

AP Seminar Syllabus 2018/2019

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Office hours:	I have “open periods” 1 st , 2 nd and 4 th However it’s good to arrange ahead. I’m easily available, but I have IEP’s, staff meetings, etc...so just let me know when you’d like to come in to see me! Always feel free to e-mail. I respond quite quickly

Overview:

AP seminar is a foundational course (within the AP capstone program) that engages students in cross-curricular conversations that explore 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 a 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. While some courses focus on the acquisition of knowledge or facts, AP seminar aims to teach students a rigorous set of analytical skills for both college and the professional setting.

The AP seminar pedagogical framework is based on the **QUEST** instructional foundation:

Question and Explore: challenge and expand the boundaries of your current knowledge

Understand and Analyze: contextualize arguments and comprehend author’s claims

Evaluate Multiple Perspectives- consider individual perspectives and the larger conversation of varied points of view

Synthesize Ideas- combine knowledge, ideas and your own perspective into an argument

Team, Transform and Transmit- collaborate, reflect and communicate your argument in a method suited to your audience.

Finally, AP seminar allows students to develop and practice reasoning processes that help them to make intentional, strategic decisions. These reasoning processes are embedded within the learning objectives of the course and focus on four main components:

- Situating: being aware of the context of one’s own as well as others perspectives, realizing that

individual bias can lead to assumptions

- Choosing: making intentional and purposeful choices, realizing that choices have both intended and unintended consequences
- Defending: being able to explain and justify personal choices, logic, line of reasoning and conclusions
- Connecting: seeing similarities within and across discipline, concepts and cultures that may at first seem disparate.

Class Format:

The class will be broken up by semesters. The Fall semester will focus on acquiring and sharpening the skills required to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments. These skills will be learned through:

1. Weekly readings and analysis
2. Skill (QUEST) Preparation Assignments (argument diagrams, source evaluations, annotated bibliographies, RQ development, etc.)
3. Task mimic assignments (definition or causal argument essays, compare/contrast papers, problem/solution papers, reflections, Practice AP Exams etc.)
4. Mini presentations (fishbowl discussions, debates, RQ defense panels, elevator pitches, formal presentations, etc.)
5. AP Tasks
6. Final Exams

College Board Assessments

Coursework will focus on preparing students for the following three major assessment tasks that will determine the AP score:

- 1 Team Project and Presentation20% of AP score
- 2 Individual Research-Based Essay and Presentation35% of AP score
- 3 End-of-Course Exam45% of AP score

Performance Assessment Task One: Team Project & Presentation

Students work in teams of 3-4 in order to decide on a theme, narrow their topic, develop a research question, and research.

1. Students write an individual essay (1200 words).
2. Students create a 8-10 minute team multimedia presentation.
3. Students answer defense questions posed by the teacher at the conclusion of the presentation. Counts as 25% of the total AP Score
4. Dates: December 11th to February 22nd

Performance Assessment Task Two: Individual Project & Presentation

1. Students work individually, using the sources provided by the College Board, to develop a research questions and find information from a variety of sources.
2. Students write an individual essay (2000 words).
3. Students give a 6-8 minute multimedia presentation.
4. Students answer defense questions posed by the teacher at the conclusion of the

presentation.

5. Dates: February 25th to April 18th (Presentations for AP Seminar and AP Research will take place the week of April 22nd-26th)

AP Seminar End of Course Written Exam

Date: May 7, 2019

Course Outline- all dates and assignments are subject to change at the teacher's discretion.

