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Curricular Requirements

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| CR 1 | Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes. |
| CR2a | The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process. |
| CR2b | Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore. |
| CR2c | Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze. |
| CR2d | Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives. |
| CR2e | Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas. |
| CR2f | Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. |
| CR2g | Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. |
| CR2h | Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. |
| CR3 | Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading |

foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

CR4a

Students develop an understanding of ethical research practices.

CR4b

Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

CR5

Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

CR6

Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

AP Seminar Course Syllabus

Class Format

This course will require individual and group work that involves writing and/or discussion. The inquiry process is integral to this class and requires participation. In this course, students are expected not only to be an active participant, but also an active listener. A student's attendance and ability to work well with peers on assignments is imperative for the team's success as well as a student's individual success in this class.

Written work: Writing is a process, and everyone has different strengths and abilities as a writer. Everyone will start and end in different places. We will work together to strengthen writing skills, and we will also work together as a class and help each other through peer editing processes. We will view sample essays from the College Board which will serve as models for students' writing.

Formal essays should always be typed, double spaced, in Times New Roman or Arial font (size 12), titled, and with no more than 1-inch margins. On all submitted assignments, papers should be headed with student name, date, period, and the name of the assignment, using proper MLA format. If a student does not have access to a computer, the public libraries have computers as well as the school computer lab. It is the student's responsibility to come to class with the paper already printed. Students should work in Google Drive (via Google Classroom) so that teachers are able to easily access their work.

Instructional Resources

To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources will be incorporated. Instruction and readings will come from the following texts:

- Gladwell, Malcolm. *Outliers: The Story Of Success*. New York : Back Bay Books, 2011. Print.
- Lunsford, Andrea A, and John J. Ruszkiewicz. *Everything's an Argument*. Boston: Bedford/St. Martin's, 2016. Print.

Additionally, the inquiry-based nature of the Seminar course requires activities and assessments from a variety of resources (library/internet research, audio/video equipment, etc.). Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews).

We will regularly use district-issued Chromebooks in conjunction with G Suite for Education (Google Docs, Slides, Classroom, etc.). Students will be given a join code for Google Classroom and expected to use the platform for purposes of collaboration and submission of assignments.

Students will be expected to use technology to access and manage information from online databases (e.g., Google Scholar, Opposing Viewpoints, EBSCO) that grant access to secondary and primary sources.

Weekly Reflection Journals

On Fridays, students will complete a weekly reflection log, in which they formally address the process, quality of work and collaboration that took place in class that week. Sample prompts include:

- In what areas did you improve this week?
- What are some ways that your group can improve its workflow?
- Which area of Q.U.E.S.T. do you feel the most comfortable with? In what area can you show more growth?
- Which task was most challenging for you this week? Create a plan to improve on the next assignment.
- Have you attempted to find sources that oppose your own viewpoints? Why or why not? How can you make it a point to do more of this?
- Were you pleased with the quality of your work this week? Why or why not?
- What is one element of your work from this week that you're proud of?
- For student grading of sample EOC Part A and B - In which areas of the rubric were you strong? Where is there room for improvement? Be specific, using language from the rubric.

Participation

Evaluation will be based on how your participation (comments, ideas, and questions) helps to enhance and/or advance our overall collective understanding through critical discussion and listening. The following criteria will be used to assign the participation component of your overall grade.

A - Highly Effective Participant - Near-perfect attendance; insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.

B - Consistent Participant - Good attendance; thoughtful questions and comments; clearly does the reading.

C - Occasional Participant - Regular attendance; sporadic involvement in discussions, often based on personal opinion rather than analysis of class material.

D - Observer - Regular attendance; does not get involved in class discussions.

E - F - Occasional Observer - Sporadic attendance; no participation in class

Daily Work

Grades will be based on points earned on in-class writings, homework assignments, and reflections, etc.

Preparation

Completion of homework and readings is essential. Students are expected to come prepared with assigned reading and writing assignments. This is necessary for their success as well as the success of their peers with whom they'll be working in a collaborative environment.

Organization

You will be responsible for collecting handouts, taking notes, and keeping all these materials organized. ***A binder is strongly recommended.***

Respect

Respect the opinions and input of your classmates, their goals, and the goals of the teacher. Respect yourself by taking ownership of the things you produce, the knowledge you acquire, and the skills you learn.

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

[CR4b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

Extra Help**

Your instructors are available for help whenever you request it. In addition to getting help during class time, you may set up an appointment during one of our free periods, before or after school. Please see us to schedule this time.

***During the completion of PT 1 and PT 2, teachers are limited in the amount of help that they are able to provide to students. We are only able to give whole-class feedback and mini-lessons. We may not give any direct help to any group regarding specific elements of their project (research questions, methods, etc.). We will provide opportunities for student review of exemplary work, reflection and peer revision.*

Final Exam

The final exam(s) will mimic the AP Seminar End-of-Course Exam format. The final exam will only be required if a student chooses to not take the End of Course Exam in May.

