

AP Seminar Course Syllabus

Course Philosophy and Overview

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. 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 research-based 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.

Through this inquiry-based, interdisciplinary course, students will develop skills that allow them to effectively question, explore, understand, analyze, examine, synthesize, team, transmit, and transform. The concept of imprisonment will function as the initial theme through which we will practice and develop the aforementioned skills. In order to understand how to holistically examine a particular issue or problem, we will evaluate the issues through a myriad of perspectives and lenses. Teacher provided resources, as well as student research, will function as the means through which we explore both the topic and perspectives. The resources we examine should be from multiple primary and secondary sources (e.g., articles, speeches, art, opinion pieces, etc.). Looking at said perspectives, students will realize how to uncover the complexity of answering research questions.

Course Objectives

According to the College Board AP Seminar Workshop Handbook, “The AP Capstone program aims to empower students by:

- ★ Engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- ★ Extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- ★ Enabling them to collect and analyze information with accuracy and precision;
- ★ Cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- ★ Providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.”

Big Ideas: Q.U.E.S.T. [CR2a]

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

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

“Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

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]

Published Materials*

To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included, as the instructor(s) deems appropriate.

Enrichment supplements include material from the following:

Graff, Gerald, Cathy Birkenstein, and Russel K. Durst. *"they Say/i Say": The Moves That Matter in Academic Writing : with Readings*. New York: W.W. Norton & Co, 2009. Print.

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. Boston, MA : Bedford/St. Martin's, 2013.

Muller, Gilbert H. *The McGraw-Hill Reader: Issues Across the Disciplines*. Boston: McGraw-Hill, 2014. Print.

Palmquist, Mike. *The Bedford Researcher*. 5th edition. Boston, MA : Bedford/St. Martin's, 2015.

Shea, Renee H. *Advanced Language & Literature: For Honors and Pre-ap English Courses*. New York, NY : Bedford/St Martin's, 2016.

* This inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., 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.)

* Students will be expected to use technology to access and manage information from online databases (e.g., SIRS, GALE) that grant access to secondary and primary sources.

AP Seminar Curriculum Content Map**Unit 1 : QUEST : 4 Weeks****Theme : Education [CR1]****Learning Objectives:** LO 1.1A, LO 1.2A, LO 1.4A, LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2B, LO 3.1A, LO 4.1A, LO 5.1A**Skills:**

Evaluating the strengths and weaknesses of an argument.
 Evaluating credibility of arguments.
 Understanding arguments
 Identifying elements of an argument
 Realizing issues are complex
 Recognize multiple perspectives
 Stating a perspective/making a claim/develop a thesis
 Building a basic argument
 Reflection

Essential Questions:

How does the context of a problem or issue affect how it is interpreted or presented?
 What strategies will help me comprehend a text?
 What is the argument's main idea and what reasoning does the author use to develop it?
 Why might the author view the issue this way?
 What biases may the author have that influence his or her perspective?

Resources: [CR3]**Articles or Research Studies**

"10 Challenges Facing Public Education Today" *NEA Today*. 2018. Retrieved from neatoday.org.
 Abramson, Larry. Can Social Networking Keep Students In School? *Morning Edition*. 9, Feb 2011. Retrieved from NPR.org
 Figeroa, Ariana. "Teach Students To Use Social Media (The Right Way) And The Possibilities Are Endless." 26 January 2018. Retrieved from NPR.org
 Gandy, Latasha. "Don't Believe The Hype: Standardized Tests Are Good For Children, Families And Schools." *Education Post*. 2016.
 "How Standardized Tests Shape—and Limit—Student Learning" *A Policy Research Brief produced by the National Council of Teachers of English. NCTE*. 2019. Retrieved from NCTE.org.
 Tritch, Teresa. "The Ball And Chain Of Student Debt." *Taking Note*. 19 Feb. 2018.. Retrieved from nytimes.org
 Vedantam, Shankar. "Researchers Study Effects Of Social Media On Young Minds" *Morning Edition*. 9 Aug 2016. Retrieved from NPR.org.
 Wade, Lori. "How Social Media Is Reshaping Today's Education System - Center For Social Impact Communication." Center for Social Impact Communication. Retrieved from Georgetown University.
 Kelly Gallagher's Article of the Week

Speeches, broadcasts, artistic mediums, or personal accounts

- TedTalks
- News Debates
- Political Debates
- Art Collections

Activities/Assessments:

QUEST Jigsaw:

Students will collaborate in groups to explore the recursive QUEST process. They will present their findings and a visual representation to the class. [CR2a]

RAVEN:

After a full class reading and analysis of “The Pseudoscience of Single-Sex Schooling,” students will use RAVEN to evaluate and annotate the source. They will also research their own sources to RAVEN and analyze effective lines of reasoning.

