

AP Seminar Summer Assignment

Welcome to AP Seminar and what promises to be an exciting year for you, your peers, and ME! In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Before you build your own arguments though, you will explore real-world issues through other people's arguments.

On the following page, 6 TED Talks are listed that cover different topics and get increasingly complex as you work through them. In addition to the video, all the talks have a link to an Interactive Transcript and the more academic talks include links to Footnotes. Besides the 7 assigned TED Talks, you should find 1 more in which you are interested to watch and evaluate as explained below.

While you will be learning about each of these topics, you will also be evaluating the Talks using the attached AP Seminar Rubric for the Individual Media Presentation of the Individual Written Argument Performance Task. Your evaluation should include a score for each rubric row and support for that score including evidence taken directly from the Talk and your own explanation/justification of the score. Each rubric row score deserves a couple of sentences and some need more.

Following is an example of the type of response I'm expecting for each Talk.

Rubric Row 1: 4 – Context is slightly limited as the number of people affected is given but how they are affected is not. Additionally, the statement “this is an important issue for Americans today” is vague and overly generalized. No sense of why it is more important than other issues or why it is important to Americans or today.

***You won't write about “how it is connected to the stimulus material”** but I've included sample commentary anyway. - The connection to the stimulus materials is clear as Herman's advantages of technological workers are discussed as part of the introduction to the problem of unskilled/unprepared workers in the future.*

Rubric Row 2: 6 – The thesis presented in the introduction guides the presentation. Connection between claims and evidence are clear. The claims are labeled as “options.” Each option has at least one piece of evidence. The evidence is connected to the claim with an explanation that justifies the use of the evidence.

Rubric Row 3: 6 - Only one anecdote is used as evidence; otherwise the evidence is research-based. The credibility of sources is discussed including the “22 years of research in artificial intelligence” of one source and the credentials of another. Relevance is discussed when the speaker explains the age of one document and that it is being used to show a trend rather than as current data. Sources were mentioned throughout the presentation and charts had source information provided on the slides. Final slide included Works Cited and speaker thanked researcher that inspired the Talk.

Rubric Row 4: 6 - The third Option is presented as the most viable and the Talk reiterates why the other two would be less effective. The recap helps to justify the conclusion before the speaker addresses the argument against the third option, which is the cost.

Rubric Row 5: 6 - Oral and nonverbal signal shift to each new point, “Now option 1” and “Onto option 2” as the slides change to new information. Information on slides 4, 5, and 6 is

referenced directly because of the specificity of the data. The other slides are glanced at when they illustrate the talk. Political cartoon, graph, consistent slide format, chart from source and source is cited, use of quote to end the presentation and affirm speaker's position. Slides not crowded or busy. Fewer words to distract from speaker.

Rubric Row 6: 6 - The speaker occasionally glances at the screen for specific numbers but has a clear understanding of the topic. Explains graphs but doesn't rely on presentation. Emphatic gestures and consistent eye contact across the audience. Gestures include using fingers to count 3 main points and moving across stage with each point. Ends presentation in center front and slightly quieter for effect.

TED Talks

https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley#

Sir Ken Robinson outlines 3 principles crucial for the human mind to flourish — and how current education culture works against them. In a funny, stirring talk he tells us how to get out of the educational "Death Valley" we now face, and how to nurture our youngest generations with a climate of possibility.

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake?language=en

Why do we argue? To out-reason our opponents, prove them wrong, and, most of all, to win! ... Right? Philosopher Daniel H. Cohen shows how our most common form of argument — a war in which one person must win and the other must lose — misses out on the real benefits of engaging in active disagreement.

https://www.ted.com/talks/monica_lewinsky_the_price_of_shame

In her frank and honest Talk "The Price of Shame," Monica Lewinsky says, "Public shaming as a blood sport has to stop." In 1998, she says, "I was Patient Zero of losing a personal reputation on a global scale almost instantaneously." Today, the kind of online public shaming she went through has become constant — and can turn deadly. In a brave talk, she takes a hard look at our online culture of humiliation and asks for a different way.

https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you

In this funny, honest, empathetic talk, Yassmin Abdel-Magied challenges us to look beyond our initial perceptions, and to open doors to new ways of supporting others.

https://www.ted.com/talks/andreas_ekstrom_the_moral_bias_behind_your_search_results

Search engines have become our most trusted sources of information and arbiters of truth. But can we ever get an unbiased search result? Swedish author and journalist Andreas Ekström argues that such a thing is a philosophical impossibility. In this thoughtful talk, he calls on us to strengthen the bonds between technology and the humanities, and he reminds us that behind every algorithm is a set of personal beliefs that no code can ever completely eradicate.

