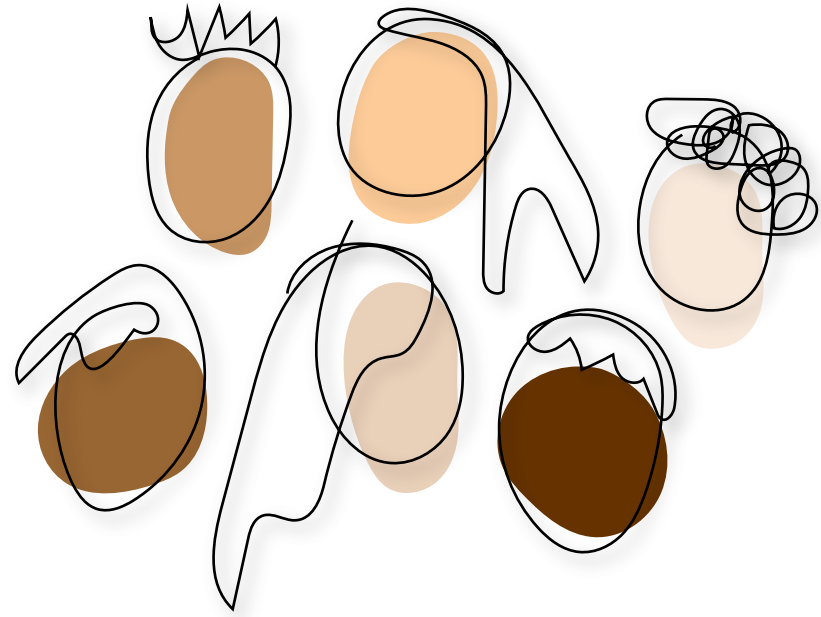


AP Seminar Workbook: Across CTE Pathways

An Open Education Resources (OER) book published by Downey Unified School District and authored by Stacy Cabrera.



Student Edition

AP Seminar Workbook Across CTE Pathways

Stacy Cabrera | Downey Unified School District

AP Seminar Workbook: Across CTE Pathways



<https://AP4CTE.ORG>



Stacy Cabrera with Dara Ramos
AUTHOR and PUBLISHING DIRECTOR

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PUBLISHER

AP Seminar Workbook

Across CTE Pathways

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Stacy Cabrera with Dara Ramos

Author and Publishing Director

Downey Unified School District

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AP Seminar Workbook: Across CTE Pathways

Downey Unified School District, Publisher



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All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

DUSD Mission

Downey Unified School District is committed to developing all students to be self-motivated learners and productive, responsible, and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advance teaching and learning.

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Stacy Cabrera teaches AP Capstone at Warren High School in Downey, CA, where she marries critical thinking, philosophy, student research, and practical skills applications. As her favorite writer Aldous Huxley said, "Nothing short of everything will really do." Stacy's main goal for students is learning how to analyze and interpret good writing and argumentation and create academic contributions of their own through active research designs and methodologies. Much of her approach has been influenced by her time as a chair member (July 2019-2022) with the American Philosophical Association's committee on Pre-college Philosophy Instruction and as a member/presenter with the Philosophy Learning and Teaching Organization. Stacy is a frequent contributing member of the Aspiring Thinkers and Pacific Partnership Critical Thinking Project with colleagues from UCLA, Pepperdine, the University of Queensland, and the Impact Centre, which seeks to advocate for successfully proven methods for the development of critical thinking and inquiry at the primary and secondary levels.

About the Publishing Director

Dara Ramos oversees content production and accessibility compliance for teacher and student versions of the text, the accompanying website AP4CTE, and the Canvas and Google Classroom shells for teachers to import content into their classrooms. Dara's experiences in pre-award grant application development, post-award grant management, and collecting and analyzing student-level data for achievement outcomes and equity gaps support developing content and classes meaningful to the student audience and supportive for teachers.

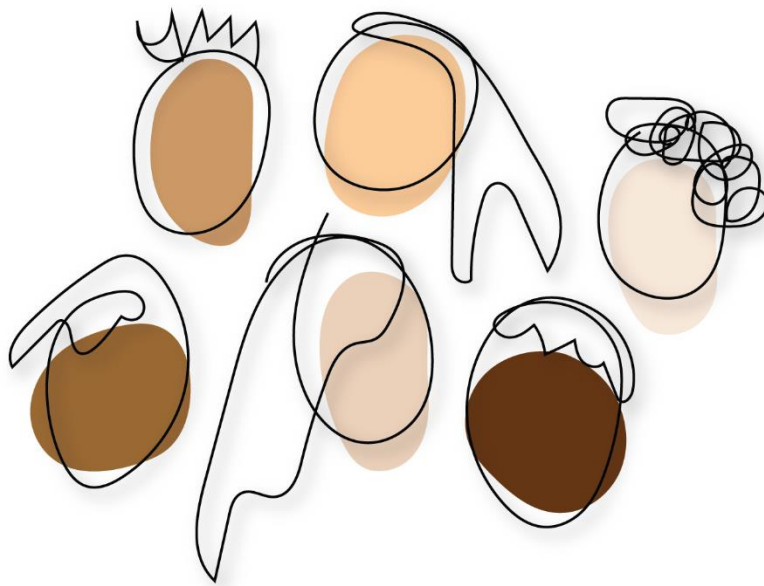
Table of Contents

AP Seminar Workbook Introduction	1
Epistemic Worldviews and Research Approaches: Presentation Notes _____	2
Themes: Reflection _____	3
Themes and Concepts Overlap: Reflection _____	4
Setting Up Your Portfolio Folders.....	5
Analyzing Argumentation: Notes _____	7
Complex Arguments and Argument: Mapping Notes _____	8
Argumentation.....	9
Example Map for Argument 1	10
Reading Complex Texts: Discussion, Questions, and Reflection _____	11
Evaluating the Message: Discussion, Questions, and Reflection _____	13
Using RAVEN to Evaluate an Argument: Notes _____	15
Sample RAVEN Argument: Reflection _____	16
OPTIC – Art as an Argument: Notes _____	22
Sample Argument Analysis	23
Engaging in Inquiry: Discussion, Questions, and Reflection _____	25
Asking and Evaluating Relevant and Focused Questions: Notes _____	27
Q-Matrix: Practice _____	29
Engaging Stimulus Materials: Discussion, Questions, and Reflection _____	31
Engaging Stimulus Materials: Video Notes _____	33
Engaging Stimulus Materials: Presentation Notes _____	35
The College Board Task 1 Team Project and Presentation	36
Goal Setting and Expectations in Collaborative Research	36
Shared Norms and Expectations: Team Notes _____	38
Team Collaborative Research: Notes _____	41
Team Research Assignments	42
Final Assessment Research Writing and Reporting: Notes _____	43
Step 1: Formal Research Proposal _____	44
Step 2: Individual Research Report, Literature Review _____	47
Building Organized Arguments: Notes _____	48
Argument Structure: Notes _____	49
Argument Structure: Discussion, Questions, and Reflection _____	50
Argumentation Methods	52
Toulmin Method Template.....	53

