

Preparation: Module 4 Discussion Questions and Reflections

Purpose

AP Seminar introduces students to academic and professional literature that is complex, argumentative, and methodological. Some texts may stretch students beyond the typical reading of their other courses' literary and textbook materials. As a result, students will need to develop strategies for expository reading while developing practice in generating inquiries. Technical Reading Questions and Reflections assignments ask students to record and further develop questions for discussion as they emerge in their active readings of the texts. Once they generate questions, students will reflect and respond to them. These reflections can be informal but should explore the depths of the reading; the difficulties emerging as they lead to the student's question(s); and make note of the complexities, relevant interpretations, and implications. These questions and reflections may be used as preparation for discussions of the texts in a class setting, and also serve as good practice for developing curiosity that leads to good research questions for later tasks.

In the Classroom: Set-up

Teachers may choose to apply the assignment in this module as in Modules 2 and 3 or use the following suggestion for Module 4.

What To Do

Unlike previous modules which discussed sources fully in isolation, Module 4 focuses on synthesizing conversation across sources. To prepare for full-class discussion and brainstorming of the broad themes of the provided materials, students will take notes individually for each source. Once they have separately engaged all texts, they will look for broadly connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more sources and provide commentary for such in their notes. Students can reference these notes in the full-class discussion that follows this exercise.

At the end of the class discussion, students will then follow standard protocol by crafting 2-3 discussion questions concerning the synthesis of materials as discussed in class. Questions should not simply concern factual curiosities arising from engaging with or discussing the materials, nor should they be answerable by a simple internet search. Instead, student-generated questions will demonstrate careful consideration of the materials which serve as a jumping-off point in facilitating other inquiry-based approaches, concepts, studies, or real-world applications. Students will then give thoughtful reflections on their discussion questions, acknowledging their concerns, opinions, and biases (a process necessary for good research,

which will be utilized in formal activities in later modules). Questions generated from a lack of understanding should justify the lack, explore the reason for the deficiency, and make educated assumptions about what might fill that deficiency.