Unit One: August 20th to September 28th

Focus: Course Outline, Team Building, Lenses/Perspective, and QUEST

Learning Objectives:

- Question and Explore
 - LO 1.1 A: Identifying and contextualizing a problem or issue.
 - LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
 - LO 1.4A: Identifying the information needed and selecting appropriate strategies to find or collect it.
- Understand & Analyze Arguments
 - LO 2.1B: Summarizing and explaining the main idea and the line of reasoning, and identifying supporting details of an argument, while avoiding generalizations and oversimplification.
 - LO 2.1C: Summarizing and explaining the reason for an argument.
 - LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
- Evaluate Multiple Perspectives
 - LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
- Synthesize Ideas
 - LO 4.1A: Formulating a complex and well-reasoned argument
- Team, Transform, and Transmit
 - LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay poster, oral presentation, documentary, research report/thesis).
 - LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.
 - LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

Week One:

- Introduce AP seminar course to students.
- Practice Exam: AP EOC part one
- Introduce Lens and perspective notes. Show examples using the AP provided lens/perspectives graphic organizer

- Read and analyze assigned readings for the week and create a synthesis due next week. Synthesis this week focuses on the author’s perspective and lens used

Week Two:

- Introducing “writing strong questions” notes
 - Provide students with set of questions (created from previous days work)
 - Using the question analysis notes, students work as class to assess the strength of each question
- Introduce Annotated Bibliography notes
 - Students will begin annotated bibliography for all readings (ongoing throughout the unit)
- Read and analyze assigned readings for the week and create a synthesis due next week. Synthesis this week focuses on the questions asked in each article

Week Three:

- Introduce Assessing Sources notes
 - As a class, use RAVEN and PAACD notes to assess our sources so far
 - Students given weekly reading to assess using RAVEN and PAACD
 - Students presented with lecture and work over style **guides (PURDUE OWL)**
- **This is where students will learn about ethical research, citations and attribution. Students will work with AP College Board resources where we assess both good and bad citations. Students will also work through ethical research questions together with a case study in class. Resources to help students with this include the Purdue Online Writing Lab, the RAVEN and PAACD Guides from the AP Seminar course guide.**
- **Students will also use the EBSCO host database in order to engage in academic research. Instructor will work one-on-one with students to help them with**
 - **Proper research terms**
 - **Boolean phrasing**
 - **Identifying peer reviewed vs non-peer reviewed articles**
 - **Assessing the differences between academic journals and newspapers/magazines**
- **Students will also work with the Purdue OWL to understand the attribution style for both MLA and APA**
- **Finally, students will work with the AP Capstone “Policy on Plagiarism and Falsification or Fabrication of Information”**
 - **Students will go through a series of citations/sentences to determine if they need to be cited given the requirements of the Policy on Plagiarism.**
- Read and analyze assigned readings for the week and create a synthesis due next week. Synthesis this week focuses on the main questions asked in each article as well as assessing each source using RAVEN or PAACD

Week Four:

- Introduce, analyzing arguments and lines of reasoning notes

- Students broken up into groups and set to identify the main idea/argument and reasoning of food article
- Students complete same task individually over other weekly readings as week progresses
- Read and analyze assigned readings for the week (see above) and create a synthesis due next week. Synthesis this week focuses on argument, line of reasoning and assessing validity of evidence

Week Five

- Introduce notes and steps for building strong arguments
- Read and analyze assigned readings for the week and create a synthesis due next week. Synthesis this week focuses on argument, line of reasoning and how to correct faulty argument.

Week six: mimic the final AP Exam

- Test Review 9/24
- Test dates (9/25, 26 and 27)
- Reflection 9/28

Unit Two: October 1st-November 1st

Focus: Conduct research that identifies the various perspectives on an issue and the opportunity to practice creative- and critical-thinking skills.

Students will take skills learned in session one and add their own research and arguments to overall class work. As unit one called for the instructor to provide all unit sources, this theme will call on students to research sources for the class. Instructor will provide the stimulus packet and background information on the theme, while students will research and identify all further research for the class and for their own individual projects.