Collaborative Statement Outline	56
Team Meeting Notes	57
Audience-Centered Design: Video Notes	58
Oral Defense Preparation	61
Presentation and Oral Defense Rubric	64
Task 1 Team Project and Presentation Description	65
Task Overview	65
Scoring Components	65
Task Guidelines	66
Part 1: Individual Research Report	66
Part 2: Team Multimedia Presentation	66
Check Point 1: Task 1 Mind-Mapping and Preliminary Research: Notes	67
Checkpoint 2: Preliminary Team Question and Evaluation	69
Checkpoint 3: Task 1 Team Norms and Expectations	70
Checkpoint 4: Task 1 Formal Proposal	73
Checkpoint 5: Task 1 Team Annotated Bibliographies	74
Formal Assessment, Part 1: Individual Research Report	77
Formal Assessment, Part 2: Team Multimedia Presentation and Defense	78
Team Oral Defense Preparation	81
Task 2 Individual Research-Based Essay and Presentation Description	84
Task Overview	84
Scoring Components	84
Task Guidelines	84
Individual Written Argument	85
Individual Multimedia Presentation	85
The Oral Defense	86
Checkpoint 1: Task 2 Discussion Questions and Reflections	87
Checkpoint 2: Preliminary Research Question and Stimulus Argument Analyses	95
Formal Assessment Part 1: Individual Written Argument	98
Formal Assessment Part 2: Individual Multimedia Presentation and Defense	100
Oral Defense Preparation: Reflection	101
Extending Argumentation Through Effective Questioning and Inquiry	103
Closing Notes AP Seminar	104
Starting Notes AP Research	105

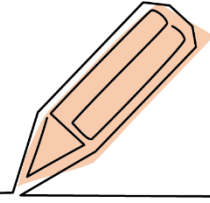
AP Seminar Workbook Introduction

You are about to embark on a different educational experience, where risk-taking and filling in gaps are foundational. You will learn to ask questions, to be 'comfortable in the uncomfortable' and open to say, "I don't know, let's find a way to figure it out," without fear of criticism or anxiety of failure. In AP Capstone, finding answers is about discovery, and your desire to learn is a reward. This workbook supports your work in class as you develop the necessary skills to take on a project related to your hobbies, skills, and the college and career pathways you find important, engaging, and exhilarating. We hope the workbook provides you with a solid basis for seeing that learning happens in meaningful collaborations that ultimately change industries, the world, and yourself. Congratulations on choosing to take this fantastic step!



Epistemic Worldviews and Research Approaches: Presentation Notes

notes



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Themes: Reflection

Use this space to reflect on the broad idea of the themes below as expressed in each text.

Building a Dynamic Workforce

Thoughts on "To be of use"

Thoughts on "Poor Richard's Almanac"

Thoughts on "Paradox and Dream"

Themes and Concepts Overlap: Reflection

After you collaborate with your teams and share your summaries with the class, use this space to reflect on overlaps in themes and concepts presented across all three texts.

Prompt: What does being a 'worker' in America mean?
How has the conception changed over this country's history?
How is our belief about 'work' tied into the concept of 'self,' self-worth, and success?

Areas of Agreement

Areas of Disagreement

How do workers in my pathway's field define self-worth and success in the workplace?

Setting Up Your Portfolio Folders

In Google Drive, there will be general portfolio folders shared with you. Within these portfolio folders, you will create the following subfolders infrastructure:

[Folder 1] AP Seminar Practice Work

[Folder 2] Task 1, Collaborative Research

[Folder 3] Task 2, Individual Research

[Folder 4] AP Research Project (to be used in year two only)

[Folder 5] Formal Reflections

Folder 1: AP Seminar Practice Work

This first folder will house all formal practice works from online Modules 1-7 of AP Seminar. Your teacher will provide the proper submission format and document labeling before submission.

Folder 2: Task 1, Collaborative Research

This folder will hold all research, notes, and official submissions for online Module 8, Task 1. To organize the task, in Folder 2 you will create additional subfolders corresponding to the following:

- Research Notes [holds unofficial notes, saved articles, and informal process reflections]
- IRR Process [holds proposals, annotated bibliographies, and drafts]
- Collaborative Presentation Work [holds response papers, collaborative statements, presentation slides, and oral defense preparation]

Folder 3: Task 2, Individual Research

This folder will hold all research, notes, and official submissions for online Module 9, high-stakes Task 2. To organize this task, in Folder 3 you will create subfolders corresponding to the following:

- Research Notes [holds unofficial, unstructured notes, saved articles, and informal process reflections]
- IWA Process [holds proposals, annotated bibliographies, and drafts]
- Presentation Work [holds presentation slides and oral defense preparation]

Folder 4: AP Research Project

Folder 4 will be further organized in year 2 of the program.

Folder 5: Formal Reflections

This last folder will hold formal reflections, including periodic self-evaluations (quarterly or per semester), task reflections, and end-of-course reflections. It will also be the folder for your first submission: the initial Researcher Philosophy Reflection, detailed below. Your reflection offers organized paragraphs, formal academic language, tone, and grammar. Your submission incorporates consistent, proper style guide formatting (APA, MLA, Chicago, etc., per teacher preference), at around 500 words upon completion. You will submit it in the assigned folder for progress check by the deadline.

Begin by providing a self-introduction focusing on your worldview: consider your cultural background; values you hold as instilled by your family, environment, school, etc.; beliefs about knowledge and understanding; and how you explore the world. Discuss how those beliefs, values, etc. play into your areas of personal, academic, and future career interests.

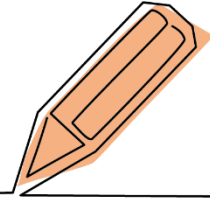
Then, consider how your views manifest a specific approach to those interests in addressing the following questions:

1. How do you gather data or information to 'know' or 'understand' something in those areas of interest?
2. How do you prove (or accept proof of) truth in these areas of interest? In other words, what is 'quality' work in these areas?
3. Do you believe one way of knowing is better (or more preferred or justified) than others? Justify your thoughts here.
4. What kinds of biases do you hold, and how will you work to ensure they do not impact an objective approach to inquiry in your areas of interest?

Finally, reflect on your areas of strength and how those strengths will become an asset to what you know about this program. Also, reflect on areas of weakness and how the program can help you identify and overcome these weaknesses. Then, discuss areas of interest, CTE skills, pathways, etc., that may become avenues of research for you in this program.

