide <https://owl.english.purdue.edu/owl/resource/560/01/>
	+ Do not confuse the author of an article with the author or editor. Make sure you use the correct citation format.
	+ Do not confuse article citations with book/magazine/website citations.
	+ Be accurate when spelling name, titles, etc.
	+ Use the correct capitalization and punctuation.
	+ DO NOT USE A CITATION GENERATOR… they are often innacurate.

**Source List:**

Scan the list of sources and choose articles that peak your interest. Every argument below contains an argument. Make sure that you can identify the author’s argument/thesis and the claims that they use to support their argument.

**If you cannot access the links because you do not have a digital copy of this document, you can do a Google search of the article title and/or author to find it.**

[The Argument Against Headphones - The New York Times](https://www.nytimes.com/2011/01/09/magazine/09FOB-medium-t.html)

[The Economic Case for Letting Teenagers Sleep a Little Later - The New York Times](https://www.nytimes.com/2017/09/13/upshot/the-economic-case-for-letting-teenagers-sleep-a-little-later.html)

[The Fight Over Gun Control Isn’t Really About Guns | TIME](http://time.com/magazine/us/4970260/october-16th-2017-vol-190-no-15-u-s/)

[The Good and the Bad of Escaping to Virtual Reality - The Atlantic](https://www.theatlantic.com/health/archive/2015/02/the-good-and-the-bad-of-escaping-to-virtual-reality/385134/)

[Opinion | Let’s Bag Plastic Bags - The New York Times](https://www.nytimes.com/2018/03/03/opinion/sunday/plastic-bags-pollution-oceans.html)

[Suing Big Pharma for the Opioid Epidemic - The Atlantic](https://www.theatlantic.com/business/archive/2017/06/lawsuit-pharmaceutical-companies-opioids/529020/)

[Opinion | College May Not Be Worth It Anymore - The New York Times](https://www.nytimes.com/2018/05/16/opinion/college-useful-cost-jobs.html)

[More Guns Do Not Stop More Crimes, Evidence Shows - Scientific American](https://www.scientificamerican.com/article/more-guns-do-not-stop-more-crimes-evidence-shows/)

[Arguments in Support of Embryonic Stem Cell Funding | GEN](https://www.genengnews.com/gen-articles/arguments-in-support-of-embryonic-stem-cell-funding/3577)

[Releasing Drug Offenders Won’t End Mass Incarceration | FiveThirtyEight](https://fivethirtyeight.com/features/releasing-drug-offenders-wont-end-mass-incarceration/)

[How to stop the global inequality machine | Jason Hickel | Global Development Professionals Network | The Guardian](https://www.theguardian.com/global-development-professionals-network/2017/may/18/how-to-stop-the-global-inequality-machine)

[U.S. Should Adopt Higher Standards for Science Education - Scientific American](https://www.scientificamerican.com/article/us-should-adopt-higher-science-education-standards/)

[After legalization, teen marijuana use drops sharply in Colorado - The Washington Post](https://www.washingtonpost.com/news/wonk/wp/2016/12/21/one-of-the-greatest-fears-about-legalizing-marijuana-has-so-far-failed-to-happen/?utm_term=.957c379975f5)

[America's Gun-Culture Problem - The Atlantic](https://www.theatlantic.com/politics/archive/2018/03/american-gun-culture/554870/)

[Early-morning births are genetically programmed - Time to deliver](https://www.economist.com/science-and-technology/2018/04/26/early-morning-births-are-genetically-programmed)

[Jobs and Robots: Bracing for Technological Disruptions to Come - Scientific American](https://www.scientificamerican.com/article/jobs-and-robots-bracing-for-technological-disruptions-to-come/)

[The Case for Vacation: Why Science Says Breaks Are Good for Productivity - The Atlantic](https://www.theatlantic.com/business/archive/2012/08/the-case-for-vacation-why-science-says-breaks-are-good-for-productivity/260747/)

[Fewer Immigrants Mean More Jobs? Not So, Economists Say - The New York Times](https://www.nytimes.com/2017/08/03/us/politics/legal-immigration-jobs-economy.html)

