

AP Capstone – Seminar

Inaugural Year - 2016 - 2017

“If you change the way you see the world, you can change the world you see.” – Satya Nadella, Microsoft CEO

Instructor: Ms. Petit
E-mail: Florence.Petit@BrowardSchools.com
Face-to-face office hours: Wednesdays + by appointment;
Virtual Office Hours: Through Edmodo *or* through electronic mail

Course Curriculum Framework:

Develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- Big Idea 1: Question and Explore
- Big Idea 2: Understand and Analyze
- Big Idea 3: Evaluate Multiple Perspectives
- Big Idea 4: Synthesize Ideas
- Big Idea 5: Team, Transform, and Transmit

I. Rationale:

The course content (knowledge and skills) aligns with college-level standards. This course equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.

II. Course Aims and Outcomes:

Aims

This course is designed to help students:

- ✓ focus on skills necessary for successful college completion,
- ✓ synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts,
- ✓ collect and analyze information with accuracy and precision,
- ✓ cultivate the ability to craft, communicate, and defend evidence-based arguments, and
- ✓ provide opportunities to practice disciplined and scholarly research skills while exploring relevant topics that appeal to students’ interests.

Students will have multiple opportunities to practice these skills at multiple levels of complexity.

Specific Learning Outcomes:

By the end of this course, students will:

- ✓ Explore topics from a variety of texts while using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming of information.
- ✓ Experience artistic works and performances.
- ✓ Listen to and view speeches.
- ✓ Read and analyze articles, research studies, foundational, literary, and philosophical texts.
- ✓ Investigate, analyze, and evaluate real-world problems through multiple lenses. Consider options and evaluate alternatives. Propose solutions or resolutions. Explain and justify logic and line of reasoning.
- ✓ Gain a rich appreciation for the complexity of important issues.

III. Format and Procedures:

School Supplies:

- ✓ Access to a computer and a printer
- ✓ Flash drive
- ✓ Binder
- ✓ Dividers with pockets
- ✓ Blue and black ink pens
- ✓ Highlighters
- ✓ Professional attire for formal presentations
- ✓ Public library card (free)
- ✓ Free online accounts with:
 - Turnitin.com
 - Drive.google.com
 - Edmodo.com
 - Beep.browardschools.com
 - www.broward.org/Library/OnlineResources
 - office365.browardschools.com

Classroom Rules and Policies:

- ✓ Be on time and ready to learn – this means having all class materials and being in your seat before the period begins.
- ✓ Be respectful while the teacher and other students are talking.
- ✓ Participate in all in-class activities. Be prepared to ask and answer content-related questions and work cooperatively.
- ✓ Focus solely on AP Seminar while in class.
- ✓ Electronic devices may not be used in class without teacher permission.
- ✓ You may not eat during class.
- ✓ Any work pre-assigned to the class before your absence is due the day you return to school.
- ✓ Follow all school rules (see student handbook for rules and consequences).

Inclusivity Statement

We understand that the class represents a rich variety of backgrounds and perspectives. PBHS is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all students to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their classmates
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the class has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the PBHS community

Peer Editing and Critiques:

Because all the work on the two task assessments must be student generated, neither the instructor nor any consultant the student works with will be allowed to edit papers. The bulk of the editing will fall to

student small groups in class. Peer editing is allowed and expected on written work as well as for drafts and revisions of all task assessment papers.

Students will have practice presentations filmed and will be expected to watch and critique the delivery and the quality of the visual presentations and multimedia materials.

Course Structure:

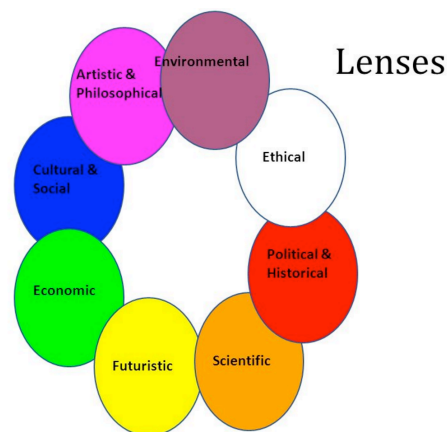
The structure of the score you receive from College Board for AP Seminar differs from other AP courses that you’ve taken in the past. The breakdown is as follows:

Team Project and Presentation (20 percent)

- ✓ Individual Research Report (1,200 words)
- ✓ Team Multimedia Presentation and Defense (8 - 10 minutes)
- ✓ *DUE February 21, 2017*

Individual Research-Based Essay and Presentation (35 percent)

- ✓ Individual Written Argument (2,000 words)
- ✓ Individual Multimedia Presentation (6 - 8 minutes)
- ✓ Oral defense (two questions from the teacher)
- ✓ *DUE April 6, 2017*



End-of-Course Exam (45 percent)

This 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. This exam will take place on *May 4, 2017*.

We will spend the first half of the year developing the skills that will enable you to be successful on all three components of your AP score.

IV. Units and Themes

UNIT #:	UNIT TITLE	THEMES
1	Critical thinking skills and recognizing multiple perspectives	Identity
2	Argument	World Affairs
3	Research and Writing	Identity, World Affairs
4	Presenting	College Board January 2017 stimulus materials

The recursive nature of the skills necessitates overlapping themes and concepts throughout each unit.

