

AP Seminar

Course Description

AP Seminar presents opportunities to engage in the world of academic and real-world researching, writing, and presenting. Through College Board tasks and thematic material chosen by students and instructor, students will develop and master skills that directly relate to college and professional level expectations within the realms of researching, writing, and presenting.

Materials

1. Access to the internet in class, home, or nearby
2. Computer or similar device that supports internet access
3. Google account and Trello account. The nature of this course requires these apps for the long term execution of projects and short term live research, writing, and organizing
4. Blank, college-ruled, paper
5. Pens, pencils, colored pencils and/or highlighter

Student Success

Attendance:

Daily attendance and active follow up will result in the strong development of required skills.

Participation:

Your daily and positive participation in class will insure a productive learning environment and prepare you for consistent contribution.

Preparation:

Homework, larger tasks, and in-class work will build on prior knowledge and skills. Preparing for class consistently scaffolds your learning to maximize your skills.

Integrity:

Beyond the AP plagiarism statement, listed below, your ability to have respect for yourself, your work, and the work of others, prepares you for an honest approach to life and research skills developed in this class.

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.

Positive Learning Environment:

Feedback from instructor, peers, and self-reflection will be given and received in a positive light. While skills are developed, we will learn to build on criticism and learn to give constructive criticism.

Communication:

We will be discussing arguments and ideas, not individuals in the classroom.

Assessments

All assessments will be based on the QUEST model of AP Seminar. We will always clarify which letter of QUEST we are focusing on. This will promote clarity and mastery.

1. **Homework - 20% of total school grade**
Explicitly assigned homework will be graded complete or incomplete, this will be based not only on the physical submission of work but the follow up, insightful and active class work concerning the assignment.
2. **Inclass Writing and Presenting Projects - 20% of total school grade**
Each writing prompt and/or presentation will be evaluated based on the AP Rubric specific to the task assigned, these will be in smaller more concentrated forms but will always look towards the rubric for high examples of understanding and execution.. For example, the rubric for PT1 - TMP will be used for any similar activity, the Rubric for PT2 - IWA, row 1 will be used for any similar activity, etc.
3. **Participation - 60% of total school grade**
The bulk of student growth will occur through active participation in daily activities and long term projects. Through live-instructor observation and digital observation (google docs, trello) participation will be tracked.

Grading Scale

The grading scale will adhere to the norms of Northland Preparatory Academy with grades and feedback made available through School Master and Google Classroom

Content Map

Unit I: Introduction and Relevant Technology

August (4 days)

This unit provides an overview of all relevant technological applications. The applications provide a free outlet for word-processing, presentation development, collaboration, task lists, and annotations. All of which will be used throughout the term to enhance efficiency and reflect future experiences in college and in the job market.

Skills

Questions and Explore:

LO 1.2A Retrieving, questioning, organizing, and using prior knowledge about a topic.

LO 1.3A Accessing information using effective strategies.

Synthesize Ideas:

LO 4.3A Extending an idea, question, process, or product to innovate or create new understandings.

Team, Transform, 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).

Activities

1. Introduce QUEST, the impact of AP seminar, and the skill goals for the year.
2. Create and access the appropriate online software for organization, collaboration, and project management.
3. Use tools to collaborate in creating arguments based on prior tools discovered.

Summative Assessments

Students will create groups to explore which piece of technology seems to be most useful and relevant to this course. They will create an argument about which specific tool is the most beneficial and present a short workshop on creative ways to use the specified app.

Resources

1. Trello
2. Google Drive
3. Google Apps (docs, sheets, slides, forms, drawing, keep, scholar)

Unit II: Wealth and Poverty in the United States of America

August - September (27 days)

Due to its history, perspectives from government through cultural, and foundational to academic research texts, podcasts, presentations, interviews, articles, etc., this topic provides a comfortable framework to instruct the skills needed for success in the AP Seminar Performance Tasks and End-of-Course Exam.

Skills

Question and Explore:

LO 1.1A Identifying and contextualizing a problem or issue.

LO 1.1A Identifying and contextualizing a problem or issue.

LO 1.2A Retrieving, questioning, organizing, and using prior knowledge about a topic.

LO 1.3B Using technology to access and manage information.

LO 1.4A Identifying alternatives for approaching a problem.

Understand and Evaluate:

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

LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.

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

LO 2.2C Evaluating the validity of an argument.