Analyzing Argumentation: Notes

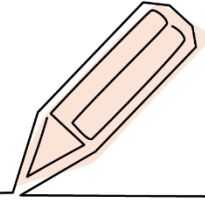
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Complex Arguments and Argument: Mapping Notes

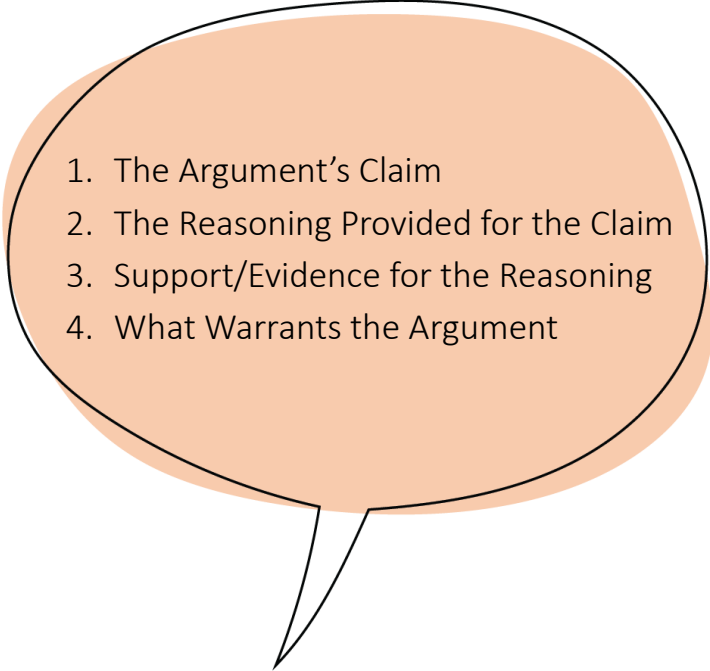
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Argumentation

In this section, you will learn how to identify important aspects of argumentation based on terminal argument examples.

- 
1. The Argument's Claim
 2. The Reasoning Provided for the Claim
 3. Support/Evidence for the Reasoning
 4. What Warrants the Argument

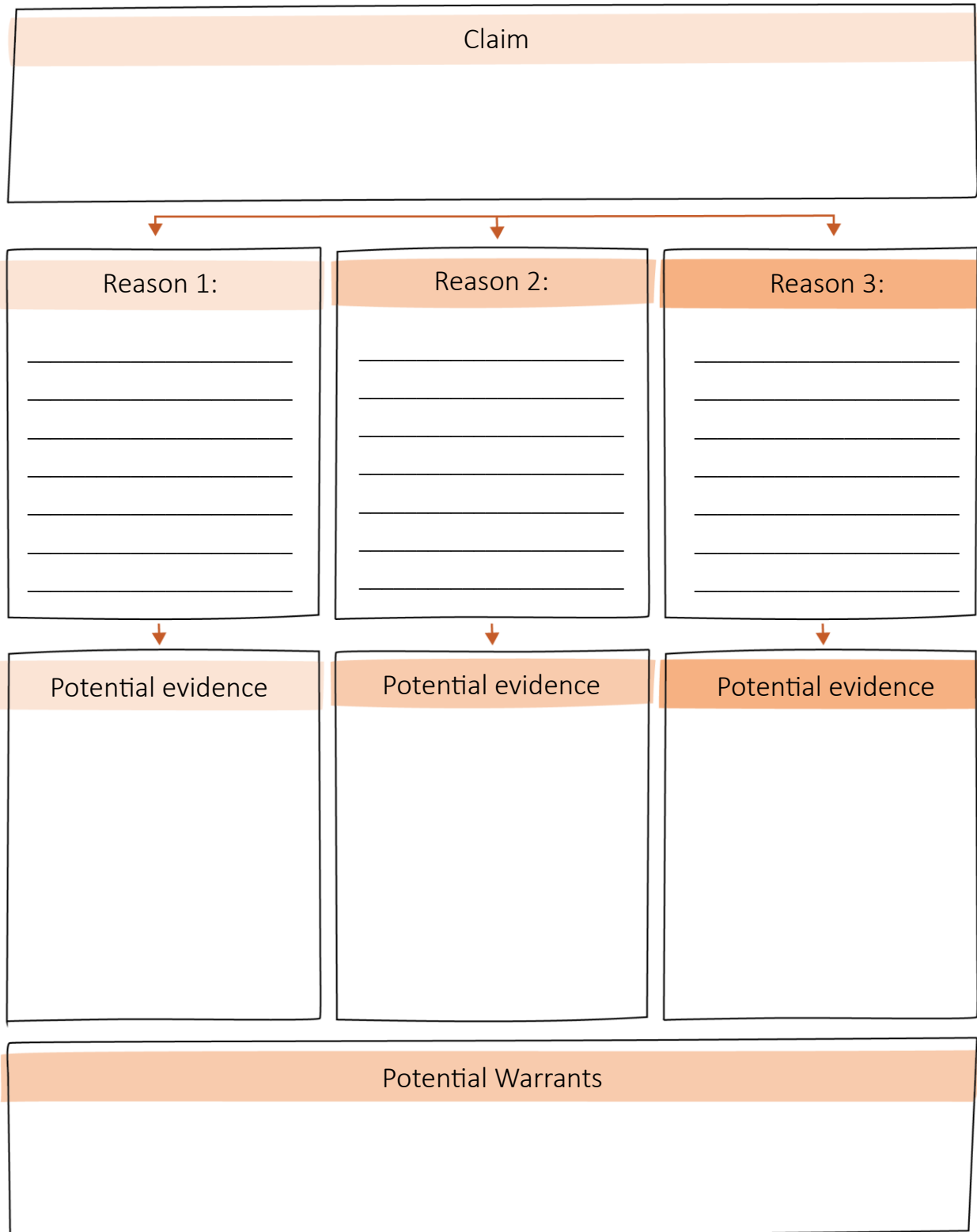
Here is a sample argument and blank argument map for practice.

Sample Argument 1:

“Every citizen should have access to a free, universal health care system. This would allow medical professionals to concentrate on healing their patients rather than dealing with insurance procedures and liability concerns. Each person has a right to be cared for, and having access to free medical services provides patients with the opportunity for regular checkups when otherwise they may not be able to afford them.”

[example courtesy of Wilfrid Laurier University Library]

Example Map for Argument 1



Reading Complex Texts: Discussion, Questions, and Reflection

Confusing Parts??

Questions:

1

General Connections

2

CTE Connections
Real-World Applications

3

Concerns:

Opinions:

Biases:

Evaluating the Message: Discussion, Questions, and Reflection

Confusing Parts??