Learning Objectives:

- Question & Explore
 - LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.
 - LO 1.3A: Accessing information using effective strategies.
 - LO 1.3B: Evaluating the relevance and credibility of information from sources and data.
- Understand & Analyze Arguments
 - LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
 - LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into effect.
 - LO 2.2C: Evaluating the validity of an argument.
- Evaluate Multiple Perspectives
 - LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
 - LO 3.2A: Evaluating objections, implications, and limitations of an alternate, opposing, or competing perspective or argument.
- Synthesize Ideas

- LO 4.1A: Formulating a complex and well-reasoned argument
- LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.
- LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.
- Team, Transform, Transmit
 - LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.
 - LO 5.1C: Communicating information using effective techniques of design.
 - LO 5.1D: Adapting an argument for context, purpose, and/or audience.
 - LO 5.3A: Reflecting on and revising their own writing, thinking, and/or processes.
 - LO 5.3B: Reflecting on personal contribution to overall collaborative effort.

Activities/Assessments:

Week one:

- Students engage stimulus material (stimulus material used from AP Seminar Spring 2018)
- Multiple perspectives graphic organizer in order to create areas of study for each group in class

Week two:

- Students work in groups to research group topics
- Develop their own perspectives within the group project

Week Three:

- Students work in groups to create group presentation
- Students work together on their individual essays

Week Four:

- Final group project work days. Final Group Project Due week of 10/30-11/1)
 - 500 individual essay
 - 3-5 minute multimedia presentation including class critiques.
 - Completed annotated bibliography of group based and whole-class sources

Week Five: Presentation Reflection

- October 30th to November 1st- student presentations
- November 2nd (PT Conferences so this will be a take home assignment) Students complete a reflection both individually and with the group of both their paper and their presentation using the reflection questions developed from the QUEST Learning Objectives Questions
 - how do you feel you contributed to the group question formation?
 - how do you feel you contributed to the group presentation formation?
 - How did you begin your individual research process?
 - How did you develop your question?
 - How did you work to revise your writing as you wrote several drafts of your IRR?
 - What would you improve before we engage in the real task next term?

Unit 3: November 5th to December 14th

Focus: Students will conduct their own research based off teacher provided stimulus packet. They will make a claim and develop a line of reasoning, discover new ideas or insight about their topic and communicate clearly and effectively their research to a diverse audience.

Learning Objectives:

- Question & Explore
 - LO 1.3A: Accessing information using effective strategies.
 - LO 1.3B: Evaluating the relevance and credibility of information from sources and data.
 - LO 1.4A: Identifying the information needed and selecting appropriate strategies to find or collect it.
- Understand & Analyze Arguments
 - LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into effect.
 - LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.
 - LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues.
- Evaluate Multiple Perspectives
 - LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
 - LO 3.2A: Evaluating objections, implications, and limitations of an alternate, opposing, or competing perspective or argument.
- Synthesize Ideas
 - LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
 - LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
 - LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.
 - LO 4.5A: Offering resolutions, conclusions, and or solutions based on evidence as well as considering consequences and implications.
- Team, Transform, Transmit
 - LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.
 - LO 5.1C: Communicating information using effective techniques of design.
 - LO 5.1D: Adapting an argument for context, purpose, and/or audience.
 - LO 5.3A: Reflecting on and revising their own writing, thinking, and/or processes.

Week One:

- Introduce stimulus packet
- Group and class discussions over documents
- Multiple lens/perspective graphic organizer

- Create research question
- Identify minimum of three written sources
- RAVEN and PAACD of each source
- Annotated bibliography
- Argument analysis of each piece

Week Two (research week)

- Identify minimum of five additional written sources, two visual and one multimedia source
- RAVEN and PAACD of each source
- Annotated bibliography
- Argument analysis of each piece

Week three (research and outlining week)

- Create outline of paper and conference with instructor

Week four (writing week)

- Rough draft of introduction, peer review
- Work on rough draft of entire paper

Week Five:

- Final first draft due for peer revision
- Revise peer papers based on AP Seminar rubric
- Paper and presentations due by end of the week:

700 word essay (500 word research/200 word reflection)

3-5 individual presentation.

Completed annotated bibliography of group based and whole-class sources

Reflection

- Students complete a reflection of both their paper and their presentation using the reflection questions developed from the QUEST Learning Objectives
- Questions
- How did you begin to read the stimulus packet?
 - How did you go about developing a theme to tie the stimulus materials together?
 - How did you begin your individual research process?
 - How did you develop your question?
 - How did you work to revise your writing as you wrote several drafts of your IRR?
 - What would you improve before we engage in the real task next term?