[Dr. Sanjay Gupta: Benefits of vaccines are a matter of fact - CNN](https://www.cnn.com/2017/01/10/health/vaccines-sanjay-gupta/index.html)

[The Problem With History Classes - The Atlantic](https://www.theatlantic.com/education/archive/2015/03/the-problem-with-history-classes/387823/)

[David Bell: In Defense of Drones: A Historical Argument | The New Republic](https://newrepublic.com/article/100113/obama-military-foreign-policy-technology-drones)

[The Argument for Tuition-Free College](http://prospect.org/article/argument-tuition-free-college)

[The Tech Industry’s Gender-Discrimination Problem | The New Yorker](https://www.newyorker.com/magazine/2017/11/20/the-tech-industrys-gender-discrimination-problem)

[The rich, the poor and the growing gap between them | The Economist](https://www.economist.com/node/7055911)

[The death of the internal combustion engine - Electric cars](https://www.economist.com/leaders/2017/08/12/the-death-of-the-internal-combustion-engine)

[To have and have not - Crime and poverty](https://www.economist.com/science-and-technology/2014/08/21/to-have-and-have-not)

[The internet: is it changing the way we think? | Technology | The Guardian](https://www.theguardian.com/technology/2010/aug/15/internet-brain-neuroscience-debate)

[Is Google Making Us Stupid? - The Atlantic](https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/)

[The Birth of the New American Aristocracy - The Atlantic](https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/)

[How the Enlightenment Ends - The Atlantic](https://www.theatlantic.com/magazine/archive/2018/06/henry-kissinger-ai-could-mean-the-end-of-human-history/559124/)

[The Antitrust Case Against Facebook, Google and Amazon - WSJ](https://www.wsj.com/articles/the-antitrust-case-against-facebook-google-amazon-and-apple-1516121561)

[How Global Warming Is Shrinking the Earth's Animals - Scientific American](https://www.scientificamerican.com/article/how-global-warming-is-shrinking-the-earths-animals/)

[Crackdowns On Immigration Create A Backlash : NPR](https://www.npr.org/2011/11/25/142674917/have-the-crackdowns-on-immigration-gone-too-far)

[Is This Stem-Cell Clinic Really Making Cancer Vaccines? | WIRED](https://www.wired.com/story/is-this-stem-cell-clinic-really-making-cancer-vaccines/)

[Facial Recognition Tech Is Creepy When It Works—And Creepier When It Doesn’t | WIRED](https://www.wired.com/story/facial-recognition-tech-creepy-works-or-not/)

[The Catch-22 of Mass Prescribing Antibiotics | WIRED](https://www.wired.com/story/the-catch-22-of-mass-prescribing-antibiotics/)

[Is Tesla's Autopilot Safe? Finding Out Demands Better Data | WIRED](https://www.wired.com/story/tesla-autopilot-crash-safety/)

[Save Lives With Slower Streets—Not Self-Driving Cars | WIRED](https://www.wired.com/story/pedestrian-deaths-street-design/)

[Opinion | One Test Could Exonerate Him. Why Won't California Do It? - The New York Times](https://www.nytimes.com/interactive/2018/05/17/opinion/sunday/kevin-cooper-california-death-row.html?hp&action=click&pgtype=Homepage&clickSource=image&module=photo-spot-region%C2%AEion=top-news&WT.nav=top-news&mtrref=undefined&gwh=A740F4DD9BD6F841EE461E049B12AF7D&gwt=pay&assetType=opinion)

[An SAT for CEOs - The Atlantic](https://www.theatlantic.com/magazine/archive/2018/06/vista-ceo-testing/559148/)

[How do you define “safe driving” in terms a machine can understand? - Autonomous vehicles](https://www.economist.com/science-and-technology/2018/05/12/how-do-you-define-safe-driving-in-terms-a-machine-can-understand)

**Attached Documents:**

**Task #1: Read and Take Notes on *The Craft of Research***

Note Taking Guide – In order to make sure you are keeping track of what you are reading, you will organize you notes into the following format.

|  |
| --- |
| Title of Book |
| Section of the Book Being Read |
| Specific Chapter/section title |
| **What pages did I read?** | **When did I read these pages?** | **What did I learn that was new or built on something that I already knew?** | **What questions or concerns do I have on these pages?** |
|  |  |  |  |