Evaluation and Grading

The following are components of students' **AP score**, which is released online in July. While some components are scored internally by the teachers of the course, others are scored externally by AP readers.

Performance Tasks (55% of overall grade)

- **Performance Task #1: Team Project and Presentation (20%)**

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

Task Overview:

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

Scoring:

- Individual Research Report (1,200 words): externally scored
- Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions): Internally scored

- **Performance Task #2: Individual Research-Based Essay and Presentation (35%)**

[CR6] — Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Task Overview:

The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources.

Scoring:

- Individual Written Argument (1,200 words): Internally scored, externally validated
- Individual Multimedia Presentation (6–8 minutes): Internally scored
- Oral Defense (two questions from the teacher): Internally scored

End of Course Exam - 2 Hours (45%)

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short-answer questions and one essay question. Scoring:

- Three Short-Answer Questions (analysis of argument in a single source or document): Externally scored 6
- One Essay Question (synthesizing and creating an evidence-based argument): Externally scored

Other Assessments

The following are examples of other assessments that will be used throughout the year. Skill-based assessments may be formative or summative nature, and include, but are not limited to:

- Inquiry-based assessments
- Impromptu and prepared oral presentations
- In-class timed writings: analysis, argument, synthesis
- Reflections
- Team projects: Team building, cooperative learning, group presentations
- Writing activities and assignments
- AP preparation: Skill-based activities, practice essays
- Online portfolios

Grading Scale

A: 90 and above

B: 80 – 89

C: 70 – 79

D: 60 – 69

E: 40-59

F: 39 or below

Marking Period 1: Introducing QUEST and “Entering the Conversation”

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

[CR-3] Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities	Materials	Applicable Enduring Understanding and Learning Objectives
<p>Unit I: Viewing A Current Issue through Multiple Lenses</p> <ul style="list-style-type: none"> • Introduction to Multiple Perspectives • Fishbowl Debate Preparation - current event based research question, “lens” concept map, mini lesson on finding sources via databases and credible websites, students will be assigned the position of a stakeholder and will find an article which reflects their assigned perspective • Article analysis - Students will complete EOC Part A (find the argument, claims and evidence) for their article • Fishbowl Debate - students will engage in a debate, representing their stakeholder lens, regarding the research question. They will take turns in the inner circle. Students in the outer circle will contribute via a backchannel. • Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above). 	<p>Lesson 13: AP Seminar Workshop Handbook “High Marks for Standardized Tests”/”Here’s Why We Don’t Need Standardized Tests”; <i>Workshop Handbook</i> p. 77</p> <p>Databases/Chromebooks</p> <p>EOC Part A (ACE) Graphic Organizer</p> <p>Debate Rubric</p>	<p>EK 1.1 A.1 EK 1.1B1 EK 1.1B2, EK 1.2A1 EK 1.2A2 EK 1.2A3 EK 1.4A1 EK 2.1A1 EK 2.1A2 EK 2.1A3 EK 2.1A4 EK 2.1B3 EK 2.2A2 EK 2.2B4 EK 2.2C1 EK 2.3A1 EK 3.1A2 EK 4.1A2 EK 4.1A3 EK 4.1A4 EK 4.2A1 EK 4.2A2 EK 4.2C2 EK 5.1A1 EK 5.1B1 EK 5.1B3 EK 5.1B4</p>