Unit Four: AP Task #1 Preparation during Finals Week

Focus: Develop groups for AP Task #1. Strengthen abilities of group by developing group norms, group responsibilities and task #1 calendar.

Activities: group building games

Winter Break December 24th to January 7th

THE SECOND SEMESTER WILL BE DEDICATED TO THE COLLEGE BOARD ASSESSMENTS.

Performance Task One Team: (January 8th – February 22nd)

Activities/Assessment: 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 presentations to communicate its conclusion, solution, or recommendations. This task consists of three parts: (1) An individual research paper and reflection, (2) Team multimedia presentation and defense. **(Presentations will take place on February 20th and 21st. Reflections will be completed on February 22nd)**

Task Two Individual: (February 25th to April 26th)

Activities/Assessment: The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will 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 defends its conclusions. The final paper must refer to and incorporate at least two of the provided sources. This task consists of three parts; (1) an individual written report, (2) An individual multimedia presentation; and (3) an oral defense **(Presentations will take place the week of April 22nd-26th. Individual presentations times will be decided upon in March)**

End of Course Exam Preparation: April 29th to May 6th

Activities/Assessment: During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of three parts: (1) Understanding and analyzing an argument (short answer), (2) Evaluating and comparing the effectiveness of arguments (essay); (3) Synthesizing information to develop an evidence based argument essay (evidence based argument essay). **The AP Seminar EOC will take place on May 7th.**

Wrap Up: Weeks (May 8th to May 24th)

Preparation for AP Research Course and final reflections and evaluations of AP Seminar

Evaluation and Grading:

See the fhs student handbook for a full description of the grading policy:
[Http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf](http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf)

Fall Term:

Weekly readings and analysis- (10% of each quarter grade. These will begin in September) students will research one article or source each week to read/view and analyze. Students will also be given a specific task for this article depending on what portion of quest we are completing (ie outlining the line or arguments, identifying author bias, identifying lens or perspective etc). Students will upload their responses to our AP seminar Schoology site. Students will be required to respond to at least 1 other student summary or analysis each week.

Quest practice activities: (Combined 30% of each quarter grade)

Each unit will have a number of in-class assignments students will complete in order to hone the

skills required for the AP exam. These will vary from week-to-week.

Mini-Presentations: (20% of each quarter grade)

Since a large portion of your overall AP score includes both a group and an individual presentation, we will hone our presentation skills throughout the year. These will take the form of both individual and group mini-presentations all year.

Task 1-3 “mimic” assignments: (40% of each quarter grade)

(30 points per assignment): Throughout the first term, students will take research gained from the weekly readings and analysis as well as skills learned from the Quest practice activities to write either topic summaries or argumentative essays. These will mimic what they will be doing for Tasks #1 and #2. During the second term, students will take mock exams in order to prepare for Task #3.

Spring Term:

AP Tasks 1-2 and AP Exam: 100% of quarter 3 grade and 80% of quarter 4 grade

You will not be assessed on your final AP papers nor your AP Exam. Your scores will not be reported to you until July of 2018. However, the bulk of your grade for the Spring term will be determined by the timeliness of the completion of your tasks steps and the timeliness of your final submissions. The grades for each step of the project will be based on strict deadlines, points will be lost for being late or incomplete. The final submission grades will be all or nothing grades, either you submit on time, or you do not.

End of year wrap up and AP Research Prep: 20% of quarter 4 grade

After the EOC on May 8th, we will have three weeks to reflect upon our work from the year and begin to prepare for AP Research.

Both Fall and Spring terms:

Final Exams: (each 20% of the term grade)

Taken in both the Fall and Spring per FHS guidelines

Grades are determined by the following standard scale: 90%=A, 80%=B, 70%=C, 60%=D 59% or below F. A minimum of 60% is required to pass the course.

