



Liberty High School

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Course Syllabus - Term Fall 2025

Instructor: Ms. Pan

Course Title and Code: EES21XJ-1

Regents Class: No

Instructor's Email: mpan11@schools.nyc.gov

Classroom: 418

Google Classroom Code: h5altplb

Office Hours:

Period 4 in Room 418 or by appointment. Email or speak to Ms. Pan in person to schedule a time.

Synchronous / On-line Video Conferencing Platform(s): Zoom

Asynchronous Learning Material Accessible Via: Google Classroom

Course Description: AP Seminar is a year-long course designed for students to develop the necessary skills to conduct and present research at the college level. 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.

Next Generation Learning Standards Covered:

- 11-12W6: Conduct research through self-generated questions or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
- 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
- 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
- WHST2e: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
- 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

Topics/Essential Questions:

Fall Semester:

1. QUESTION AND EXPLORE

How does the context of a problem or issue affect how it is interpreted or presented?
How might others see the problem or issue differently?
What questions have yet to be asked?
What voices or perspectives are missing from my research?
What do I want to know, learn, or understand?
How does my research question shape how I go about trying to answer it?
What information do I need to answer my question?
What keywords should I use to search for information about this topic?

2. UNDERSTAND AND ANALYZE

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?
Does this argument acknowledge other perspectives?
How do I know if a source is trustworthy?
What are the implications of these arguments?
How does this conclusion impact me and my community? Or my research?

3. EVALUATE MULTIPLE PERSPECTIVES

What patterns or trends can be identified among the arguments about this issue?
What are the implications and/or consequences of accepting or rejecting a particular argument?
How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
How can I explain contradictions within or between arguments?
From whose perspective is this information being presented, and how does that affect my evaluation?

4. SYNTHESIZE IDEAS

How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
What line of reasoning and evidence would best support my argument? Is my reasoning logical?
Are there other conclusions I should consider?
What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
What is the best way to acknowledge and attribute the work of others that was used to support my argument?
How can I avoid committing plagiarism?

5. TEAM, TRANSFORM, TRANSMIT

How can I best appeal to and engage my audience?
What is the best medium or genre through which to engage my audience?
What common misconceptions might my audience have?
How might I adapt my argument for different audiences and situations?
How might my communication choices affect my credibility with my audience?
What contributions can I offer to a team?
What is the benefit of revision?
How can I benefit from reflecting on my own work?

Spring Semester:

1. College Board Stimulus Materials
2. Performance Task 1:
 - Individual Research Report (IRR)
 - Team Multimedia Presentation and Defense (TMP)
3. Performance Task 2:
 - Individual Written Argument (IWA)
 - Individual Multimedia Presentation (IMP)
4. College Board Digital Portfolio Submission
5. AP Exam

Texts and resources to be used in class:

- Google Workspace: Classroom, Docs, Forms, Sheets, Slides
- Canva
- Collegeboard Website
- NewsELA, The NYTimes, Academic Journal Articles, YouTube, etc.
- Online Research Databases: JSTOR, WorldCat, ProQuest, etc.

Grading: Grades are evaluative and descriptive tools that help communicate what students have learned. At a minimum, grading policies must explain how courses are graded, the scale of marks awarded, and the timeline of when students receive grades. Determinations of passing or failing must be based primarily on how well students master the subject matter, concepts, content, and skills addressed in a class or course. Students cannot pass or fail primarily based on non-mastery measures. Any grade below a 65 is failing.

Every student begins the course with 100%. It is your job to keep it there by attending class, participating, completing assignments on time, and studying for tests. If you are absent, you must provide the teacher with a note saying the reason for the absence.

Grading Policy (per Marking Period):

Assessments (Tests, Projects, Essays): 40% **

Quizzes: 30%

Participation, Classwork, Homework: 30%

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.

Required supplies and materials needed from students for class: One folder and notebook provided by teacher to keep all class notes, DO NOW worksheets and writing activities and classroom materials. Folders can be taken home to complete homework. Laptops will be provided in class for completing classwork and projects.

Homework Policy: Most of the work in this class will be part of a larger project. It is your responsibility to keep track of deadlines and stay up to date on work. All classwork and materials will be available via Google Classroom and Google Drive.

Dates of Parent Teacher Conferences:

Fall Semester:

September 25, 2025 – Evening Parent-Teacher Conferences

November 20-21, 2025 – Afternoon and Evening Parent-Teacher Conferences

**Conferences will be held on Zoom or phone; Information will be given on how to make an appointment.

Spring Semester:

March 18-19, 2026 – Afternoon and Evening Parent-Teacher Conferences

May 21, 2026 – Evening Parent-Teacher Conferences

Marking Period Dates

Fall Semester:

End of First Marking Period: October 17, 2025

End of Second Marking Period: December 5, 2025

End of Third Marking Period: January 16, 2026

Spring Semester:

End of First Marking Period: March 13, 2026

End of Second Marking Period: May 1, 2026

End of Third Marking Period: June 12, 2026

On-site Expectations for Student Success:

1. Show respect to your fellow classmates, teachers and everyone working in the building at all times.
2. Come to class on time and have all materials ready to work.
3. If you are late, bring a late pass.
4. If you are absent, bring a note telling me the reason for your absence.
5. Begin the Do Now promptly
6. Listen to and read all instructions given by the teacher
7. Speak one at a time and listen to whomever is speaking
8. Raise hand to ask permission for bathroom, wait for the ok, then sign out.
9. Do not eat in class. Water is ok.

10. This is a class where you practice English. Cheating in any way (including using Google Translate or ChatGPT) on homework, on essays or on tests and quizzes is unacceptable in this class. Any student who cheats or plagiarizes will automatically receive a 0 on any assignments or projects.
11. The College Board requires the use of Turnitin, a plagiarism and AI checking software to judge originality of student work.

Remote Expectations for Student Success:

1. If you are absent, please check your Google Classroom assignments and stream to find the work you missed and need to complete the work for the day.
2. Submit online assignments by the deadline.
3. If you have questions, please reach out to Ms. Pan by email at mpan11@schools.nyc.gov



----- Take a **screenshot** and Submit on **Google Classroom** -----

I understand what is expected of me in class to be a successful student.

I promise to follow the school's rules every day.

Student Name: _____ **Date:** _____

Student Cell Phone: _____ **DOE Email:** _____

If you are under 18 years old, have your guardian fill out the form below.

Parent/Guardian Name: _____ **Relation to Student:** _____

Parent/Guardian Signature: _____ **Date:** _____

Parent/Guardian Phone: _____ **Email:** _____