Questions:

1

General Connections

2

CTE Connections
Real-World Applications

3

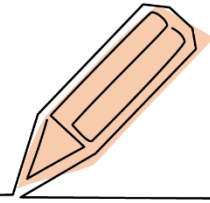
Concerns:

Opinions:

Biases:

Using RAVEN to Evaluate an Argument: Notes

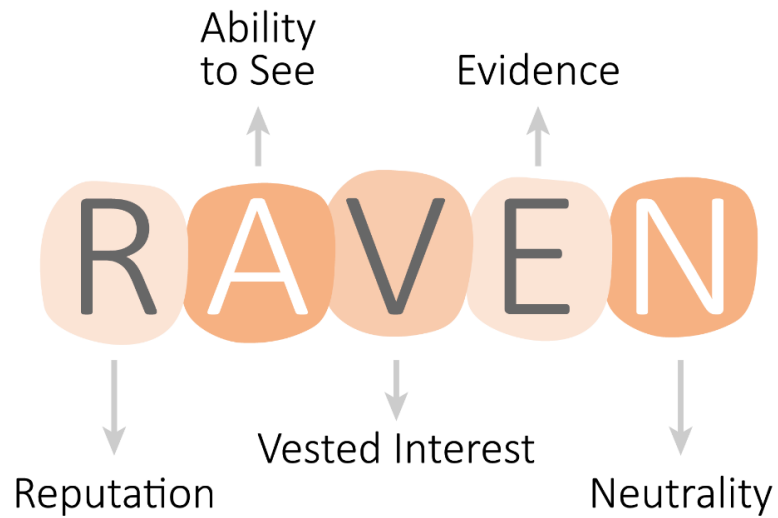
notes



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Sample RAVEN Argument: Reflection

Use the following pages to practice evaluating the effectiveness of an argument using RAVEN.



R = Reputation

Does the source's history or status suggest reliability or unreliability?

Who is the author?

Previous publications and academic reputation?

What is their academic history/background?

Writer's cultural/religious/geographical/political background? (How does it relate to the content of the document?)

Where was the piece published? What about the publication's history? How might that influence the content of the piece, and your expectations of it?

Handwriting practice area with 20 horizontal lines.

A = Ability to See

Is the source in a position to know what they're talking about? Can their observations be trusted??

What is the context in which the author wrote this piece?

Does this (context) change what the author may have 'been able' to see?

Do you recognize the differences between your values, attitudes, and cultural values and those represented?

Lined writing area for student response.

V = Vested Interest

Does the source of information have anything personally at stake?

What are the author's motivations for saying something?

Is this article in response to something?

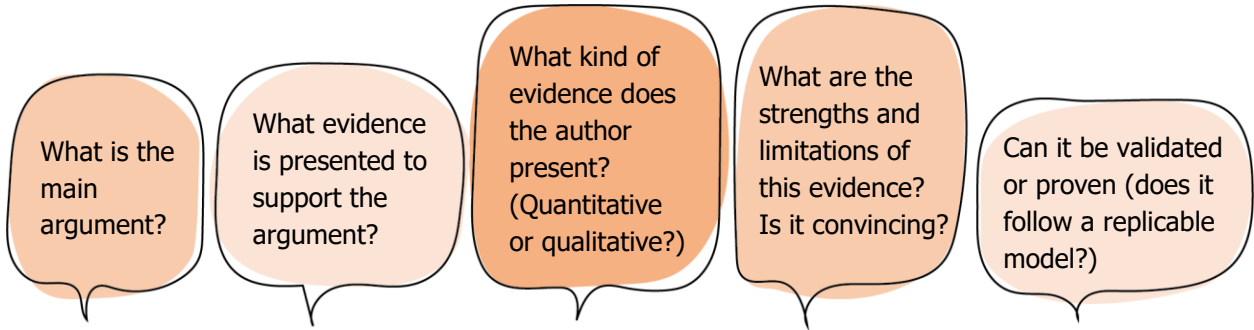
What are your motivations for reading the text?

Were your motivations satisfied, challenged, or not addressed?

Lined writing area for student responses.

E = Evidence

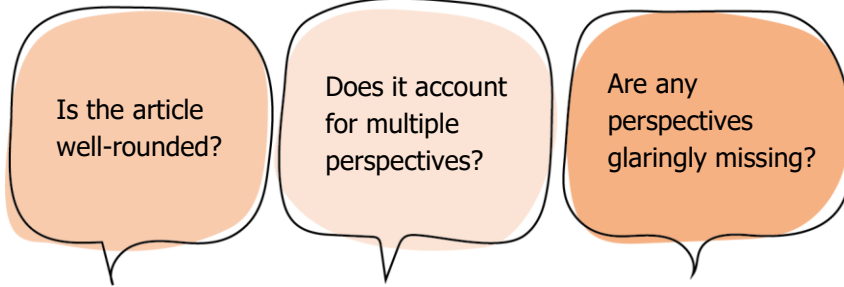
Does the source have specialized knowledge, and does the situation demand it?



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N = Neutrality

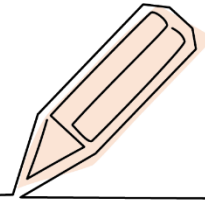
Is the source predisposed to support a particular point of view for reasons other than vested interest?



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OPTIC – Art as an Argument: Notes

notes



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Sample Argument Analysis

Use the space to practice analyzing a creative piece using OPTIC.

- O** overview/overall message
- P** parts or patterns
- T** title or accompanying text
- I** interrelationship
- C** claim or conclusion drawn



Credited to Banksy, *Cave Painting Removal* May 2008 in Leake Street Tunnel, London, England

1. Identify the author's argument, main idea, or thesis. **C**

2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them. **O P T I**

3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. (How well **O**, **P**, **T**, and **I** achieve **C**)

Engaging in Inquiry: Discussion, Questions, and Reflection

Confusing Parts??

Questions:

1

General Connections

2

CTE Connections
Real-World Applications

3

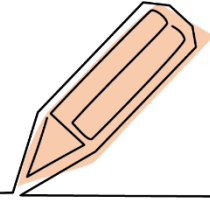
Concerns:

Opinions:

Biases:

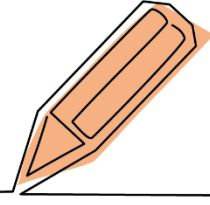
Asking and Evaluating Relevant and Focused Questions: Notes

notes



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notes



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Q-Matrix: Practice

Use the Q-Matrix to practice using the broad topic of AI Technology.

	Event What...	Situation Where... / When...	Alternatives Which...
Present ...is...			
Past ...did/was...			
Possibility ...can...			
Probability ...would...			
Prediction ...will...			
Imagination ...might...			
Responsibility ...should...			

	People Who...	Reasons Why...	Means How...
Present ...is...			
Past ...did/was...			
Possibility ...can...			
Probability ...would...			
Prediction ...will...			
Imagination ...might...			
Responsibility ...should...			

Engaging Stimulus Materials: Discussion, Questions, and Reflection

Confusing Parts??