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

Evaluating Multiple Perspectives:

LO 3.1A Identifying 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.

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, nonprint) to develop and support an argument.

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

LO 4.4A Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

Team, Transform, Transmit

LO 5.1C Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.

LO 5.2A Providing individual contributions to overall collaborative effort.

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

Activities

1. Examine provided sources through the QUEST structure
 - a. QFT
 - b. Close reading
 - c. Optometrist (lenses/perspectives)
 - d. Annotate
 - e. R.A.V.E.N.
 - f. Source Analysis
2. Create and Expand Arguments
 - a. Reflection
 - b. Lens Declaration
 - c. Perspective Declaration
 - d. Source Scouting
 - e. Solution Development
 - f. Chicago Style Citation
3. Stand and Deliver
 - a. Lard Factor Writing Labs

- b. Boy, I'd Like to Do That
- c. Burst Presentations
- 4. Reflection
 - a. Impact - whats and whys?

Summative Assessments

Students will perform an End-of-course Exam (EOC) using sources listed for this unit and/or any scouted by students during the activities associated with this unit. Students will study the rubric for the EOC and demonstrate their skills to this point in the school year.

Students will deliver short multimedia presentations supporting an argument discovered throughout the unit. These will be delivered based on the AP Seminar TMP rubric accompanied by an essay supporting their argument of choice or their own.

Resources

Includes All from Unit I

1. Ebsco Host
2. Inter Library Loan Program
3. Handouts for close reading, R.A.V.E.N. etc.,
4. Amy Turville, Resarch Librarian - Northern Arizona University
5. Northern Arizona University Library, Student account
6. Kate Turabian's A Manual for Writers of Research Papers, Theses, and Dissertations
7. AP Seminar EOC rubric

Sources

Badu, Erykah. "The Grind - Featuring Dead Prez." *Worldwide Underground*. Detroit: Motown Records, 2003.
[musical recording]

Carnegie, Andrew. "The Gospel of Wealth." *The North American Review* 183, no. 599 (1906): 526-37.
<http://www.jstor.org/stable/25105641>.
[foundation text/article]

Gladstone, Brooke. #2 *Who Deserves to be Poor?*. Busted: America's Poverty Myths. On the Media, podcast audio, January 2017. <http://www.wnyc.org/story/who-deserves-to-be-poor>.
[podcast]

Johnson, Lyndon B. "91 - Annual Message to the Congress on the State of the Union." "Speech, Washington, DC, January 8, 1964. The American Presidency Project.
<http://www.presidency.ucsb.edu/ws/index.php?pid=26787&st=Johnson&st1=>.
[public speech]

Portman, Robert. *Thomas Sowell is Back Again to Discuss His Book Wealth, Poverty, and Politics*. 2016. Accessed July 21, 2017. <https://www.youtube.com/watch?v=ICsPQnGJEpY>
[interview/video]

Sohn, Juliana. *Legless Star Cleaner on the Hollywood Walk of Fame*. September, 2005. 1% Privilege in a Time of Inequality, fosfeniLAB, Padua, Italy.

[artwork]

Sowell, Thomas. "Political Poverty." *National Review*, August 3, 2011.

<http://www.nationalreview.com/article/273368/political-poverty-thomas-sowell>.

[periodical article]

Torstensson, David. "America's Wars on Poverty and the Building of the Welfare State." *Oxford Research Encyclopedia of American History*. 21 Sep. 2017. DOI: 10.1093/acrefore/9780199329175.013.276

[scholarly article]

Unit III: Solution Development and Writing Enhancement

September - October (23 days)

In order to provide the experience of Performance Task 2, students will undergo a similar task but, slightly truncated due to time and to exploit instructor guidance and student led-questioning on formating, writing, researching etc.. Individual students will select a theme, lens, and perspective; research a range of resources to support their argument/solution, prepare a well-written and well-formatted paper, and finally present on their chosen topic. The instructor will use class-time and structured timelines to keep students engaged and on task.

Skills

Question and Explore:

LO 1.2A Retrieving, questioning, organizing, and using prior knowledge about a topic.

LO 1.3B Using technology to access and manage information.

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

LO 1.4A Identifying alternatives for approaching a problem.

Understand and Evaluate:

LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.

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

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

Evaluating Multiple Perspectives:

LO 3.1A Identifying 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.

