



AP® Seminar: 2017-2018 CLASS SYLLABUS

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Class Objectives

In this class, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. 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.

Curricular Requirements

The following **Curricular Requirements** as delineated in the *AP Seminar Workshop Handbook*, are essential to the structure of the course:

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.

CR2. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

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 with the Big Idea 1: Question and Explore.

CR2c. Students develop and apply discrete skills identified in the learning objectives with the Big Idea 2: Understand and Analyze.

CR2d. Students develop and apply discrete skills identified in the learning objectives with the Big Idea 3: Evaluate Multiple Perspectives.

CR2e. Students develop and apply discrete skills identified in the learning objectives with the Big Idea 4: Synthesize Ideas.

CR2f. Students develop and apply collaboration skills identified in the learning objectives with the Big Idea 5: Team, Transform, Transmit.

CR2g. Students develop and apply reflection skills identified in the learning objectives with the Big Idea 5: Team, Transform, Transmit.

CR2h. Students develop and apply written and oral communication skills identified in the learning objectives with the Big Idea 5: Team, Transform, 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.

CR4. Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.

CR5. 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.

Texts, Materials, and Technology

Student Textbooks:

Austin, Michael. *Reading the World: Ideas that Matter*. 3rd ed. New York: W.W. Norton & Co., 2015. Print. (eBook).

Graff, Gerald, and Cathy Birkenstein. *They Say/ I Say*. 3rd ed. New York: W.W. Norton & Co., 2014. Print. (eBook).

In addition, the following materials will be used:

Databases: EBSCO, Academic Search Premier, ABC--CLIO, Opposing Viewpoints, Newsbank, Literary Reference Center, Science Reference Center, Literature Resource Center, Gale Virtual Research Library, Image Quest .

Podcasts and broadcast programs: *The Hidden Brain, TED Talks, TED Radio Hour, Radio Lab, Nova, Discovery, National Geographic.*

Websites: *Stanford Encyclopedia of Philosophy, New York Times, Washington Post, Los Angeles Times, Google scholar, videos, magazines and newspapers as needed.*

AP Seminar: Institute materials and samples, AP Annual Conference Workshop materials and samples, AP Seminar Community materials and samples.

Student Materials:

Composition Book, Glue, Writing Utensils, AERIES & Google Classroom Account & App

In class, each student will have a school issued Chromebook loaded with all required apps including Aeries, Turnitin.com, Google Classroom, Google Drive, Google Docs, Google Slides, and any others deemed necessary for success in this course. Students will need regular access to the internet beyond the school day for research, collaboration, and submission of assignments. By its nature, research, argument and inquiry will expose the students to a wide range of primary and secondary sources and viewpoints.

Course Structure

The structure of the AP Seminar score differs from other AP courses that you've taken in the past. The breakdown is as follows:

Team Project and Presentation (20 percent)

- Individual Research Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation (35 percent)

- Individual Written Argument
- Individual Multimedia Presentation
- Oral defense

AP Seminar End-of-Course Exam (45 percent)

We will spend the first half of the year developing the skills that will enable you to be successful on all three components of your AP score. After Thanksgiving break, we will begin to work on your team projects, and by the beginning of February, we should be moving on to your individual research projects

AP Capstone Plagiarism Policy [CR4]

In support of CR4, the **AP Capstone Plagiarism Policy**, students will be informed of the consequences of plagiarism and instructed to ethically use and acknowledge the ideas and work of others throughout their coursework. 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 Assessment 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 Assessment 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. (CR4a,b) *AP Course and Exam Description Seminar 2016*.

Understanding of the AP Capstone Plagiarism Policy must be acknowledged by both students and guardians by bringing back signed syllabus and class agreements.

Homework & Assignments

Participation is an essential component of evaluation for this course. Students will be introduced to both Harkness and Socratic discussion styles and will be expected to contribute with questions, comments, and connections as well as notetaking/responding and preparing for, then leading or facilitating class or small group discussions. Critical thinking and attentive listening are demonstrated both in written logs and verbal responses.

Daily Work includes reading and annotating articles and other topical works, completion of other formative assignments, and other activities to assess progress on skills. Electronically prepared work must be submitted on the day it is due. Assignments which are handwritten will be recorded and then collected in your Interactive Notebook EVERY THREE WEEKS.

Major Assessments for each unit, including a variety of paper genres and group debates or presentations will be completed in stages and graded for each step as well as the final version during the first semester. All major assignments must be submitted to turnitin.com. Late summative assignments will be scored one letter lower for each day late. Modified rubrics based on Seminar rubric models will be used. Practice end of course exams will be given during class time and must be made up. The first semester course exam will resemble a modified end of course exam.

School policy is to complete major assignments in MLA style. However, given the interdisciplinary nature of this course, students will also be guided through the details of APA style and may choose a style for formal work as long as the application of that style is consistent. (CR 3)

Through Course Tasks and End of Course Exam:

Timely completion of elements of the task, thoughtful peer editing, and productive use of class time will all factor into second semester grades. Various whole class mini lessons on essential knowledge review will be graded as participation. The second semester course work final exam will be a promo video and a summer reading assignment created by the student for AP research.

Grading Policy

Grades will be based on tests, quizzes, homework packets, projects, writing assignments, and participation. The value of each of these components at the outcome of the semester is as follows:

- 40% Writing Assignments & End of Unit Projects (Summative)
- 30% Timed Writes & Tests (Summative)
- 20% Notebook (Formative)
- 10% Progress Checks (Formative)

Grading Scale

Grading is based on mastery of knowledge and skills required by AP Capstone as demonstrated through assessment evidence. Every assignment and assessment will be given a level of mastery score between one and five in a given category. At the end of the semester, a letter grade will be assigned on the average of the 1-5 in each grading category. At the end of the semester, a letter grade will be assigned based on the average of the 1-5 scores of all the grading categories.

You will have opportunities to redo assignments or retest assessments to demonstrate a possible higher level of mastery. If a higher level of mastery is demonstrated, it will replace the lower score for that assignment or assessment.

5.0 = Letter grade translates to an A and reveals **ADVANCED** Mastery that exceeds assignment requirements through synthesis and connections beyond the assigned readings.

4.0 = Letter grade translates to a B and reveals **PROFICIENT** mastery of standards and meets assignment requirements with no major errors.

3.0 = Letter grade translates to a C and reveals **BASIC** understanding of content standards and meets basic assignment skills but there are errors regarding more complex ideas and processes.

2.0 = Letter grade translates to a D and reveals **BELOW BASIC** understanding of content standards through evidence of partial knowledge and some basic skills and requirements, but there are major errors that demonstrate for further practice.

1.0 = Letter grade translates to an F and demonstrates **FAR BELOW BASIC** understanding of content standards due to major errors and limited evidence of assignment requirements.