Questions:

1

General Connections

2

CTE Connections
Real-World Applications

3

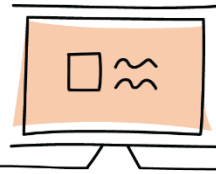
Concerns:

Opinions:

Biases:

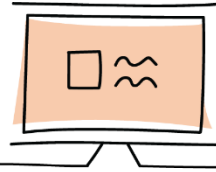
Engaging Stimulus Materials: Video Notes

notes



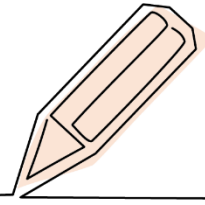
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notes



Engaging Stimulus Materials: Presentation Notes

notes



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The College Board Task 1 Team Project and Presentation

Goal Setting and Expectations in Collaborative Research

The College Board Task 1 Team Project and Presentation requires students to exercise a key feature of research—working within a team setting for a shared, common outcome. Unlike many projects, which can be completed through pure task delineation, Task 1 requires a team effort, and the project's success lies in all members' shared responsibility, accountability, and willingness to share and discuss findings. The best projects show recognition of each team member's strengths, a willingness to fulfill necessary roles, and a healthy amount of compromise. Communication facilitates this kind of outcome, especially when all members are aware of the desires of the team. By establishing norms and expectations, members clearly communicate and thus can help each other to achieve goals with clear accountability.

Team Member _____

Phone Number _____

Email Address _____

Potential Availability Conflicts

Team Member _____

Phone Number _____

Email Address _____

Potential Availability Conflicts

Team Member _____

Phone Number _____

Email Address _____

Potential Availability Conflicts

Team Member _____

Phone Number _____

Email Address _____

Potential Availability Conflicts

Team Member _____

Phone Number _____

Email Address _____

Potential Availability Conflicts

Shared Norms and Expectations: Team Notes

Once you have formed a team, complete the following with the input of all members – this form will be a reference for the duration of the project.

Working Process

Who will organize and maintain team notes, written work, shared files, and materials? Where will they be stored, and what will the process be for changing or adding materials?

Where and when will collaborative meetings happen (especially if/when they are necessary outside class time)?

What are the expectations for team members who miss a meeting or a class period? Who will be responsible for catching team members "up to speed," and what will that process look like? What will missing members need to accomplish, and in what time frame?

Add any other team-specific expectations or agreements.

Roles and Responsibilities

Doing a bit of metacognitive awareness: what are the strengths each member brings to the team effort?

What will be specifically expected of each team member considering the assigned task?

Consider key roles in a collaborative enterprise – who will be the team leader/manager, the working editor, compiler, etc., and how will the overall workload be distributed fairly?

Add any other team-specific expectations or agreements.

Team Dynamics

What are the team expectations for participation in the project? How will it be ensured that everyone participates fairly? What will the procedures be for members whose participation may be lacking?

How will the team interact? What are the expected meeting dynamics? How should meetings begin and end? What are the behavioral expectations during meetings?

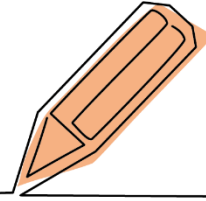
How will the team resolve conflicts? What conflicts can be anticipated from the beginning?

Add any other team-specific expectations or agreements.

Team Collaborative Research: Notes

Be aware that working with friends might make some things easier but can ultimately put the friendship and the project at risk!

notes



Team Research Assignments

Once you set norms and expectations, you will brainstorm topics of interest as a team and generate research questions. Using the techniques you learned in online Module 4, evaluate the questions for scope, limitation, and relevance. Once the team selects a research question, use the table below to assign each member a different lens through which to pursue the question.

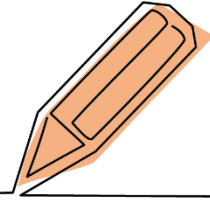
Team Research Question:

Team Member	Assigned Lens

My Lens, Secondary Questions and Notes:

Final Assessment Research Writing and Reporting: Notes

notes



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Step 1: Formal Research Proposal

As part of the preliminary research in your team formal proposal, collect at least three sources that explore at least two different perspectives on your individual lens. Use the chart below to keep track of your sources and information needed for your annotated bibliography.

SOURCE 1: Perspective	
Title of Source:	
Author(s):	Type of Publication:
Publisher, Publication Information, Location, and Date:	
Major Claim, Thesis, Argument:	
Important Line of Reasoning, Evidence Provided in the Source:	
Purpose, and Significance in Relation to Personal Research:	

SOURCE 2: Alternative Perspective

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 3: Additional Source – Problem/Gap or Another Alternative Perspective

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

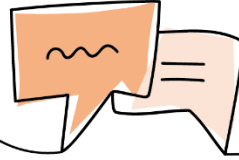
Purpose, and Significance in Relation to Personal Research:

Step 2: Individual Research Report, Literature Review

Your teacher will give you access to digital versions of the different literature review templates.

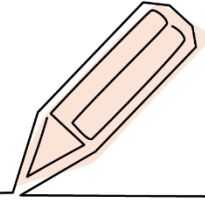
Use this space to take notes during team or individual meetings with your teacher.

notes



Building Organized Arguments: Notes

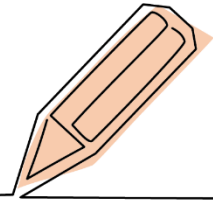
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Argument Structure: Notes

notes



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Argument Structure: Discussion, Questions, and Reflection

Confusing Parts??

Questions:

1

General Connections

2

CTE Connections
Real-World Applications

3

Concerns:

Opinions:

Biases:

Argumentation Methods

Classical Method

Follows a traditional form from Ancient Greek and Roman rhetoricians. While the argument form is most commonly used for persuasive speeches, it is still a good structure for arguments that are definitional, theoretical, and/or conceptual in nature.

Toulmin Method

Straightforward, logical form of argumentation that marries logical rhetoric with something akin to the scientific method. Places emphasis on three aspects of argumentation: the claim, the grounds, and the warrants. This structure applies well to argument types where no clear truths or solutions to a problem are immediate, as the goal of the method is to lay out the complexities emergent in the issues.

Rogerian Method

Best used and applied to complex problem-solving arguments where multiple compelling positions strongly exist and compete. The method begins by objectively and neutrally exploring the major perspectives of a problem, acknowledging points of agreement in search of a potential third position of compromise.

Toulmin Method Template

Use the template below during the class activity.

Claim

Position on an issue; that which the author will aim to make true for the intended audience.

Grounds

That which supports the claim above; includes reasoning, facts, data, etc. – general evidence supporting the claim.

Warrant

Justification for the logical connection between grounds and claim (can also come before grounds to set the context)- can be built implicitly on assumptions about what the intended audience may know or already believe.

Backing

Context, body of knowledge, and/or additional support for the claim relating to other perspectives, concepts, etc.; further discussion of the reasoning used in the warrant.

*Qualifier

The qualifier can come at any point within the structure of this argument, though it generally follows the initial claim or additional reasoning and often aids in counterclaim and rebuttal.

Limitations of the original claim; acknowledgment of anything that inhibits the original claim, such as frequency, strength, broader application, or other limiting factors (e.g., other variables, the conditions of the experiments such as sample size, margin of error, etc.).

