

# AP Seminar Syllabus Wando High School 2017-2018

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## **Course Description:**

AP 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.

## **Goals:**

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Empower students to collect and analyze information with accuracy and precision.
- Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

## **Expected Student Learning Outcomes:**

Throughout the program, students consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Seminar program provides students with a framework that allows students to develop, practice, and hone their critical and creative thinking skills as they make connections between issues and their own lives.

While helping students to develop and strengthen their critical and creative thinking skills, students learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process exposes students to a variety of primary and secondary print and non-print sources such as articles, research studies, and foundational literary and philosophical texts; speeches, broadcasts, and personal accounts; and artistic works and performances. The wide variety of academic sources 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.

## **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.”

[From College Board. (2016). *AP seminar course and exam description* (3rd ed.). New York, NY: College Board.]

**School Policies:** Students are expected to follow all school and school district policies.

### **Wando High School Handbook: ACADEMIC MISCONDUCT**

Academic misconduct includes, but is not limited to, inappropriate use of a Wando computer, electronic device, cheating, plagiarism and/or collusion, and falsification of information.

- A) An electronic device violation of the honor code is defined to include the following:
  - 1) Representing another’s work or answers as one’s own.
  - 2) Using another’s access (password) for either obtaining privileged information or causing unauthorized changes.
  - 3) Bypassing, by any means, security measures installed on the electronic device.
  - 4) Using Wando Internet access for sending, receiving, or printing information which is personal or unrelated to current course work.
  - 5) Accessing or attempting to access LAN/WAN folders or files that are not your own.
- B) Cheating is defined as giving or receiving help on graded work unless authorized by the teacher. The definition also includes the following:
  - 1) Copying from another student’s work.
  - 2) Using unauthorized material, including electronic devices, during a test.
  - 3) Unauthorized collaborating with any other person during a testing situation.
  - 4) Substituting material written ahead of time for material required to be produced during a testing situation.
  - 5) Soliciting, obtaining, using, buying, selling, or transporting unauthorized tests or information about tests or other course projects.
  - 6) Accessing or attempting to access LAN/WAN folders or files that are not your own.
- C) Plagiarism is defined as the appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit.
- D) Collusion is defined as the unauthorized collaboration with any other person in preparing work offered for credit.
- E) Falsification of information with intent to deceive.
- F) Other behavior constituting academic misconduct as determined by School Administration.

### **Instructional Resources:**

To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources may be included. The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., library/internet research, audio/video equipment, etc.). Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews). Students will be expected to use technology to access and manage information from online databases (e.g., SIRS, GALE, or Google Scholar) that grant access to secondary and primary sources.

**Books:**

Sinek, S. (2009). *Start with why*. New York, NY: Penguin.

Wu, T. (2010). *The master switch: The rise and fall of information empires*. New York, NY: Random House.

Gopen, G. (2004). *The sense of structure: Writing from the reader's perspective*. New York, NY: Pearson Education Inc.

**AP Scoring System**

During the AP Seminar course, students complete the following assessments: Two through-course performance tasks and an End-of-Course exam. A final AP score (from 1 – 5) is calculated by the score on each part.

**Performance Task 1:** (20% of the AP score)

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.

Component	Scoring Method	Weight
Individual Research Report (1,200 words)	College Board	50% of 20%
Team Multimedia Presentation and Oral Defense (8 – 10 minutes, plus one defense question per student in the group)	Teacher	50% of 20%

**Performance Task 2:** (35% of the AP score)

The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students 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.

Component	Scoring Method	Weight
Individual Written Argument (2,000 words)	College Board	70% of 35%
Individual Multimedia Presentation (6 – 8 minutes)	Teacher	20% of 35%
Oral Defense (Two questions)	Teacher	10% of 35%

**End-of-Course Exam:** (45% of the AP score)

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: Three short-answer questions and one essay question.

Component	Scoring Method	Weight
Part A: Analyze an argument using evidence	College Board	30% of 45%
Part B: Build an argument using at least two of the four provided sources	College Board	70% of 45%

## Assessment

### Skills-Based Assessments:

- Writing structure
- Reflections
- Developing research questions
- Understanding and analyzing articles
- Evaluating multiple perspectives
- Synthesizing ideas
- Practice Team Presentation
- Practice Individual Presentation

### Grading Scale:

- A: 100 – 90
- B: 89 – 80
- C: 79 – 70
- D: 69 – 60
- F: 59 and below

### Grade Setup:

This course uses a “total points” approach to scoring. Each assignment will be given a set amount of points; a student’s percentage for the quarter is calculated by dividing the number of points earned by the total number of points.

- Reflections: 10 points
- Practice: 10 points
- Skills Assessment: 30 points
- Class Discussion: 10 points
- Practice Team Presentation: 100 points
- Practice Individual Presentation: 100 points
- Checkpoints for Performance Task 1: 10 points
- Checkpoints for Performance Task 2: 10 points

### Course Work:

This course requires students to complete a number of tasks in preparation for the AP Seminar formal assessments. It is expected that students thoroughly and thoughtfully complete all work assigned in this course, regardless of whether the assignment receives a grade.

Class participation is extremely important. This includes attendance, reading comprehension activities, reflections, taking research notes, rewriting drafts, peer review (in class), and team meeting sessions (in class and at home).

### Participation in Class Discussion:

Students must come prepared to participate actively in discussions, both online and in class. Based on each week’s tasks, students write a brief commentary (one to two paragraphs) that addresses the key questions: *How should we frame this issue? What is the author’s argument?* Evaluation will be based on how student participation (comments, ideas, and questions) helped to enhance and/or advance our overall collective understanding through critical discussion and listening.

The following criteria will be used to assign the participation component of the student’s overall grade:

- A: Highly Effective Participant: Near perfect attendance; insightful questions and comments; clearly completes the reading and goes beyond by introducing other relevant material.

- B: Consistent Participant: Good attendance; thoughtful questions and comments; clearly completes the reading.
- C: Occasional Participant: Regular attendance; sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material.
- D: Observer: Regular attendance, but does not get involved in class discussions.
- F: Occasional Observer: Sporadic attendance; no participation in class.

**Expectations for Academic Success:**

This course is designed to have students work in groups/teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.

This course requires students' active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times and respect the thoughts and opinions of classmates.

(Leave this part attached)

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I have read and understand the information in this syllabus.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date