Remember, the purpose of taking notes on what you read is that it will help you recall what you read so that you can remember it accurately. Being able to accurately record information from a source is a key skill that we will work on in this class, so practice begins now. **Make sure you keep these notes organized, and they will be submitted in a three-pronged folder on the first day of class.**

**Task #2: Checklist for Evaluating Sources**

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**\*\*Tips for annotating the book and articles:**

Twelve Ways To Mark Up A Book

By Bert Webb

Books are a fantastic way to gain knowledge. With books, one can learn new techniques, gain new skills, and learn from role models who have been to where one wants to be and can show the way. There are many different ways to read books and just as many ways to remember their salient points. One of the most effective ways to get the most out of a book is to mark it up. There is no standard way to mark up a text, but below are a few ways that students have found effective in marking up a textbook so that one can see the important points quickly, make it more memorable, and make it easy to pick up years later and re-acquaint oneself with the major concepts.

**What Not To Do**

* **Don’t use a highlighter** – Quality marking isn’t done with a fat-tipped highlighter.  You can’t write, which is an important part of marking the text, with a large marker.  Get yourself some fine point colored pens to do the job.
* **Don’t mark large volumes of text** – You want important points to stand out.  Although we all know that everything can’t be important, we often highlight all of the text on the page.  You want to find the 20% of the text that is important (remember Pareto?) and mark that.
* **Don’t take the time to mark up items that you read on a daily basis** – (e.g., magazines, newspapers), unimportant or irrelevant items.
* **Don’t mark the obvious** – Don’t waste time marking up things that are already in your knowledge-base or skill set.  If you already know it, you don’t need to mark it.

**What To Do**

* **Mark the text with a pencil, pen, or, even better, colored fine-tipped pens** – Remember, you are not highlighting, you are writing.
* **Know your preferences** – Some of you have an aversion to mark directly in the text.  Books are precious things to many people and they want to protect them from damage and even the wear and tear of everyday use.  If this describes you, grab some Post-It brand notes and do your marking and writing on them.  This also gives you the advantage to move and reorganize them should you see fit.  As for me, I like to mark directly on the page.  I find that my books become more valuable to me when I add my contributions to the information that they contain.
* **Underline the topic sentence in a passage** – Remember, each paragraph has one topic sentence.  The rest is supporting information and examples.  Identify the topic sentence to find it easier.
* **Use codes** – Flag text with codes (e.g., Question marks to indicate disagreement, Exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence).
* **Write the passage topic in the margin as a reminder** – Just a word or two.
* **Write questions in the margin** – When you don’t understand something or when you don’t understand the author’s thought process on a particular topic, write the question in the margin as a reminder to settle the question.
* **Circle new and unfamiliar words** – Look them up as soon as possible.
* **Add your or other author’s perspectives in the margins** – Other authors have surely written on the same subject.  What do they say?  Do they agree with this author?  If not, what do they say.  Add these ideas in the margins.
* **Add cross-reference notes to other works on the same topic**– Use the author’s name and a shortened version of the other book’s title.
* **Add structure to a narrative text –**Use 1, 2, 3, 4…or an outline format I. A. B. C. 1, 2, 3, a, b, c…to add a structure that you understand.
* **Draw arrows to related ideas** – Or unrelated ideas…
* **Summarize** – Add your own summary after the last paragraph.  That simple exercise will crystalize your thinking on the topic.  If you can’t write it, you don’t understand it.

**Extras**

Post-It Brand Notes are great ways to also mark locations within books, much like bookmarks do.  With Post-It Brand Notes, however, you can mark on them so you can see where you are turning before you start flipping through the pages.  One can also use colored paper clips to identify pages or chapters that are important.

**Conclusion**

The idea is to enter, by way of your markings, into a conversation with the author so that his knowledge is added to yours so that a synthesis occurs and you gain a new understanding.

A new — or new looking — book is a treasure.  In my experience, however, I have found that a well-marked book, becomes more like a treasured friend — one that you enjoy seeing again and again.  It becomes much more enjoyable than a sterile copy that comes straight from the bookstore.  Don’t be afraid to mark up the books that you love.