Rubric with Scorer's Notes

Row/Proficiency	Performance Levels			MAX Points
	Low	Medium	High	
1 UNDERSTAND AND ANALYZE CONTEXT	The presentation identifies a problem or issue but places the research question in a very limited context and offers little or no explanation of how it is connected to the stimulus materials. 2 Pts	The presentation makes general statements about the context of the research question, including how it is connected to the stimulus materials. 4 Pts	The presentation clearly explains the relevance of the research question (situates the perspective within a larger context) AND how it is connected to the stimulus materials. 6 Pts	6
	Decision Rules & Scoring Notes			
	Is the relevance of the research question detailed and clear? Is there a clear connection to the stimulus materials?			
	NO <ul style="list-style-type: none"> Response offers almost nothing in the way of rationale for the question. Perfunctory, tenuous or non-existent connection to stimulus materials. 	YES, but <ul style="list-style-type: none"> Statements about context are general. There is some kind of description of context for the research question which may not be entirely convincing; it may be simplistic, or overgeneralized. OR <ul style="list-style-type: none"> Generally/broadly links to stimulus material 	YES, <ul style="list-style-type: none"> Relevance of the question is clear and explained within a specific context (you understand why it matters). AND <ul style="list-style-type: none"> Tightly links to stimulus material. 	

*For row 1 ignore the “stimulus” connection component when grading

2 ESTABLISH ARGUMENT	The presentation summarizes information instead of offering an argument. 2 Pts	The presentation connects evidence and claims. The argument is mostly clear and organized, but at times the reasoning may be faulty OR the reasoning may be logical but not well organized. 4 Pts	The presentation is logically organized, well-reasoned, and complex. It persuasively connects the evidence to claims to clearly and convincingly establish an argument. 6 Pts	6
	Decision Rules & Scoring Notes			
	Is there an argument? Is the argument coherent and complex?			
	NO, <ul style="list-style-type: none"> Predominantly summarizes information instead of offering an argument (evidence is not connected to claims). YES, but <ul style="list-style-type: none"> The argument is very weak (mostly unsubstantiated claims). It is hard to see what the argument is because it's not really a debatable issue. 	YES, but <ul style="list-style-type: none"> Discernable argument but may be unclear in places, contain faulty reasoning or contain a lot of extraneous detail. Links between claims and evidence lack explanation. May be oversimplified in places (lacks complexity) or detail needed to make the argument may be missing. 	YES, <ul style="list-style-type: none"> Convincing argument that is logically organized and fully explains how evidence supports the claims. Detail is sufficient to make the argument and address the complexity of the issue. 	

3 SELECT AND USE EVIDENCE	The presentation incorporates evidence from a minimal range of perspectives OR information is provided but not used as evidence to support the argument. 2 Pts	The presentation incorporates evidence from various perspectives to develop and support the argument. 4 Pts	The presentation incorporates and synthesizes relevant evidence from various perspectives to develop and support the argument. 6 Pts	6
	Decision Rules & Scoring Notes			
	Is relevant evidence brought together and integrated? (Are the pieces of evidence in conversation with one another?) Are different perspectives represented?			
	NO, <ul style="list-style-type: none"> Evidence is not used to support the argument (it is not relevant or credible, or is just summarized). Multiple examples/pieces of evidence from one single perspective. IF NO EVIDENCE IS INCLUDED AT ALL, SCORES ZERO	YES, but <ul style="list-style-type: none"> Evidence is presented, but it is not consistently relevant (or credible). Connections between pieces of evidence are not clearly articulated; various perspectives are incorporated but are not connected or linked. 	YES, <ul style="list-style-type: none"> Draws relevant (and credible) evidence together from different perspectives (puts them in conversation with each other) to develop and support the argument. 	

