

## AP Capstone: Seminar

2020-2021

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### TEXTS:

Graff, Birkenstein, and Durst. *They Say / I Say: High School Edition*. New York: Norton, 2015.

Burke, Jim. *Uncharted Territories*. New York: Norton, 2016.

Various texts, including articles from periodicals, websites, literature, essays, poems, videos, art work etc., both teacher and student selected

### DESCRIPTION:

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP course - AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, 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. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

**\*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.**

### GOALS – Students will

- Engage in rigorous college-level curricular focused on the skills necessary for successful college completion;
- Extend their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- Collect and analyze information with accuracy and precision;
- Cultivate their abilities to craft, communicate, and defend evidence-based arguments; and
- Practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

### ASSESSMENT AP Seminar (Year 1):

Team Project & Team Presentation (Performance Task 1)	20%
Individual Research-Based Essay / Presentation (Performance Task 2)	35%
End-of-Course Exam	45%

### REQUIREMENTS:

Students must demonstrate self-motivation to actively engage in their own learning and complete all assignments, possess strong reading and writing skills, and actively participate in class discussion and activities.

### MATERIALS:

A 1/2 to 1-inch binder or file folder (5 sections is sufficient) for AP Seminar ONLY

Blue / black pens, pencils

Post-it notes for annotation

Notecards for presentation notes

Flash Drive and Google Drive (you'll need a Gmail account, we have student accounts to use through Google Classroom).

A library card for Chandler Public Library

## Course Syllabus (cont.)

\*This syllabus is subject to changes; follow the web page for daily assignments. As each day’s instruction builds on previous instruction, it is imperative that you fully engage in class activities and avoid any unnecessary absences. Late work will not be accepted. If you must miss school, be sure the assignment is submitted via email or brought to school prior to your class period. You are responsible for ensuring delivery of the assignment.

### PLAGIARISM

This course adheres rigorously to the 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 through their course work. The student’s individual voice should be clearly evident, and the ideas of theirs 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 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 Tam Multimedia Presentation will receive a group score of 0 on 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.” [CR4b]

Quarter	Focus – Introduction to skills	Major Assignments
<b>One</b>	<b>Introduction to QUEST and Entering the Conversation</b>	
	<ul style="list-style-type: none"> <li>• Introduction to QUEST (Question and Explore; Understand and Analyze Arguments; Evaluate Multiple Perspectives; Synthesize Ideas; Team, Transform, and Transmit)</li> <li>• Identifying Argument</li> <li>• Understanding Plagiarism</li> <li>• Evaluating Credibility</li> <li>• Team Writing Introduction and Practice</li> <li>• Research Practice</li> </ul>	Close reading of various essays and texts; Analytical Responses to various readings; Group and Individual Presentations
<b>Two</b>	<b>Focus – Refinement of skills</b>	
	<ul style="list-style-type: none"> <li>• Analyze Argument</li> <li>• Create Research Questions</li> <li>• Understand Perspectives</li> <li>• Discern Multiple Perspectives</li> <li>• Synthesize Ideas</li> <li>• Propose Original Solution to a Problem</li> </ul>	Performance Task 1 Practice; End of Course Exam A Practice; Performance Task 2 Practice; Select teams and begin planning for Performance Task 1; Semester Exam: End of Course Exam A / End of Course Exam B
<b>Three and Four</b>	<b>Focus – Application of Skills</b>	
	<b>Performance Assessment Task 1:</b> Team Project & Presentation (November – January) Task Overview: Students work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real-world issue, problem, or question. Each team designs and/or considers options, alternatives, and approaches; develops a written report and multimedia presentation to communicate its conclusions, solutions or	Individual Research and Reflection (2,000 words)  Written Team Report (3,000 words)  Team Multimedia Presentation and Defense (8-10 minutes) with follow-up

## Course Syllabus (cont.)

<p>recommendations; and provides a defense to questions posed by the teacher. (25% of AP Composite Score)</p> <p><b>Performance Assessment Task 2:</b> Individual Written Essay and Presentation (Cross-curricular Stimulus Material provided by The College Board (January – March)</p> <p>Task Overview: The College Board’s AP Capstone Program will annually release cross-curricular source material (texts) 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 defend their conclusions. The final paper must refer to and incorporate at least one of the sources.</p> <p>APRIL 30<sup>th</sup>- DEADLINE FOR SUBMISSION TO COLLEGE BOARD PORTFOLIO for PT 1 and PT2 written components</p> <p><b>AP Seminar End-of-Course Exam</b>  <b>May 2020</b>  <b>Written Exam – 3 hours</b></p> <p>Components</p> <ul style="list-style-type: none"> <li>• Three Short Answer Questions – analysis of argument in a single source or document</li> <li>• One Essay Question – Comparative analysis and evaluation of authors’ arguments; Synthesis of multiple texts / Development of evidenced-based argument</li> </ul>	<p>questions from teacher</p> <hr/> <p>Individual Written Argument:          Research-Based Argumentative Essay          (2,000 words)</p> <p>Individual Multimedia Presentation (6-8 minutes)</p> <p>Oral Defense of Presentation (two questions from the teacher)</p> <hr/> <p>AP Exam</p>
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**Tardy and attendance Policy:** Be in your seat when the bell rings.