Synthesize Ideas

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

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

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

LO 4.3A Extending an idea, question, process, or product to innovate or create new understandings.
LO 4.4A Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

Team, Transform, Transmit

LO 5.1B Communicating an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.

LO 5.1C Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.

LO 5.3A Reflecting on and revising their own writing, thinking, and/or processes.

Activities

1. Using sources from Unit I and all student scouted sources, develop an individual research question concerning poverty *or an associated topic to poverty*.
 - a. Gallery walk
 - b. Peer review to narrow and focus question
 - c. Solution oriented question building
 - d. Community focused question building
 - e. Peer-to-peer question building
 - f. Ramification and implication building
2. Compose a 1500 word essay that supports your solution.
 - a. Chicago Style Formatting (pre-build in google doc)
 - b. Research for:
 - i. Background, context, and lenses/perspectives
 - ii. Support for solution
 - iii. Counters for solution
 - iv. Implications and ramifications
 - c. Complete bibliography
 - d. Peer edits
 - e. Finalize and submit paper
5. Stand and Deliver
 - a. Presentation speaking
 - b. Presentation development
 - c. Presentation aesthetics
 - d. Google Slides
 - e. 5-8 minute presentation
6. Reflection
 - a. Review submitted papers against IWA rubric
 - i. What was impactful? Whats and whys?
 - b. Review recorded presentations against IMP rubric
 - i. What was impactful? Whats and whys?

Summative Assessments

Students will submit a 1500 word essay, in chicago style, which will provide proof that the skills in the learning objectives have been appropriately developed. Students will examine the IWA rubric and use that rubric as a guide

for effectiveness. The paper will be thoroughly graded through the IWA rubric and returned with detailed feedback and a chance for an improved resubmission.

Students will present a 5-8 minute presentation, in Chicago style, using the IMP rubric as a guide for quality. Students will receive thorough written feedback based on the IMP rubric.

Resources

Includes All from Unit I, and Unit II

1. www.Procon.org
2. Library of Congress, www.loc.gov
3. USAfacts.org
4. www.Artstor.org
5. www.tedtalks.com
6. www.purdueOWL.edu
7. AP Seminar IWA rubric
8. AP Seminar IMP rubric

Sources

All sources for this unit are student selected but, must adhere to the levels of credibility set forth by the Enduring Understandings described by the learning objectives in the Skills section of this unit. Furthermore, a range of sources including: periodicals, academic journals, foundational texts, podcasts, artwork, presentations, interviews, and books, must be included to support your argument/solution. After this year, student selected sources will be placed here as an example of the breadth and depth of research.

Unit IV: Teamwork: Effectiveness and Execution

October - December (25 days)

In order to replicate Performance Task 1, students will work in groups of 3 to explore and define a theme, and assign three different lenses to independently research within the group. Once completing a paper that adheres to the IRR rubric, students will team and transmit an argument through a team multi-media presentation. This unit will be scaled down to exploit instructor guidance and student-led clarifications on forming, researching, writing, etc.

Skills

Question and Explore:

LO 1.1A 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 1.3A Accessing information using effective strategies.

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

Understand and Evaluate:

LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.

- 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 2.3B** Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.

Evaluating Multiple Perspectives:

- LO 3.1A** Identifying 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.

Synthesize Ideas

- LO 4.2B** Providing insightful and cogent commentary that links evidence with claims.
- LO 4.2C** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- LO 4.3A** Extending an idea, question, process, or product to innovate or create new understandings.
- LO 4.4A** Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

Team, Transform, 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 5.1C** Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.
- LO 5.2A** Providing individual contributions to overall collaborative effort.
- LO 5.2B** Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
- LO 5.3B** Reflecting on personal contributions to overall collaborative effort.

Activities

1. Establishing group productivity
 - a. Group norms
 - b. Group debate
 - c. Group decisions
 - d. Group accountability
2. Define group question
 - a. Discover a common thread between group members' research interests
 - b. QFT
 - c. Define question to support multiple lenses and perspectives
3. Individual Research Report
 - a. Research credible sources through assigned lens
 - i. Scout and decide on sources that represent historical range, presentation styles, and multiple perspectives
 - ii. Annotate each source to support an insightful argument arrived at through thorough research

- iii. Compile all resources and write an IRR against the AP Seminar IRR rubric in 800-1000 words
4. Multi-media presentation
 - a. Deliver IRR work to group
 - b. Hive-mind to decide on appropriate group argument
 - c. Continue research to support argument if needed
 - d. Construct a 12-15 minute presentation against the AP Seminar TMP rubric
 - e. Present
5. Reflection
 - a. Review submitted IRRs against the IRR rubric
 - i. What was impactful? Whats and whys?
 - b. Review recorded multi-media presentations against the TMP rubric
 - i. What was impactful? Whats and whys?

