

AP Capstone Seminar  
General Course Information and Syllabus  
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## **Course Overview**

The AP Capstone Seminar Course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

The course framework, QUEST, is based upon 5 Big Ideas which will direct and drive all learning objectives and essential skills.

1. Question and Explore
2. Understand and Analyze Arguments
3. Evaluate Multiple Perspectives
4. Synthesize Ideas
5. Team, Transform, and Transmit

Using the AP Seminar framework, students will practice reading and analyzing a variety of primary and secondary print and non-print sources such as articles, research studies, foundational, literary, and philosophical texts; speeches, broadcasts, and personal accounts; and artistic works and performances.

The wide variety of academic sources will provide the opportunity to gain a rich appreciation and understanding of issues as students collaboratively or independently analyze and evaluate the evidence to consider options, alternatives, solutions, or resolutions of real-world or academic problems.

## **How AP Capstone™ Works**

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research **and** on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

## **Scholarly Work Ethic**

This class will require much outside class time devoted in preparation for class activities (reading and review of source material). You will need to keep a good schedule of upcoming activities and assigned reading / viewing materials. It's highly recommended that you adopt a well-balanced approach to your time management by keeping up with activity and due dates in your provided school planner. Failure to come prepared to class will reflect negatively on your quarter grade and leave you in danger of being unprepared for the AP Seminar Performance Tasks. Absences for any school related activities do not dismiss your lack of preparation or participation. Prioritize your time accordingly!

## **A Word about Academic Integrity:**

Cheating will not be tolerated under any circumstances. We will study appropriate citations and research techniques, but here are a few incidents with which you all are already familiar with and which will result in a zero and disciplinary action according to the LBHS Academic Integrity Policy and Contract.

- Plagiarism = using others' thoughts/ information without appropriate attribution, citations, and Works Cited page.
- Copying homework—all involved parties will receive a zero.
- Turing in someone else's paper or a paper which you have already used for another class.
- Cheating on a test or assignment by copying, talking to a classmate, or using a device.

## **AP Capstone Plagiarism Policy**

- 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 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 incorporate 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.

## **Mature Content Disclaimer**

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, or the instructor, of the content, ideas, or values expressed in the material.

### **Expected Learning Outcomes in the AP Capstone Seminar Course**

- Identifying the main idea in arguments, analyzing the reasoning, and evaluating the validity of the conclusions
- Evaluating the credibility and relevance of sources and the evidence they present
- Developing a well-reasoned argument clearly connecting the thesis, claims, and evidence
- Understanding the complexity of a problem or issue and connecting arguments to the broader context in which they are situated
- Comparing and interpreting multiple diverse perspectives on an issue to understand its complexity
- Choosing and employing effective written and oral communication techniques, considering audience, context, and purpose
- Choosing and consistently applying an appropriate citation style and effective conventions of writing
- Working constructively with others to accomplish a team goal or task
- Articulating challenges, successes, and moments of insight that occur throughout the inquiry process

### **Quarterly Grades**

Quarterly averages and Semester exam will differ from the end results of the formal AP Task assessments because **AP Seminar teachers cannot give direct feedback to students during the formal AP assessment time period.** (Students are provided self-editing and self-evaluation activities to determine their mastery for each AP Seminar Task Assessment.)

Therefore, the grade in FOCUS may not reflect the score from College Board due to:

- a. Grades reflect activities designed to prepare students for AP Seminar Task Assessments many of which are completion.
- b. Grades reflect improvement in mastering skills for AP Seminar Task Assessments

### **Tentative Course Outline**

**Semester 1** is broken into the following 3 units:

- 1) Overview and Introduction to the QUEST Framework; Identifying and Evaluating Argument (Theme: Education)

2) Creating and Defending Arguments; Analyzing Multiple Perspectives (Theme: Rebellion)

3) Synthesizing, Creating, and Defending Arguments. (Theme: Student Generated)

**Semester 2** will focus on completion of Performance Tasks 1 and 2 and preparation for the EOC.

### **AP Seminar Assessment Overview**

Students are assessed with two through-course performance assessment 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. More specifics follow in the syllabus. The instructor may NOT provide specific individualized feedback on work for submission to the College Board.