V. Texts: Students will be expected to read, annotate, analyze and synthesize ideas from published and peer-generated works. Students will also be expected to research information the class and/or small

groups will analyze and synthesize. The following is not an all-inclusive list of titles and selections students will be assigned to read from:

Cohen, Samuel. (2005). *50 Essays A Portable Anthology*. Boston: Bedford/St. Martin's.

Graff, Gerald. & Birkenstein, Cathy. (2010). *They Say I Say: the Moves That Matter in Academic Writing*. 2nd ed. New York: W.W. Norton & Company.

Jacobus, Lee A. (2013). *A World of Ideas, Essential Readings for College Writers*. 9th ed. Boston: Bedford/St. Martin's.

Jolliffe, David A. & Hephzibah, Roskelly. (2014). *Writing America, Language and Composition in Context. Advanced Placement ed.* Boston: Pearson.

Lunsford, A.A., Ruskiewicz, J.J. & Walters, K., (2013). *Everything's an argument, with readings*. 6th ed. Boston: Bedford/St. Martin's.

Modern Language Association. (2016). *MLA Handbook for Writers of Research Papers*. 8th ed. New York: The Modern Language Association of America.

Palmquist, Mike (2015). *The Bedford Researcher*. (5th ed.). Boston: Bedford/St. Martin's.

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Shea, R.H., Scanlon, L., & Aufses, R.D. (eds) (2013). *The Language of Composition, Reading Writing Rhetoric*. 2nd ed. Boston: Bedford/St. Martin's.

To fulfill the inquiry-based nature of this course, additional current media, speeches, magazines, journals, newspapers, and other secondary and primary sources will be incorporated.

VI. Assignments & Weights:

Grades will be based on:

- (a) Analysis (25%)
- (b) Communication (25%)
- (c) Research (25%)
- (d) Composition (25%)

VII. AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

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 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 bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar

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 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. ”

VIII. Academic Integrity

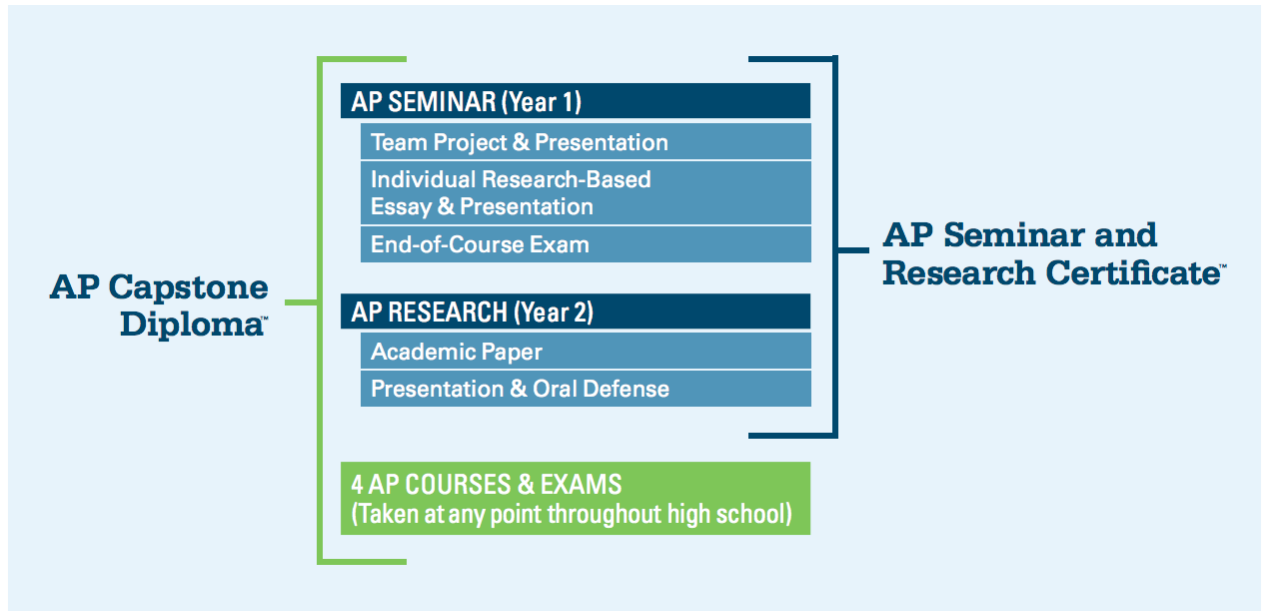
Pompano Beach High School prides itself on preparing students for the rigors of college. It is therefore imperative that students do their own work so that they learn content accurately. The faculty expects academic integrity; therefore, students must abide by the PBHS Honor Code when they complete assignments, tests, quizzes, projects, and all other work, both in class and out.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment.

IX. Program Matriculation

Students in the AP Capstone program are matriculated through PBHS' Debate program. The debate program provides students with an introduction to argumentation. Students in the AP Capstone program remain part of the PBHS Debate program. Varsity students in the PBHS Debate program are required to compete in two debate tournaments per semester. Students are responsible for planning, preparing, registering, and practicing ahead of time for tournaments, and for providing judges once per semester. For tournament dates, see the PBHS Debate calendar. While at tournaments, students are expected to arrive on time and remain present until after the awards ceremony. Additionally, varsity debaters are required to earn a minimum of six debate-related volunteer hours per semester.



<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-capstone/ap-capstone-student-brochure.pdf>

I have read and understand course requirements and expectations.

Print Student Name *clearly*: _____

Student Signature: _____

Print Parent/Guardian Name *legibly*: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number(s): _____

Parent/Guardian Email *clearly*: _____

Return this signature page, completed, by August 30th.