4 ESTABLISH ARGUMENT	The presentation offers information without offering specific resolutions, conclusions, and/or solutions OR they are unsubstantiated or oversimplified.	The presentation offers specific resolutions, conclusions, and/or solutions that at least partially address the research question.	The presentation offers detailed, plausible resolutions, conclusions and/or solutions, and considers the limitations and implications of any suggested solutions.	6
	2 Pts	4 Pts	6 Pts	
	Decision Rules & Scoring Notes			
Does the presentation have a realistic resolution, conclusion, or a solution?				
NO, OR YES, but	<ul style="list-style-type: none"> No resolution, conclusion or solution It is oversimplified or unsubstantiated (or contrived solution to a non-existent problem.). 	YES, but <ul style="list-style-type: none"> Specific resolution(s), conclusion(s) or solution(s) offered but lack detail to demonstrate plausibility or are not entirely realistic. Partially address research question. 	YES <ul style="list-style-type: none"> Resolution(s), conclusion(s) or solution(s) are realistic and consider limitations and implications. Fully aligns with research question 	

5 ENGAGE AUDIENCE (DESIGN)	The presentation's design does little to effectively convey the information. There is little evidence of purposeful selection or emphasis of information to suit audience, situation, medium, or purpose (e.g. too much of the essay is included on slides, too much for given time limit).	The presentation's design aligns with the information and selects and emphasizes key information.	The presentation's design aligns well with and effectively contextualizes the information. The presentation, including its selection and emphasis of information, is designed for audience, situation, medium, and/or purpose.	6
	2 Pts	4 Pts	6 Pts	
	Decision Rules & Scoring Notes			
Does the presentation incorporate media and design elements?				
NO,	<ul style="list-style-type: none"> Almost none of the visuals do work to guide the audience through the argument (e.g. most headings are topical rather than signposting argument). Unreadable or full of errors Many slides serve no argumentative purpose (are random, misaligned to speaking, or irrelevant). Many visuals contain distracting pointless elements, confusing formatting, or disconnected elements. Just a list of keywords (no selection or use of design elements). The slides may be predominantly speaker notes rather than audience aids. 	YES, but <ul style="list-style-type: none"> Visuals guide the audience through the argument but may be at times illogical, confusing or otherwise ineffective (headings signal an argument but visuals do little more than outline). Several visuals may display information overload or a poor selection of supporting words and images (decorative but not argumentatively purposeful, or unreadable in the time frame they are shown). Visuals may contain some noticeable, significant errors. Visual and design cohesion may be inconsistent across the presentation (e.g., hierarchy of information, cohesion of imagery, metaphor, parallel structure). 	YES, <ul style="list-style-type: none"> Overall visuals serve a clear purpose in organizing or advancing the argument (such as signposting, emphasis). Throughout, well-chosen words and images highlight key points or information. The visuals contain little clutter or visual "noise"; they enhance rather than compete with the speaker's message, there are no extraneous images or "data dumps". Cohesion is created through consistency of design across the presentation. Evidence of effective use of design elements like charts and pictures (they add value), selection and emphasis of information help the audience understand the argument. 	

6 ENGAGE AUDIENCE (PERFORMANCE)	The selection and execution of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) severely limit the presentation's impact.	The selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) OR execution of those techniques, supports communication of the argument.	A careful selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), coupled with a dynamic execution of those techniques, strongly supports the communication of the argument.	6
	2 Pts	4 Pts	6 Pts	
	Decision Rules & Scoring Notes			
Does the presenter recognize they are giving a presentation to human beings? Does the presenter use strategies to connect with those human beings?				
NO, Monotone, read without expression; frequent stumbles; losing place; frequent "um" "ah" or "like"; inappropriate ad-libbing. Most of the time looking down, at notecards, or at slides. No gestures for emphasis; fidgeting; defensive posture.	YES, but Voice has some variety, basic delivery of information, not much to add interest; could be memorized so feels like recitation; few stumbles. Makes eye contact some of the time; sometimes lapses into reading slides or looking at notecards. Generally open posture, a bit stiff at times; gestures used but not always effectively.	YES, Voice is varied to provide emphasis and interest; conveys own interest in the topic, lively, engaging. Makes eye contact throughout – like talking to an actual person. Open, relaxed posture; uses gestures for emphasis, refers to visuals.		