Counterclaim

Can follow qualifiers but generally acknowledges the larger issues in relation to the claim or part of the reasoning – acknowledge multiple perspectives and divergent positions on the original problem or issue; counterclaim(s) addressed in the argument should be compelling and not trivial or anecdotal.

Rebuttal

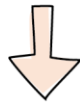
Should address opposing view acknowledged and reasoned in the counterclaim and should do so with sincerity, honesty, and integrity of position (may mean acknowledging the truly problematic aspect of the counterclaim) – see qualifiers above; should provide additional reasoning or evidence that warrants continuing to hold the original claim.

Collaborative Statement Outline

The task flow below will help in creating your collaborative statement outline:

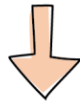
Individually:

Re-visit the materials from online Module 5, reviewing submitted practice Literature Reviews and Response Reflections to reacquaint with the content.



As a Team:

Teams formally meet to share and discuss their individual findings. This can be a formal share-around, or you may reread each other's papers, including written Response Reflections, noting areas of significant overlap and potential central claims that could be supported.



Selecting a Claim, Evidence:

Once all information is shared, teams select a central claim to support and choose evidence from their collective research. Recognize you do not need to use all evidence from all team members. Analyze, discern, and make a claim that will be supported with good reasoning and evidence in 8-10 minutes.



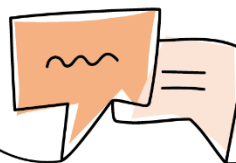
Argument Outline, Template:

Teams choose and complete one of the three argument templates (Classical, Toulon, Rogerian). All members contribute to this outline and one team member submits the assignment for review. In subsequent steps, these outlines provide the basis for creating slides to support the audience-centered presentation.

Team Meeting Notes

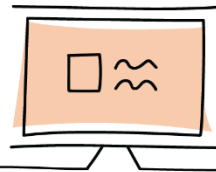
Use this space to organize your team data before formalizing your argument outline.

notes



Audience-Centered Design: Video Notes

notes



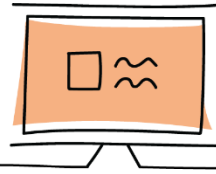
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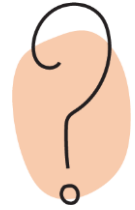
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Oral Defense Preparation

Use the space below to note your reflections on the oral defense questions provided by The College Board.



1. Describe how your team's presentation content was changed due to team discussion.

2. Student A, how did your team decide to include Student B's perspective/lens/conclusions in the overall presentation?

3. Student A, give one specific way your thinking changed due to learning about Student B's individual findings.

4. *What change would you make to your team norms in the future, and how would you expect that to improve the team presentation?*

5. *Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your team identified?*

6. *How did you improve your ability to work with a team due to this project?*

7. *What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?*

8. *What is a way in which your team's resolution makes you think differently about your individual research?*

9. *What was the strongest counterargument to the solution or conclusion your team identified and why?*

10. *Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion.*

11. *Having finished your project, what, if anything, do you consider to be a gap in your team's solution?*

Presentation and Oral Defense Rubric

Below is an abridged version of the rubric that will be used to score your presentation and oral defense. You can use it for a self-assessment or practice assessments of another team.

1. ESTABLISH ARGUMENT

6 pts – HIGH Logical use of evidence to identify a problem and support a solution.	4 pts – MEDIUM Claims and evidence, but not always effective.	2 pts – LOW Problem identified, but no justified solution.	0 pts Unsubstantiated, non-academic opinions.
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2. UNDERSTAND AND ANALYZE CONTEXT (EVALUATE SOLUTIONS)

4 pts – HIGH Evaluation of options, support for selected solution, and depth of limitations and implications.	2 pts – LOW Some evaluation of potential solutions lacks the depth of discussion of limitations and implications.	0 pts Little to no evaluation of potential solutions, limitations, and implications.
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3. ENGAGE AUDIENCE (PERFORMANCE)

6 pts – HIGH All presenters effectively use engaging techniques.	4 pts – MEDIUM At least two presenters use effective techniques, but not all, all of the time.	2 pts – LOW One presenter might effectively use engaging techniques.	0 pts Inappropriate for audience, purpose, and context.
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4. ENGAGE AUDIENCE (DESIGN)

4 pts – HIGH Effective design enhances performance and audience understanding.	2 pts – LOW Some design but not always effective (lists of keywords, walls of text, unnecessary visuals).	0 pts No design or minimal design with significant errors.
--	---	--

5. COLLABORATE, REFLECT

4 pts – HIGH All presenters give a related, specific answer.	2 pts – LOW At least two presenters give a related, specific answer.	0 pts One or none of the presenters give a related, specific answer.
--	--	--

Total Points /24

Task 1 Team Project and Presentation Description

Task Overview

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

Scoring Components

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Research Report (IRR) (1,200 words)	College Board scored (individual score)	50% of 20%
Team Multimedia Presentation and Defense (TMP) (8–10 minutes, plus oral defense questions)	Teacher scored (team score)	50% of 20%

Task Guidelines

In this project, three to five students collaborate to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical.) Each team develops a team research question and conducts preliminary research. You will identify approaches, perspectives, or lenses and divide responsibilities for individual research that addresses the team's research question.

Part 1: Individual Research Report (IRR, 50% of Task 1 Score)

Individually, you will investigate the assigned approach, perspectives, or lens on the issue or topic of the team research question. You will present your findings and analysis to your team in a well-written individual report that:

- identifies the area of investigation and its relationship to the overall problem or issue;
- summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources
- identifies, compares, and interprets a range of perspectives about the problem or issue
- cites all sources used and includes a list of works cited or bibliography

Part 2: Team Multimedia Presentation (TMP, 50% of Task 1 Score)

Working collaboratively, your team considers all of the research and analyses from individual team members to propose one or more solutions or resolutions. Your team:

- collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue
- considers potential solutions or resolutions and conducts additional research to evaluate different solutions within the context of the problem
- proposes one or more solutions or resolutions, and prepares an argument to support their proposal

Your team develops an 8-10 minute presentation that presents a convincing argument for your proposed solutions or resolutions. Ensure you have considered different perspectives and the limitations and implications of proposed solutions or resolutions. Your presentation and the media used to enhance the presentation should consider audience, context, and purpose.

Following the presentation, your team will defend its argument, with each student responding to a question posed by the teacher.

Check Point 1: Task 1 Mind-Mapping and Preliminary Research: Notes

To help with this team activity, use the blank Q-matrix below to help formulate questions derived from the topics of interest generated in your team mind map.

	Event What...	Situation Where... / When...	Alternatives Which...
Present ...is...			
Past ...did/was...			
Possibility ...can...			
Probability ...would...			
Prediction ...will...			
Imagination ...might...			
Responsibility ...should...			

	People Who...	Reasons Why...	Means How...
Present ...is...			
Past ...did/was...			
Possibility ...can...			
Probability ...would...			
Prediction ...will...			
Imagination ...might...			
Responsibility ...should...			