- **Team project and Presentation---- 20% (Paper = College Board Scored/ Presentation and Defense = Teacher Scored)**

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.

- **Individual Research-Based Essay and Presentation --- 35% (Paper = College Board Scored/ Presentation and Defense = Teacher Scored)**

The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme. 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 defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources.

- **End of Course Exam (3 hours) –45% (College Board Scored)**

The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the author's arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.

### **Important Due Dates**

Students will be assigned due dates to enter their assessments into the AP Digital Portfolio. Student due dates will be different from the College Board final due dates for teachers because we must enter all information into the Portfolio. Teacher-assigned due dates for AP Seminar Task Assessments are final. Students may not make late submissions for any component of the formal task assessments (IRR, TMP, IWA, IMP) because these tasks count toward the student's composite AP score and are treated in the same manner as the AP End of Course Exam.

- 1) **Individual research Report and Team Multimedia Presentation:** IRR due February 12<sup>th</sup>. Presentations due February 8<sup>th</sup> (Assign the week of December 21st)
- 2) **Individual Written Argument and Individual Multimedia Presentation:** IWA due April 16th. IMP due April 12<sup>th</sup>. (Assign the week of February 8th)
- 3) **EOC:** May 11, 2021, 8:00 a.m.

### **Instructional Materials**

To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources will be included, as the instructor deems appropriate. Enrichment supplements include material from the following:

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. Boston:

Bedford/St. Martins. 2013. Print.

Palmquist, Mike. *The Bedford Researcher*. 5th ed. Boston, MA: Bedford/St. Martins.

2015. Print.

Austin, Michael. *Reading the World*. New York: WW Norton and Company. 2017. Print.

### **Recommended Resources**

- *A Pocket Style Manual*, Hacker (*Sixth Edition*)
- *Purdueowl*
- *The Manta Writing Handbook* on our media center page or my website.
- *The Lemon Bay Media* site – Research Tools, especially Noodle Tools
- *The AP College Board* website, AP Seminar
- *They Say, I Say*. Gerald Graff and Cathy Birkenstein

### **Absences**

It is completely the student's responsibility to obtain "make-up work" and to set up a time with me after school to make up any missed quizzes, in-class essays, notes (if necessary), or to properly receive any other information missed due to an absence. If a student has missed a class, he or she should refer to the agenda available in class, in his or her planner, and on google classroom. If a student is absent for an assessment, quiz, or essay, he or she has one week to make it up before that task's grade is permanently entered as a zero. Please do not ask about missed work during class.

### **Homework**

AP Seminar is a college-level course that introduces students to college-level research, writing, and presentation skills. There is no textbook. Most readings will come in the form of a handout or online. Though there is no textbook, there may be assigned tasks which require students to read, prepare, and write at home. Students are highly encouraged to use storage (e.g. Google Drive or Noodle Tools) or a thumb drive to keep track of their research and written work.

To be considered "on time," assigned homework must be turned in within the first few minutes of class (or, in the case of work submitted online, before the deadline. Assignments that miss the deadline will receive a 0%. If a student leaves campus early in the day and misses class, it is expected that the work be turned in beforehand. Late work will not be accepted. In the case of absence, work may be submitted online or emailed on the due date. If a student has an excused absence or a legitimate emergency, he or she must immediately consult the teacher to discuss their options.

### **Technology**

Throughout the school year, students will need regular access to an internet-connected computer for both online research and written work. If a student does not reliably have access to an internet-connected computer, the student must notify the teacher of this reality within the first week of the course so that accommodations can be made.

### **Supplies**

While other items that do not appear in this list may be required intermittently throughout the course by teacher request, the following materials are required of all AP Seminar students on a daily basis:

- Loose leaf paper (college rule)
- Blue or black pens (pencils aren't allowed on some assignments)
- Highlighters (up to four multiple colors are helpful for marking texts)
- Binder (to neatly store research, handouts, notes, graded work, etc.)
- USB flash drive (to ensure a way to save work when there are connection troubles)
- Index cards (size/color does not matter)