<p>Unit II: Media Literacy & Evaluating Arguments</p> <ul style="list-style-type: none"> Students will read Plato's "Allegory of the Cave" and deconstruct its meaning as it related to modern day society. This will lead to a discussion of the media, politics, etc. EOC Part A - "Snoozers are, In Fact, Losers" (2015 Released Exam) Can you tell fact from opinion? (PEW) Mini lesson - identifying "fake news" and assessing the validity of sources, common fallacies, spurious correlations Assessing Credibility & Evaluating Arguments of sources - students will read two articles, complete ACE (EOC Part A practice), and determine credibility Students will contrast the arguments in "Global Warming" article with a speech given by Barack Obama in 2017, after leaving office, in which he discusses climate change and food insecurity. This will be a segue into the content of the next unit of study. CRAAP/RAVEN - students will select an article of interest and complete and evaluate using these templates 	<p>Plato's "Allegory of the Cave" (article to accompany from the Washington Post - "Plato predicted 'Pizzagate' (or rather, fake news more generally)")</p> <p>ACE Graphic organizer 2015 Released Exam</p> <p>PEW Quiz - http://www.pewresearch.org/quiz/new-s-statements-quiz/</p> <p>Media Bias Chart http://www.tylervigen.com/spurious-correlations</p> <p>TED - How to Spot a Misleading Graph</p> <p>"The Pseudoscience of Single-Sex Education" (<i>Science</i>)</p> <p>Speech - "Barack Obama on food and climate change: 'We can still act and it won't be too late'" (Seeds & Chips Global Food Innovation Summit)</p> <p>"Global Warming Scientists Scrap Real Science, Bow Before President Obama Instead" (<i>Forbes</i>)</p> <p>ACE Graphic Organizer Databases CRAAP/RAVEN handouts</p>	<p>EK 5.3A1 EK 5.3B1</p> <p>EK 2.1A1 EK 2.1A2 EK 2.1A3 EK 2.1A4 EK 2.1B1 EK 2.1B2 EK 2.1B3 EK 2.2A2 EK 2.2A3 EK 2.2B1 EK 2.2B2 EK 2.2B3 EK 2.2B4 EK 2.2B5 EK 2.2C1 EK 2.3A1 EK 2.3B1 EK 3.1A1 EK 3.1A2 EK 3.2A2</p> <p>EK 4.1A1 EK 4.1A2 EK 4.1A4 EK 4.1A5 EK 4.1A7 EK 4.1A8 EK 4.2A1 EK 4.2A2 EK 4.2A3 EK 4.2A4 EK 4.2B1</p>
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<ul style="list-style-type: none"> Formal Assessment - Mock EOC A - students will evaluate both sources for credibility and complete an EOC A for the credible source Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above). 		EK 4.3A1 EK 4.3A2 EK 4.3A3 EK 4.3A4 EK 4.3A5 EK 4.4A1 EK 4.5A1
<p>Unit III: Synthesis & Writing</p> <ul style="list-style-type: none"> Art Analysis - students will view a piece of artwork and evaluate it in an attempt to extract the author's commentary EOC Part B Practice - Students will complete Practice EOC Part B - close reading, writing, editing <ul style="list-style-type: none"> Formal Assessment - Mock EOC B Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above). 	<p>“Loving It” by Lora Zombie (2009)</p> <p>2017 Released Exam - EOC Part B Source A - “Are Food Deserts to Blame for America’s Poor Eating Habits?” Source B - “The Green Revolution, Peace, and Humanity” Source C - “Fast Food Nation: The Dark Side of the All-American Meal” Source D - “Fast Food Still Major Part of U.S. Diet”</p> <p>“Millennials and History” Mock Exam</p> <p>Source A - “Trump’s Weimar America,” by Roger Cohen, The New York Times, Dec. 14, 2016 Source B - “Why Are Millennials Wary of Freedom?” By Clay Routledge, The New York Times, Oct. 14, 2017 Source C - “The History Teacher,” by Billy Collins Source D - “How Millennials today compare with their grandparents 50 years ago,” by Richard Fry, Ruth Igielnik, and Eileen Patten, The Pew Research Center, March 16, 2018</p>	EK 5.1A1 EK 5.1A2 EK 5.1A3 EK 5.1A4 EK 5.1B1 EK 5.1B2 EK 5.1B3 EK 5.1B4 EK 5.1C1 EK 5.2A1 EK 5.2B1 EK 5.2B2 EK 5.2B3 EK 5.2B4 EK 5.3A1 EK 5.3B1 EK 5.3B2

<p>Unit IV: Introduction to Team, Transform, Transmit</p> <ul style="list-style-type: none"> • Writing Research Questions Activity • Introduction to the IRR and TMP - Students will complete a mini IRR and TMP related to school issues (Candy Fundraising, Recycling, Elimination of Turkey Bowl, Block Scheduling, Class Rank) • Mini-lessons - MLA formatting and citations; Presentation Skills • Presentation of mini IRR & TMP - students will asynchronously videotape themselves while presenting; class will provide feedback using rubrics • Self Assessment of mini IRR and TMP using College Board Rubrics, viewing of exemplary student samples from College Board • Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above). 	<p>Lesson 7, Handbook p. 43-44 IRR/TMP Rubrics Databases for Research</p> <p>Purdue OWL</p> <p>IRR/TMP Rubrics Sample Student Work (high, medium, low)</p>	
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Marking Period 2: Team, Transform & Transmit - Completion of Performance Task 1

[CR-3] Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

[CR-6] Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

Completion of Performance Task 1 (Weeks 11 - 19)

Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above).

Midterm Examination - Students will take a mock End of Course Examination

Marking Period 3: Exploring Themes & Perspectives - Completion of Performance Task 2

[CR-6] Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above).

Teaching of Stimulus Material (Weeks 22 - 23)

Completion of Performance Task 2 (Weeks 24 - 29)

Marking Period 4: Beyond QUEST - Preparing for AP Research

[CR-1] Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Presentation of Performance Task 2

Reflection Journal - students will write in their reflection journals on a weekly basis (please see sample prompts above).

Preparation for EOC (Weeks 30 - 31)

Preparation for AP Research