Checkpoint 2: Preliminary Team Question and Evaluation

Use the Question Evaluation Chart below to evaluate your team's selected research question.

<p>Debate</p> <p>Does this question lead to genuine debate? Justify.</p>	<p>Focused</p> <p>Is it a simply stated, single-focused question? Justify.</p>
<p>Team-Selected Research Question</p>	
<p>Researchable</p> <p>Are there credible sources available on this topic? Find and supply some examples.</p>	<p>Varying Perspectives</p> <p>Identify multiple lenses and the perspectives that emerge from this question.</p>
<p>Does this question satisfy the scope of the assignment? What limitations in terms of time, space, variables, etc., must be placed on this question for the lenses to be viable?</p>	
<p>Does this question require judgment? What hypotheses can your team initially form on the question?</p>	

Checkpoint 3: Task 1 Team Norms and Expectations

Once you have formed a team, complete the following with the input of all members – this form will be a reference for the duration of the project.

Working Process

Who will organize and maintain team notes, written work, shared files, and materials? Where will they be stored, and what will the process be for changing or adding materials?

Where and when will collaborative meetings happen (especially if/when they are necessary outside class time)?

What are the expectations for team members who miss a meeting or a class period? Who will be responsible for catching team members "up to speed," and what will that process look like? What will missing members need to accomplish, and in what time frame?

Add any other team-specific expectations or agreements.

Roles and Responsibilities

Doing a bit of metacognitive awareness: what are the strengths each member brings to the team effort?

What will be specifically expected of each team member considering the assigned task?

Consider key roles in a collaborative enterprise – who will be the team leader/manager, the working editor, compiler, etc., and how will the overall workload be distributed fairly?

Add any other team-specific expectations or agreements.

Team Dynamics

What are the team expectations for participation in the project? How will it be ensured that everyone participates fairly? What will the procedures be for members whose participation may be lacking?

How will the team interact? What are the expected meeting dynamics? How should meetings begin and end? What are the behavioral expectations during meetings?

How will the team resolve conflicts? What conflicts can be anticipated from the beginning?

Add any other team-specific expectations or agreements.

Checkpoint 4: Task 1 Formal Proposal

Use the chart below to keep track of assigned lenses for team members and take notes on potential perspectives and personal biases you may encounter.

Team Member	Assigned Lens

Potential Perspectives and Personal Bias:

Checkpoint 5: Task 1 Team Annotated Bibliographies

SOURCE 1: Perspective

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 2: Alternative Perspective

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 3: Additional Source – Problem/Gap or Another Alternative Perspective

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

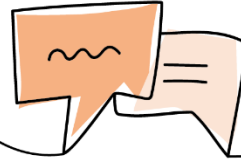
Purpose, and Significance in Relation to Personal Research:

Formal Assessment, Part 1: Individual Research Report

Your teacher will give you access to digital versions of the different literature review templates.

Use this space to take notes that will help you form a rough outline of your IRR.

notes



Formal Assessment, Part 2: Team Multimedia Presentation and Defense

Use the blank Toulmin Argument Template below to brainstorm for your team presentation. If you prefer to use the Classical or Rogerian Argument Template, they can be found in your online course.

Claim

Position on an issue; that which the author will aim to make true for the intended audience.

Grounds

That which supports the claim above; includes reasoning, facts, data, etc. – general evidence supporting the claim.

Warrant

Justification for the logical connection between grounds and claim (can also come before grounds to set the context)- can be built implicitly on assumptions about what the intended audience may know or already believe.

Backing

Context, body of knowledge, and/or additional support for the claim relating to other perspectives, concepts, etc.; further discussion of the reasoning used in the warrant.

*Qualifier

The qualifier can come at any point within the structure of this argument, though it generally follows the initial claim or additional reasoning and often aids in counterclaim and rebuttal.

Limitations of the original claim; acknowledgment of anything that inhibits the original claim, such as frequency, strength, broader application, or other limiting factors (e.g., other variables, the conditions of the experiments such as sample size, margin of error, etc.).

Counterclaim

Can follow qualifiers but generally acknowledges the larger issues in relation to the claim or part of the reasoning – acknowledge multiple perspectives and divergent positions on the original problem or issue; counterclaim(s) addressed in the argument should be compelling and not trivial or anecdotal.

Rebuttal

Should address opposing view acknowledged and reasoned in the counterclaim and should do so with sincerity, honesty, and integrity of position (may mean acknowledging the truly problematic aspect of the counterclaim) – see qualifiers above; should provide additional reasoning or evidence that warrants continuing to hold the original claim.

Team Oral Defense Preparation

Use the space below to note your reflections on the oral defense questions provided by The College Board.



1. Describe how your team's presentation content was changed due to team discussion.

2. Student A, how did your team decide to include Student B's perspective/lens/conclusions in the overall presentation?

3. Student A, give one specific way that your thinking changed due to learning about Student B's individual findings.

4. What change would you make to your team norms in the future, and how would you expect that to improve the team presentation?

5. *Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your team identified?*

6. *How did you improve your ability to work with a team due to this project?*

7. *What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?*

8. *What is a way in which your team's resolution makes you think differently about your individual research?*

9. *What was the strongest counterargument to the solution or conclusion your team identified and why?*

10. *Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion.*

11. *Having finished your project, what, if anything, do you consider to be a gap in your team's solution?*

Task 2 Individual Research-Based Essay and Presentation Description

Task Overview

College Board’s AP Program annually releases 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. Your inquiry is required to be based on a thematic connection between at least two stimulus materials. You will:

1. compose a research question of your own
2. conduct research
3. analyze, evaluate, and select evidence to develop an argument
4. present and defend your conclusions

The final paper integrates at least one of the provided stimulus materials as part of the response.

Scoring Components

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Written Argument (IWA) (2,000 words)	College Board scored	70% of 35%
Individual Multimedia Presentation (IMP) (6-8 minutes)	Teacher scored	20% of 35%
Oral Defense (OD) (two questions from the teacher)	Teacher scored	10% of 35%

Task Guidelines

Stimulus materials supplied by College Board are released to teachers in early January each year through the AP Digital Portfolio. Based on your teacher's assignment calendar, you have a minimum of 30 school days to complete your research, compose your essays, and develop your presentations. Student presentations are required to be scheduled after the 30-day window.

Your teacher will present in-class activities to explore issues and discuss topics and perspectives emerging from the stimulus materials. Your class is required, by College Board, to address the current year’s stimulus material in your responses.

Individual Written Argument

You will read and analyze the provided stimulus materials to identify thematic connections among them and possible areas for inquiry. Your inquiry is based on a thematic connection between at least two of the stimulus materials. You will:

1. compose a research question prompted by your analysis of the stimulus materials
2. gather additional information through research
3. analyze, evaluate, and select evidence
4. develop a logical, well-reasoned argument of 2,000 words

The final paper is required to integrate at least one of the stimulus materials as part of your response.

