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. This assignment will be due on Friday, August 18, 2017, by 11:59PM, and you will be tested on the material.

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.

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 topics and issues by viewing them through 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: Environmental, Scientific, Economic, Political and Historical, Artistic and Philosophical, Cultural and Social.

Please be prepared, and I look forward to guiding you through your Capstone Journey! 😊

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Directions:

- **STEP 1**: Using the AP Seminar Glossary, complete flashcards for the terms provided.
- **STEP 2**: Study the Fallacy Poster.
- **STEP 3**: Watch the TED Talk playlist, “For the Love of Facts”: https://www.ted.com/playlists/487/for_the_love_of_facts and take notes on each of the TED Talks in the spaces provided. Be sure to follow along with each TED Talk carefully. If there is something/someone mentioned that you have no reference of, pause, look it up, and then continue so you can fully contextualize the information being covered. Each of these TED Talks can be found on YouTube; however, if you have not already done so, it is advised that you download the free TED app. While you take notes on the content of each presentation, you should also pay close attention to how well each of the speaker presents. (For example—notice their vocal variety, body language/hand gestures, eye contact, casual/conversational tone, and presentation slides. These are all presentation techniques you will have to master to be successful in the AP Capstone Program.)
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.

This assignment is due on Friday, August 18, 2017, by 11:59PM. **Late assignments will not be accepted**

**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

**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
“Watson, Jeopardy and me, the obsolete know-it-all” by Ken Jennings (17:52)

Trivia whiz Ken Jennings has made a career as a keeper of facts; he holds the longest winning streak in history on the US quiz show Jeopardy. But in 2011, he played a challenge match against IBM’s supercomputer Watson — and lost. With humor and humility, Jennings tells us how it felt to have a computer literally beat him at his own game, and makes the case for good old-fashioned human knowledge.


Why do people see the Virgin Mary on a cheese sandwich or hear demonic lyrics in “Stairway to Heaven?” Using video and music, skeptic Michael Shermer shows how we convince ourselves to believe — and overlook the facts.
### “Why we should trust scientists” by Naomi Oreskes (19:14)

Many of the world's biggest problems require asking questions of scientists — but why should we believe what they say? Historian of science Naomi Oreskes thinks deeply about our relationship to belief and draws out three problems with common attitudes toward scientific inquiry — and gives her own reasoning for why we ought to trust science.

### “How to separate fact and fiction online” by Markham Nolan (13:29)

By the end of this talk, there will be 864 more hours of video on YouTube and 2.5 million more photos on Facebook and Instagram. So how do we sort through the deluge? At the TEDSalon in London, Markham Nolan shares the investigative techniques he and his team use to verify information in real-time, to let you know if that Statue of Liberty image has been doctored or if that video leaked from Syria is legitimate.
### “The danger of science denial” by Michael Specter (19:01)

Vaccine-autism claims, “Frankenfood” bans, the herbal cure craze: All point to the public’s growing fear (and, often, outright denial) of science and reason, says Michael Specter. He warns the trend spells disaster for human progress.

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### “Why you think you’re right—even if you’re wrong” by Julia Galef (11:37)

Perspective is everything, especially when it comes to examining your beliefs. Are you a soldier, prone to defending your viewpoint at all costs — or a scout, spurred by curiosity? Julia Galef examines the motivations behind these two mindsets and how they shape the way we interpret information, interweaved with a compelling history lesson from 19th-century France. When your steadfast opinions are tested, Galef asks: “What do you most yearn for? Do you yearn to defend your own beliefs or do you yearn to see the world as clearly as you possibly can?”
**“Battling bad science” by Ben Goldacre (14:19)**

Every day there are news reports of new health advice, but how can you know if they’re right? Doctor and epidemiologist Ben Goldacre shows us, at high speed, the ways evidence can be distorted, from the blindingly obvious nutrition claims to the very subtle tricks of the pharmaceutical industry.

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**“On being wrong” by Kathryn Schulz (17:51)**

Most of us will do anything to avoid being wrong. But what if we’re wrong about that? “Wrongologist” Kathryn Schulz makes a compelling case for not just admitting but embracing our fallibility.