Marking the Text:

Students select text by highlighting, underlining, and/or annotating for specific components, such as main idea, assumptions, evidence, etc. This is used to support critical reading skills and enhance comprehension. [CR2c]

Debate:

Using the gathered resources regarding single sex education, students will create effective arguments, counter arguments, and rebuttals to debate. [CR2e]

Reflection:

Students will reflect on their own lines of reasoning and group argumentation in order to grow individually and as a group. [CR2g]

Unit 2: Performance Task 1 Practice : 7 Weeks**Theme : Education // Social Media // Technology [CR1]****Learning Objectives:** LO 1.1B, LO 1.5A, LO 2.2C, LO 2.3B, LO 3.1A, LO 3.2A, LO 4.1A, LO 4.5A, LO 4.2B, LO 5.1A, LO 5.2A, LO 5.2B, LO 5.3A**Skills:**

Examining and evaluating alternatives to solve problems.
 Comparing perspectives.
 Acknowledging alternative perspectives.
 Constructing and supporting an argument (line of reasoning).
 Developing a strong line of reasoning.
 Qualifying an argument.
 Proposing solutions.
 Understanding real-world impact of proposed solutions.
 Collaboration and cooperation.
 Reflection

Essential Questions:

What questions have others failed to ask?
 How do I know whether something is true?
 Does this argument acknowledge other perspectives?
 What are the implications of these arguments?
 How does this conclusion impact me and my community? Or my research?
 What line of reasoning and evidence would best support my argument? Is my reasoning logical?
 What contributions can I offer to a team?

Resources: [CR3]**Articles or Research Studies**

- Kelly Gallagher's Article of the Week
- NewsELA
- NPR
- Student Researched Texts

Foundational, literary, or philosophical texts:

Graff, Gerald, Cathy Birkenstein, and Russel K. Durst. *"they Say/i Say": The Moves That Matter in Academic Writing : with Readings*. New York: W.W. Norton & Co, 2009. Print.

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. Boston, MA : Bedford/St. Martin's, 2013.

Muller, Gilbert H. *The Mcgraw-Hill Reader: Issues Across the Disciplines*. Boston: McGraw-Hill, 2014. Print.

Palmquist, Mike. *The Bedford Researcher*. 5th edition. Boston, MA : Bedford/St. Martin's, 2015.

Shea, Renee H. *Advanced Language & Literature: For Honors and Pre-ap English Courses*. New York, NY : Bedford/St Martin's, 2016.

Artistic works or performances:

Multiple images from Smarthistory.org
 Images of schools around the world

Activities/Assessments:

Report vs. Argument:

Students will begin to differentiate between reporting and arguing. Drawing from the identity theme from Unit 1, students will write a paragraph on who they are from a reporting lens. Then, they will create a brief argument to present to the class about why they would make a good group member.

Question Formulation Technique:

The teacher will provide a stimulus image for which students openly brainstorm questions; students then categorize the questions as either open-ended or closed-ended, work on improving them, prioritize them, use them, and reflect on their use. [CR2b]

Collective Determination of Group Norms:

Students discuss in small groups what they think should be the group norms. They then engage in an all-class discussion on the various rules proposed and come to a consensus as to the final set of rules to be implemented for all groups. [CR2f]

Picture Perspectives:

Students will investigate perspectives through photos of various venues. They will also participate in webbing activities that will help them identify various lenses and perspectives on issues. From the word webbing, students will begin generating and testing research questions. [CR2d]

Socratic Seminars:

Students will engage in Socratic seminars regarding the theme they have chosen for this unit and its corresponding research question. Students will research and analyze various contemporary articles and discuss the arguments and perspectives in seminars and fish bowls.