Summative Assessments

Students will form groups and deliver three individual research reports (800-1000 words) to be graded against the AP Seminar IRR rubric. Students will receive extensive feedback on and be given an opportunity to improve work.

Groups will present a 12-15 minute presentation, where all group members actively contribute to the presentation by speaking for 3-5 minutes. Presentations will be graded against the AP Seminar TMP rubric and extensive written feedback will be given to the group and individuals.

Resources

Includes All from Unit I, and Unit II, and Unit III

McGourty, J & DeMeuse. *Team developer: an assessment and skill building program*. John Wiley & Sons 2001.

Sakai, A. "Team Norms and Communication: An Adaptation from An Introduction to Engineering and Design." *University of Delaware*. July 2017.

<http://www.paperbackswap.com/Introduction-Engineering-Design-Workbook/book/007242950X/>

Sources

All sources for this unit are student selected but, must adhere to the levels of credibility set forth by the Enduring Understandings described by the learning objectives in the Skills section of this unit. Furthermore, a range of sources including: periodicals, academic journals, foundational texts, podcasts, artwork, presentation, interviews, and books, must be included to support your argument/solution. After this year, student selected sources will be placed here as an example of the breadth and depth of research.

Unit V: Performance Task 1

December - February (34 days)

In this project, three to five students collaborate as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Skills

All skills developed to this point will be applied to the activities outlined by the College Board. Instructor will determine appropriate group instruction through vigilant observation with student groups.

Activities

Performance Task I	20% of total AP Score	Completion before February 28th	
Individual Research Report	1200 words	College Board Graded	50% of 20%
Team Multimedia Presentation	8-10 minutes, plus defense questions	Teacher Graded	50% of 20%

Summative Assessments

Students will compose a 1200 word Individual Research Report against the AP Seminar IRR rubric and submit to the College Board.

Student groups will present a cohesive argument in a multi-media presentation against the AP Seminar TMP rubric and orally defend various aspects of their argument, research, and presentation.

Resources

All from Unit I, Unit II, Unit III, and Unit IV

1. AP Seminar Performance Task 1 rubric
2. AP Seminar Course and Exam Description

Unit VI: Performance Task 2: Individual Research-Based Essay and Presentation

February - April (35 days)

The final five days are set-aside for presentations

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.

Skills

All skills developed to this point will be applied to the activities outlined by the College Board. Instructor will determine appropriate group instruction through vigilant observation of individual students.

Activities

Performance Task II	35% of total AP score	Completion by April 15th	30 Calendar Days for Completion
Individual Writing Assignment	2000 words	College Board Graded	70% of 35%
Individual Multimedia Presentation	6-8 minutes	Teacher Graded	20% of 35%
Oral Defense	Two questions from teacher	Teacher Graded	10% of 35%

Summative Assessments

Students will compose a 2000 word individual written argument based on stimulus materials provided by the College Board. Students will write against the AP Seminar IWA rubric and submit to the College Board.

Students will present a 6-8 minute cohesive argument in a multi-media presentation. This will be prepared against the AP Seminar IMP rubric and students will orally defend various aspects of their argument, research, and presentation.

Resources

All from Unit I, Unit II, Unit III, and Unit IV

3. AP Seminar Performance Task 2 rubrics, IWA and IMP
4. AP Seminar Course and Exam Description

Sources

All sources will be determined by individual student.

Unit VII: End-of-Course Exam

May (1 day)

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. 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.

Skills

Relevant skills developed to this point will be applied to the activities outlined by the College Board.

Activities

End-of-Course Exam	45% of total AP score	May 8th	College Board graded
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Part A from one source in 30 minutes

1. Identify author's argument, main theme, or thesis

2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.

3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

30% of 45%

Part B from four sources in 30 minutes

70% of 45%

Directions: Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the authors' names.

Summative Assessments

See above activities.

Sources

Provided by the College Board.