Due dates for all assignments as well as exam dates will be given well in advance listed both on the assignment as well as the unit calendars. Students absent on these dates need to turn in assignments or arrange for exam make-ups immediately upon their return to class. It is the student’s responsibility to meet with me to make these up. All due dates are important, but I understand extenuating circumstances. Communication is vital! If you do not meet with me about an assignment you are having trouble with prior to the due date, it will be expected to be on time and will result in a zero if not submitted.

Work Dates	Major Assignment	Due Date

Prep throughout the first unit August 20th to September 28th	AP Seminar EOC	We will take the exam over a three-day window: 9/25 26 and 27
Begin October 1st	Mock group paper and presentation	Papers will be due on 10/26 and our presentations will take place on the 30 th , 31 st and November 1 st .
Begin October 30th	Mock individual paper and presentation	Papers will be due on December 7th with presentations on December 11 th , 12 th and 13th
Begin December 17th	Group brainstorm outline and Winter break work assignments	Before we leave for Winter break
Begin January 8th	Task #1	Papers are due February 19th with presentations on the 20 th and 21st. Revisions on group paper can (technically) be made up to April 26th
Begin February 25th	Task #2	Papers will be due by April 18th with revisions allowed until April 26th. Presentations will take place April 22-26
Test prep April 30th to May 7th	EOC (AP Exam)	May 7

AP Capstone differs from other AP courses in that your final AP score comes, mostly, from the work you complete the second term during the class. The first two tasks, then, must be treated like any other AP Exam: they must show the student(s) work and ingenuity and not that of the teacher. Because of this, the role of the teacher will differ slightly from Fall to Spring term.

Role of the Teacher

During the Fall semester

Teachers

- may explore issues, discuss topics and perspectives, and/ or question students as necessary
- oversee the formation of groups
- may lead discussion of the source material, discuss topics and perspectives, and/ or question students as necessary
- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- reveal defense questions to students prior to the presentation
- provide or identify defense questions a student will be asked prior to his or her defense

During the spring semester

Teachers

- may explore issues, discuss topics and perspectives, and/ or question students as necessary
- oversee the formation of groups
- may lead discussion of the source material, discuss topics and perspectives, and/ or question students as necessary

Teachers may not

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- reveal defense questions to students prior to the presentation
- provide or identify defense questions a student will be asked prior to his or her defense

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.

Classroom Policies:

As an educator, I like to have an open and democratic classroom. If you need to leave the room to use the restroom, get water or just take a break, this is fine. The one behavior expectation in my classroom is respect: respect me, respect your peers, and most importantly respect yourself.

That being said, there are two “rules” that must also be followed:

1. Since we are in this great new building, the respect rule continues to our surroundings. While water and very light snacks (like a granola bar or fruit) are fine, no other foods or drinks are allowed. If you feel you need a coffee “pick me up”, it better have a strong lid!
2. Over the past few years as an educator, I have read more and more studies about the negative side effects of prolonged and/or consistent cell phone use. Even when we are not on our phones, we are often thinking of them. We are tethered to these phones in ways we do not even fully understand. I want students to be able to focus in my classroom, and the science shows, cell phones do not allow for consistent focus. Because of this, cell phones are strictly prohibited in my classroom. All phones need to be put away prior to entering the classroom. If there is an emergency and your parents need to contact you, they should feel free to call the front office (505.324.0352). If you would like to read the various research on this field, I would be happy to provide it. And if you are able to find research that disproves this, please send that my way and we can talk about it!

Communication:

I can be reached via email for any questions or to submit assignments. Also, information and course readings (not from the text) can be accessed via our class Edsby page and my FHS website.

I will do my best to respond in a timely manner to all emails. However, I cannot guarantee a reply after 5pm. Please be respectful of my time, as I will be respectful of yours.

Non-discrimination clause:

FMS policy: “the Farmington municipal schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age or disability in its programs and activities.” If you feel you need accommodations due to the facility or the delivery method in the classroom, please communicate this with the instructor, your guidance counselor, or with the high school administration. See the student handbook for more information regarding the fms policy. [Http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf](http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf)

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