Annotated Bibliography:

As they gather research on an issue, students will write an annotated bibliography that evaluates the credibility and reliability of sources they use for their PT1 Practice. [CR4]

Practice PT1 Summative:

Individually, students will practice PT1 by writing a research report over one perspective of an issue. Then, they will collaborate in groups to identify, investigate, and analyze the issue and develop a multimedia presentation to present the argument for their proposed solution or resolution. Groups will present. [CR2h]

Reflection:

Following the practice PT1, students write individual reflections with constructive suggestions for improvement. [CR2g]

Unit 3 : Performance Task 2 Practice : 4 Weeks**Theme : Language [CR1]**

Learning Objectives: LO 1.3A, LO 2.3A, LO 3.2A, LO 4.2A, LO 4.3A, LO 4.4A, LO 5.1A, LO 5.1B, LO 5.1C, LO 5.1D, LO 5.1E

Skills:

Research-searching and gathering information.
Understanding implications and consequences of arguments (impact).
Making connections.
Evaluating sources.
Using evidence strategically.
Attributing sources.
Coming to new understandings.
Revising and crafting an argument for a specific audience.
Making engaging presentation.
Revision.

Essential Questions:

What keywords should I use to search for information about this topic?
How can I explain contradictions within or between arguments?
How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
What is the best way to acknowledge and attribute the work of others that was used to support my argument?
What are the consequences of plagiarism?
How can I appeal to and engage my audience?
What is the best medium or genre through which to reach my audience?
How do I adapt my argument for different audiences and situations?
How do my communication choices affect my credibility with my audience?
What is the benefit of revision?
How can I benefit from reflecting on my own work?

Resources: [CR3]

- Kelly Gallagher's Article of the Week
- NewsELA
- NPR
- Student Researched Texts

Graff, Gerald, Cathy Birkenstein, and Russel K. Durst. *"they Say/i Say": The Moves That Matter in Academic Writing : with Readings*. New York: W.W. Norton & Co, 2009. Print.

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. Boston, MA : Bedford/St. Martin's, 2013.

Muller, Gilbert H. *The McGraw-Hill Reader: Issues Across the Disciplines*. Boston: McGraw-Hill, 2014. Print.

Palmquist, Mike. *The Bedford Researcher*. 5th edition. Boston, MA : Bedford/St. Martin's, 2015.

Shea, Renee H. *Advanced Language & Literature: For Honors and Pre-ap English Courses*. New York, NY : Bedford/St Martin's, 2016.

Activities/Assessments:

Image Analysis:

Students will analyze arguments from a number of images and media; they will support their conclusions with evidence. Students will search for reliable sources to support a similar perspective and connect to the theme.

Present Logical Fallacies:

Students will choose ten fallacies to research. Students will choose four to present to the class using skits or more formal presentation skills.

Socratic Seminars:

Students will engage in Socratic seminars regarding the theme for this unit (Language) and its corresponding research question. Students will research and analyze various contemporary articles and discuss the implications of the issue.

Implications Debate:

Students will draw conclusions and speculate about implications of TEDTalk issues, and they will debate about the most severe implications of an issue. Students will engage in peer editing and revision as they compose written responses.

Practice PT2 Summative:

Students will identify a theme in a packet of texts. synthesize a packet of articles, as well as add their own research to support conclusions. They will compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. [CR2h]

EOC A Summative:

We will practice the EOC A questions to break down an articles and to understand the formation of argument, identify thesis, claim, and perspectives. As a summative assessment, students will respond to the EOC A questions using an article on an article.

Unit 4 : Team Project and Presentation : 8 Weeks**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. [CR5]

Scoring:

- Individual Research Report (1,200 words): Internally Scored, Externally Validated
- Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions): Internally Scored

Weight: 20% of AP Score

Unit 5 : Individual Research-Based Essay and Presentation : 9 Weeks**Task Overview:**

The College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose 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 incorporate at least one of the provided sources. Students will have a minimum of 30 school days to complete their research, compose their essays, and develop their presentation. [CR6]

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

Weight: 35% of AP Score

Unit 6 : End of Course Exam Preparation : 3 Weeks

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam (2 hours). The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Scoring:

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

Weight: 45% of AP Score