

Preparation: Module 6 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 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 6.

What To Do

Like Modules 4 and 5, Module 6 focuses on synthesizing conversation across sources. Students will take notes individually for each source to prepare for full-class discussion and brainstorming of the broad themes of the provided materials. 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. At the end of their notes, students will have 2-3 inquiry questions that could be starting points for group research discussion. Each created question needs a short reflection, noting which sources were the inspiration for the question and why and what the relevance of the question might be (considering the intended audience, what's at stake in the answer, etc.). Students reference these notes in full-class discussions that follow this exercise.