**AP Seminar Course Description**

**Fall 2018-Spring 2019**

**Course Description:**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. It is an interdisciplinary course designed to promote critical thinking, argumentation and collaborative skills that are needed to be successful in the professional world. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students will learn to explore the historical, social, political and philosophical conditions and assumptions that inform a variety of perspectives. Students will also practice critical inquiry through open-ended discussion as well as by engaging their curiosity and creativity.

NOTE: Due to the hour requirements set by College Board and our schedule, this course will require work time during holidays. We will make every effort to work with you as we know your family time is important. Bottom line: BE GOOD STEWARDS OF YOUR TIME. DO NOT PROCRASTINATE. BE AWARE OF YOUR DEADLINES!

**Class Materials and Resources:**

-binder (2 inch)

-dividers

-loose leaf paper

-highlighters

-pens and pencils

-3x5 index cards

-sticky notes

-School provided Chromebook, with Internet access and access to Google Education platforms

**Goals**:

* Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion
* Extend students’ abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations
* Empower students to collect and analyze information with accuracy and precision
* Cultivate students’ abilities to craft, communicate, and defend evidence-based arguments
* Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity

**Plagiarism Policy:**

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 Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report 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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.”

**Assessment Overview and Grading:**

All class activities will be designed to guide students toward successful completion of the AP Assessments. Assessment tools will include but may not necessarily be limited to:

* Class participation in small group and whole class discussion, Socratic Seminars, and online discussions
* In class argumentative and synthesis essays
* Process-based research papers
* Mock performance Tasks: research, written and presentation components
* Formal and informal debates
* Annotated bibliographies
* Research plans of action, journals, outlines and reflections
* Analysis of various materials including, but not limited to Art, Political Cartoons, Speeches, Music, Theatrical Performance, Poetry and Essays

Students receive College Board credit with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar. Students must receive a 3 or better to receive credit.

· Performance Task 1 – 20%

 1200 word essay - College Board Scored

 Team Multimedia Presentation 8-10 minutes - Teacher Scored

 Oral defense - minimum 1 question per teammate

· Performance Task 2 – 35%

 2000 Word Essay - College Board Scored

 Individual Multimedia Presentation 6-8 minutes - Teacher Scored

 Oral defense - 2 questions

· End-of-Course Exam (2 hours) – 45% College Board Scored

**Late Work:**Work that is not turned in on time due to an unexcused absence or failure to attempt, applies to both informal and formal assessments:

* Students will receive a maximum 80% grade for work showing a concerted effort, if turned in one day late.
* Students will receive a maximum 70% grade for work showing a concerted effort if turned in two days late.
* After three or more days, late work showing concerted effort will receive a grade of 50% if turned in one week prior to the published exam schedule for each quarter.

 **Concerted Effort:**Student work will reflect thoughtful effort towards classwork, homework, and/or assessments. Variations in assignments or individual student needs should be considered in determining the definition of thoughtful effort.  It may include but is not limited to the following:  attending tutoring, notifying the teacher with questions, or arriving to class early for assistance. PLCs must discuss the idea of thoughtful effort as it applies to all students and circumstances.

**Make-Up Work:** A student who fails to turn in an assignment due to an absence, whether excused or unexcused, must be allowed to make up the work. The student must initiate contact with the teacher within **five school days** upon return to school to make arrangements for completing the work. After this time period, the opportunity will no longer be available. These arrangements should include a schedule for completion of the work that is appropriate, mindful of the assignment and length of absence.

**Disclaimer:**

From the AP Seminar Course and Exam Description:

“As the AP Program engages students in college‐level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board of the content, ideas or values expressed in the material.”

**Curricular Requirements (CR):**

**CR 1:** Students explore the 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 2a:** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

o **CR 2b** Question and Explore

o **CR 2c** Understand and Analyze

o **CR 2d** Evaluate Multiple Perspectives

o **CR 2e** Synthesize Ideas

o **CR 2f 2g and 2h** Team, Transform, and Transmit

**CR 3:** Students gain a rich appreciation and understanding of issues through the following activities:

o reading articles and research studies;

o reading foundational, literary, and philosophical texts;

o viewing and listening to speeches, broadcasts, and/or personal accounts;

o and experiencing artistic works and performances.

**CR 4:** Students develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

**CR 5:** 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.

**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.

**Big Ideas:**

The class will focus on the five “big ideas” developed by College Board, with all learning objectives and essential knowledge to derive from these big ideas:

**“QUEST”**

Big Idea 1: Question and Explore

Big Idea 2: Understand and Analyze

Big Idea 3: Evaluate Multiple Perspectives

Big Idea 4: Synthesize Ideas

Big Idea 5: Team, Transform, and Transmit

**Performance Assessments**

During the AP Seminar course, students complete the following AP Capstone Performance Based Assessments: two through‐course performance assessment tasks and a written exam, while adhering to AP College Board policies to ensure the validation of their scores.

 — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real‐world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation. [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.

The following assessments are summative and are used to calculate a final AP Score (using the 1‐5 scale) for AP Seminar.

**Timeline of Completion for Assessments and Performance Tasks:**

Mock Unit: Week 13

**Performance Task 1:** Week 14-22 Team Project and Presentation

 — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real‐world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.

**Task Overview**: Students work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real‐world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches, and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.

Scoring:

• Individual Research and Reflection (approximately 1200 words): Internally Scored, Externally Validated

• Team Multimedia Presentation (8‐10 minutes) with follow‐up questions: Internally Scored Weight: 20% of Score

**Performance Task 2:** Week 23-33 Individual Research‐Based Essay and Presentation [CR6] [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:

• Research–based Argumentative Essay (approximately 2000 words): Internally Scored, Externally Validated

• Individual Multimedia Presentation (6‐8 minutes): Internally Scored

• Oral Defense of Presentation (two questions from the teacher): Internally Scored

Weight: 35% of Score

EOC: May 7 Externally Scored, Weight: 45%

I have read and understand the scope of responsibilities required in AP Seminar. I realize any form of plagiarism will result in a zero for me or my entire team. I understand the late-work policy and that any work done within a group setting will affect the grade for the entire group. In signing this I agree to the terms and conditions expected of me during this course.

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