Referrals will be sent to Administration after the **third and all subsequent tardies per semester.**

After ten (10) absences, a student may be dropped from the class.

As this class requires extensive individual research and use of class time, missing class regularly will result in falling behind, especially in the event of the team presentation. Students are expected to be present on the days of scheduled performance task assessments, Team Multimedia Presentation and Individual Multimedia Presentation during 3<sup>rd</sup> and 4<sup>th</sup> quarters and all practice presentations.

**Major assignments--essays, dialectical journals, research paper, etc.**

All major assignments are due on the designated date, **even if you are absent.** You will be given an outline at the beginning of the quarter, and the assignments are also on my website. You must upload documents to Turnitin.com, when indicated, or submit through Google Classroom assignments. If you are absent on the day a major assignment is due, you will be expected to upload the assignment to your Google Classroom account. In case of emergency situations, proper documentation will be required for absences to excuse students of work, but in the case of the components of the AP Seminar Assessment Tasks, there is no exception as these count as a part of the AP Exam score through College Board.

**Absent Students:** Work cannot be made up if an absence is unexcused (Your parent/guardian must call within 24 hours of the absence to excuse it); For all assignments - **other than major assignments**, you have one day for each day absent to make up the work; Tests/quizzes must be made up within one week. It is the student’s responsibility to find out what was missed on the day(s) absent. Use the classroom calendar and check Google accounts to assure you stay on track when absent.

## Course Syllabus (cont.)

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### Diversity Statement

All individuals have a right to an educational environment free from bias, prejudice, and bigotry. As members of Hamilton High School educational community, students are expected to refrain from participation in acts of harassment that are designed to demean another student's race gender, ethnicity, religious preference, disability, or sexual orientation

### EVALUATION:

Class Participation	15%
Practice / Homework	15%
Presentations	35%
Writing (timed and typed)	35%

### FINALS

Quarter One – 40%
Quarter Two – 40%
Final Exam – 20%

### Technology Policy:

We will have access to school technology on a regular basis, so acceptable use is expected. It would be helpful to also have use of a personal or home computer for completion of research and reading when needed. Phones can be used only in the case of needing to look up something for class purposes or to complete a task for class purposes. When technology is not used appropriately or provides a distraction from tasks, we will no longer allow the free use of technology for that particular student for a given period of time depending on the level of abuse or defiance. Using Google Schools for class means we are closely monitored at the district level for content and usage. Students need to feel comfortable with Google applications through Google schools to successfully submit class assignments and access course documents.

### Classroom Environment:

All students need to treat each other with respect and dignity. This includes using language that is positive and appropriate to the school environment. Using vulgar, racist, prejudice or hurtful language is permitted under no circumstances.

-Defacing school property, such as desks, books, or walls will not be tolerated.

-Side conversations that distract from student learning are not respectful.

**Food and Drink:** Food and drink are not permitted, with the exception of water, inside the classroom during class time.

### Failure to adhere to classroom policy results in:

1. Verbal warning
2. Conference with teacher and student
3. Conference or phone call with teacher, student, and parent
4. Office referral

Consequences may escalate if a situation occurs that warrants necessity for immediate disciplinary action.

### Final Thoughts:

Due to the nature of this course, success results when students are genuinely working towards a collaborative and supportive environment. Behaviors that result in the alienation of others, in the refusal to collaborate or to work cooperatively, in the refusal to use class time for the purpose of research, inquiry, evaluation of knowledge, reading, or writing may result in the student being referred for behavior or being re-evaluated for enrollment in the course. I promise to work to support all students who are struggling with skills or concepts, and will do what I can to provide support, but the second semester direct feedback is not allowed, per College Board, due to reasons of test security. The second semester of this course IS THE AP EXAM. Peer evaluation and feedback, however, is allowed, encouraged, and at times required. Expect deadlines, expect to show me drafts and to work collaboratively, and build upon vital skills for college, career, and cultural readiness in the process. You will learn a lot, and this class is like no other AP class in format, so expect the unexpected.