Note: You and your teacher are required to check your work for plagiarism prior to your final submission.

Individual Multimedia Presentation

You will develop a 6- to 8-minute presentation to convey your perspective and present conclusions from your individual written argument. Use and attribute, either orally or visually, evidence to support your claims and situate your perspective in a larger context rather than summarizing your research. The presentation and the media used to enhance your presentation support your audience, context, and purpose.

The exact size and composition of the audience for your presentation can be determined by your teacher; typically, this is an audience of your peers. Design your presentation for an educated, non-expert audience.

Finally, you will defend your research process, use of evidence, and conclusion through oral responses to two questions asked by your teacher.

The Oral Defense

Following your presentation, your teacher's two questions are designed to assess your response to and understanding of the two criteria detailed below (one question for each). The questions below are examples. Your teacher may select questions from the list or formulate more specific questions appropriate to your presentation if the questions posed address the two criteria below. Your teacher may also ask follow-up clarifying questions to allow you the opportunity to fully explain your answers.

Reflection on the Research Process

- ✓ How did some preliminary information you gathered inform your research?
- ✓ What evidence did you gather that you didn't include? Why did you choose not to include it?
- ✓ How did your research question evolve as you moved through the research process?
- ✓ Did your research go in a different direction than you initially expected?
- ✓ What information did you need that you couldn't find or locate?
- ✓ How did you approach and synthesize the differing perspectives to reach a conclusion?

Extending Argumentation through Effective Questioning and Inquiry

- ✓ What additional questions emerged from your research? Why are these questions important?
- ✓ What are the implications of your findings for your community?
- ✓ How is your conclusion in conversation with the body of literature or other research sources you examined?
- ✓ How did you use the conclusions or questions of others to advance your own research?

Checkpoint 1: Task 2 Discussion Questions and Reflections

Use the charts below to take notes on the provided sources for Task 2.

SOURCE 1

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 2

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 3

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 4

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 5

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 6

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

SOURCE 7

Title of Source:

Author(s):

Type of Publication:

Publisher, Publication Information, Location, and Date:

Major Claim, Thesis, Argument:

Important Line of Reasoning, Evidence Provided in the Source:

Purpose, and Significance in Relation to Personal Research:

After you take notes on all sources individually, use the space below to note similarities or differences between two or more sources and generate 2–3 inquiry questions that may be starting points for your research.

Broadly Connecting Themes

Areas of Agreement or Disagreement

Lines of Reasoning/Inquiry that Flow Between 2 – 3 Sources

Inquiry Questions:

1

2

3

Checkpoint 2: Preliminary Research Question and Stimulus Argument Analyses

Use the blank Q-matrix to help formulate questions derived from the topics of interest generated in your mind map.

	Event What...	Situation Where... / When...	Alternatives Which...
Present ...is...			
Past ...did/was...			
Possibility ...can...			
Probability ...would...			
Prediction ...will...			
Imagination ...might...			
Responsibility ...should...			

	People Who...	Reasons Why...	Means How...
Present ...is...			
Past ...did/was...			
Possibility ...can...			
Probability ...would...			
Prediction ...will...			
Imagination ...might...			
Responsibility ...should...			

Use the Question Evaluation Chart below to evaluate your selected research question.

<p>Debate</p> <p>Does this question lead to genuine debate? Justify.</p>	<p>Focused</p> <p>Is it a simply stated, single-focused question? Justify.</p>
<p>Selected Research Question</p> 	
<p>Varying Perspectives</p> <p>Identify multiple lenses and the perspectives that emerge from this question.</p>	<p>Researchable</p> <p>Are there credible sources available on this topic? Find and supply some examples.</p>
<p>Does this question satisfy the scope of the assignment? What limitations in terms of time, space, variables, etc., must be placed on this question for the lenses to be viable?</p>	
<p>Does this question require judgment? What hypotheses can your team initially form on the question?</p> 	

Formal Assessment Part 1: Individual Written Argument

Before beginning your narrative draft of the Individual Written Argument, reflect on the following questions and incorporate them into an informal, organized outline. You can also use one of the Argument Templates found online to help with this process.



1. *What lens are you pursuing? What perspectives are you searching for in pursuit of that lens? Justify and consider the implications of those choices.*

2. *What specific paths are you pursuing? Why are you choosing to narrow in those ways rather than others? What do you project will be the usefulness of doing so?*

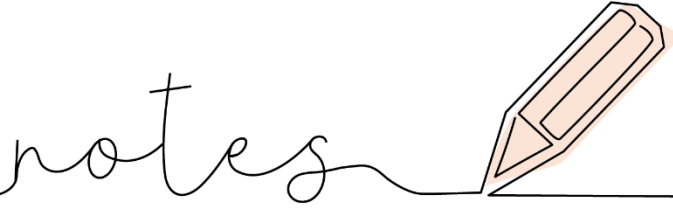
3. *What evidence did you gather that you didn't include? Why did you choose not to use it? What patterns, areas of overlap, or major claims are emerging from your research? What is generally recognized as valid by the professional community? What areas are currently under dispute? What are the major areas of disagreement?*

4. *What position is emerging in your research that could be made into an argument? What evidence do you have that best supports this? What might you still need to strengthen it?*

5. *Do you have any personal biases or hypotheses that could get in the way of due diligence in your research or in making your argument? What can you do to ensure that you have looked at all the relevant perspectives and information so that you can be confident in your argument?*

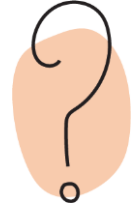
Formal Assessment Part 2: Individual Multimedia Presentation and Defense

Use the space below to take notes or sketch out a plan for your presentation. You can also use the space to write down feedback from your peers.



Oral Defense Preparation: Reflection

Use the space below to note your reflections on the oral defense questions provided by The College Board.



1. *How did some preliminary information you gathered inform your research?*

2. *What evidence did you gather that you didn't include? Why did you choose not to use it?*

3. *How did your research question evolve as you moved through the research process?*

4. *Did your research go in a different direction than you initially expected?*

5. *What information did you need that you couldn't find or locate?*

6. *How did you approach and synthesize the differing perspectives to reach a conclusion?*

Extending Argumentation Through Effective Questioning and Inquiry

1. *What additional questions emerged from your research? Why are these questions important?*

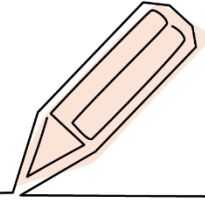
2. *What are the implications of your findings for your community?*

3. *How is your conclusion in conversation with the body of literature or other research sources you examined?*

4. *How did you use the conclusions or questions of others to enhance your research?*

Closing Notes AP Seminar

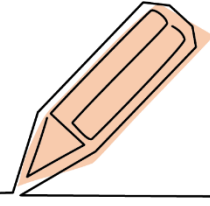
notes



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Starting Notes AP Research

notes



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