### **How Will I Be Graded?**

- Your grade will be based on total points accumulated per grading period. Point values will vary according to the complexity of the assignment. For example, a quiz may be worth 10 points while an essay may be worth 100 points.
- Sometimes assignments are purely for practice and for learning's sake; not all assignments will be graded. You will not know ahead of time, so please do not ask if this is "for a grade." These assignments are still vital and the expectation is that that you complete ALL work.
- Grades are earned, not given. If you earn an 89, you will receive an 89. Please do not ask for a higher grade. If you want to earn a better grade, you must work harder, and we can accomplish this together. Keeping your goal in mind throughout the quarter, not just the last week of the marking period, will help tremendously.
- FOCUS portal is your go-to source for grades. Please do not ask me for your grade. In turn, I will try my best to keep up with grades on a timely basis. Papers and projects will need more score time, so be patient with me.

### Assignment Sampler

- **Student-centered** class participation through work shopping, group work, peer teaching, and Socratic seminars. You will be expected to participate fully by attending these sessions with the appropriate notes, outlines, rough drafts, questions, comments, and visuals as the assignment requires.
- Mock Performance Tasks 1 and Task 2.
- Essays- A rubric will accompany each writing assignment and will be returned with the evaluated assignment. In some cases, you will be asked to score your essay after it has been marked up, and in some cases you will evaluate one another.
- Vocabulary, terminology, and research skills quizzes
- Journaling
- Notetaking and annotating
- Researched papers and projects
- Quarters 1-2 Mock EOC exams
- Debates

### **Submitting Assignments**

All assignments should be labeled in MLA format, skipping a line between notes or questions. Any work that requires stapling should be single-sided (front only). No name = no grade. Papers which are in the incorrect format will not be scored. Some assignments will be submitted to Noodle Tools or Google Classroom.

### **Tutoring**

I am available before or after school for tutoring. By signing this syllabus, you acknowledge the availability of tutoring and agree to make use of the teacher's time if this course causes academic concerns.

## **AP Capstone Seminar Tentative Course Outline, Semester 1**

**UNIT 1:** Overview and Introduction to the QUEST Framework; Identifying and Evaluating Argument

**Theme: Perspectives on Learning**

**Questions to consider:**

- 1) What does it mean to be an educated person?
- 2) What are current educational successes and flaws?
- 3) What can we do to increase the efficacy of education?

**Weeks 1-4**

**Essential Skills**

**Everything's an argument- argument in a variety of genres**

**Annotated bibliographies**

**Everything's an Argument: rhetoric**

**Lines of reasoning**

**Terms: Validity, accuracy, relevant, credibility, sufficient, current, bias**

**Raven technique**

**Main idea, Claim, Argument**

**How are Arguments made?**

**Determining credibility and relevance?**

**Answering EOC Part A, Questions 1-3**

**LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:**

**BIG IDEA 1: Question & Explore**

LO 1.1A: Identifying and contextualizing a problem or issue.

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge.

LO 1.3A: Accessing and managing information using effective strategies.

**BIG IDEA 2: Understand & Analyze**

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1B: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

LO 2.2A: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

LO 2.1B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.

**BIG IDEA 3: Evaluate Multiple Perspectives**

LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing or competing perspectives or arguments.

**BIG IDEA 4: Synthesize Ideas**

LO 4.1A: Formulating a complex and well-reasoned argument

LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style guide

**BIG IDEA 5: 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 5.3A: Reflecting on and revising their own writing, thinking and creative processes.

LO 5.3B: Reflecting on personal contributions to overall collaborative effort.

**Sample Summative Assessments:**

- QUE paper
- Mock EOC, Part A, Q 1,2,3
- Rhetorical Analysis

**UNIT 2: Creating and Defending Arguments; Analyzing Multiple Perspectives**

**Theme: Perspectives on Rebellion**

**Questions to consider:**

- 1) What are the causes of rebellion?
- 2) What does rebellion look like?
- 3) What are the most effective forms of rebellion?

**Weeks 5-11**

**Essential Skills:**

- Avoiding Plagiarism**
- Effective research questions**
- Writing a research reports**
- MLA formatting and Works Cited**
- Scholarly resources**
- Annotated bibliographies**

**Using Noodle Tools**  
**Attribution and embedding text**  
**Perspectives and Lenses**  
**Presentation skills**  
**Teamwork**

**LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:**

**BIG IDEA 1: Question & Explore**

LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

LO 1.3B1: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

**BIG IDEA 2: Understand & Analyze**

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1C: Summarizing and explaining the reasoning of an argument.

LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

LO 2.2C: Evaluating the validity of an argument.

**BIG IDEA 3: 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 alternate, opposing or competing perspectives or arguments.

**BIG IDEA 4: Synthesize Ideas**

LO 4.1A: Formulating a complex and well-reasoned argument.

**BIG IDEA 5: Team, Transform, and Transmit**

LO 5.1C: Communicating Information using effective techniques of design.

LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended questions.

LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes.

**Sample Summative Assessments:**

- Identifying and Avoiding Plagiarism Test

- **Partner debate:** Students will prepare a written and verbal partner argument which will include organizing with clarity an argument, providing reasons as support, identifying counterarguments, and presenting with style. [CR2e] [CR2h]
- **Mock PT I- IRR and Team Multimedia Presentation** modified to 1000 words and 8 minutes. : [CR3], [CR5], [CR2f], [CR2c], [CR2d], [CR2f], [CR5]

### **UNIT 3: Synthesizing, Creating, and Defending arguments**

**Theme: Student Generated**

**Questions to Consider: Student Generated**

**Weeks 12-19**

#### **Essential Skills:**

- How does my research shape how I go about trying to answer it?
- Does this argument acknowledge other 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 explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- Are there other conclusions I should consider?
- How can I best appeal to and engage my audience?
- What common misconceptions might my audience have?
- How might my communication choices affect my credibility with my audience?

#### **LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:**

##### **BIG IDEA 1: Question and Explore**

LO 1.1A: Identifying and contextualizing a problem or issue.

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge.

LO 1.3A: Accessing and managing information using effective strategies.

LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

LO 1.3A: Using technology to access and manage information.

LO 1.3B: Evaluating the relevance and credibility of information from sources and data.

LO 1.3C: Identifying alternatives for approaching a problem.

## **BIG IDEA 2: Evaluate and Analyze Arguments**

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1B: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

LO 2.2A: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

LO 2.2B: Connecting an argument to broader issues by examining the implications of the author's claim.

LO 2.3A: Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.

LO 2.3B: Evaluating the validity of an argument.

## **BIG IDEA 3: Evaluating Multiple Perspectives**

LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

LO 3.1A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

## **BIG IDEA 4: Synthesizing Ideas**

LO 4.1A: Formulating a complex and well-reasoned argument

LO 4.1A: Formulating a complex and well-reasoned argument

LO 4.1B: 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 4.2A: Providing insightful and cogent commentary that links evidence with claims.

LO 4.2B: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

LO 4.2C: Extending an idea, question, process, or product to innovate or create new understandings.

LO 4.3A: Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

## **BIG IDEA 5: Team, Transform, and Transmit**

LO 5.1A: Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis).

LO 5.2A: Communicating an argument in an evidence-based written essay adhering to established conventions of grammar usage, style, and mechanics.

LO 5.2B: Reflecting on and revising their own writing, thinking, and/or processes.

## **Sample Summative Assessments:**

- Mock PT 2- researched paper 1500 words and presentation 5-7 minutes (modified for time)
- Part B of a sample EOC of Practice Exam will serve as the mid-term. [CR2c], [CR2d], [CR2e]

### **AP Capstone Seminar Course Outline, Semester 2**

#### **Assessments for AP Assessments:**

- 1) **1200 word Individual research Report and 8-10 minute Team Multimedia Presentation with Oral Defense:**

#### **LEARNING OBJECTIVES:**

- LO4.1A
- LO4.2B
- LO4.2C
- LO4.3A
- LO4.4A
- LO5.1C

- 2) **2000 word Individual Written Argument and 6-8 minute Individual Multimedia Presentation with 2 oral defense questions:**

#### **LEARNING OBJECTIVES:**

- LO3.2A
- LO4.2A
- LO4.2B
- LO4.2C
- LO4.3A
- LO4.4A
- LO5.1A
- LO5.1C

- 3) **EOC: May 11, 2021, 8:00 a.m.**