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**Course Title:** AP Capstone Seminar  
**Course Location:** A 138  
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**Availability:** The best method of contact is via email. I check my email daily, and I will do my best to respond within 24 hours.

**Assignments:**

- Mock EOC (Part A and Part B)
- Mock Performance Task 1
- Mock Performance Task 2
- Various readings (see below)
- Various group class activities

**Supplies:**

- 1 ½ inch 3-ring binder
- Loose leaf paper (at least one full package)
- Pens/Pencils
- Flashdrive
- Gmail account

**Grading Scale:** All mock presentations and EOCs will be scored using the AP Capstone Seminar rubrics. Readings and class activities will be worth 25-50 points. Students must submit work on the assigned day before any presentations begin. Students must be in class on the day of his or her presentation unless there are extenuating circumstances.

The AP Seminar course is the first part of the AP Capstone diploma program. This is a cross-curricular inquiry based course which will prompt you to investigate real-world problems from multiple perspectives. Using the evidence gathered during the research process, you will craft arguments that synthesize the information collected into a cohesive, cogent paper and presentation.

## **Goals**

The goals of the AP Seminar course include:

- Develop the critical thinking and inquiry skills necessary to succeed in collegiate-level courses
- Train students to read and comprehend complex texts, and be active readers who clearly articulate an author's given perspective
- Evaluate the strength of an argument by examining the line of reasoning
- Conduct scholarly research that has a specific purpose
- Create well-crafted arguments that synthesize information gathered from various sources that represent varying perspectives
- Engage an audience with meaningful presentations that show careful consideration of media, information, and delivery used throughout the presentation

## **Course Materials**

### *Online and Electronic Resources:*

Students will be required to responsibly use a number of online and electronic resources, either for research or composition purposes. These include Google Scholar, EBSCO, Gale, PRO Quest, Britannica Online, Microsoft Academic, Google Docs, and Purdue University's Online Writing Lab (OWL).

Additionally, Canvas is an integral part of this course. All PDFs, reading links, TED Talks, images, samples, and any other pertinent resource will be posted to the Canvas page. Once second semester commences and students begin working on their Performance Tasks, assignments will be digitally uploaded onto Canvas.

## **Texts**

*They Say, I Say* by Gerald Graff, Cathy Birkenstein, and Russel Durst

The Bedford Reader

Selected articles as listed in each weekly outline

## **Plagiarism**

This course adheres with fidelity to the AP Capstone policy on Plagiarism, which states the following:

“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 Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report 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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.”

As such, plagiarism will not be tolerated in this course. Any assignment found to have been plagiarized will be dealt with immediately through removal of credit for the assignment and conference with grade-level administrators, parents, and involved student(s).

## **Class Themes- Being Healthy: A Closer Look (Unit 1);**

This unit’s theme for AP Capstone Seminar is *Examining Global Health*. Through examining various lenses and perspectives within each lens, students will examine the role being healthy has in every area of one’s life. They will evaluate what role mental, physical, and mental health has on Americans’ ability to prosper and compete in global society.

### **Unit 1, Weeks 1-6: What does it mean to be healthy?**

#### **Big Idea 1: Question and Explore**

LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.

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

LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

#### **Big Idea 2: Understand and Analyze**

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

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

LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.

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

### **Big Idea 3: Evaluate Multiple Perspectives**

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

### **Big Idea 4: Synthesize Ideas**

LO 4.2A – Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.

### **Big Idea 5: Team, Transform, and Transmit**

LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

LO 5.1C: Communicating information through appropriate media using effective techniques of design

LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance

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.

#### **Summative Assessment:**

- Students will write an individual paper and create a team presentation, acting as a mock presentation for Performance Task 1

#### **Formative Assessments**

- Students will put themselves in groups and form a research question about health in America
- Students will create an annotated bibliography
- Students will create an outline of their presentation to ensure information is synthesized
- Students will participate in in-class readings in which they identify the thesis or main idea and trace the author's line of reasoning
- Students will use images to produce questions that are aligned with each lens
- Students will use various methods (RAVEN and PAACE) to determine credibility of sources and determine their overall usefulness

#### **Week 1: Intro to the Course/Team Building/Exploring the facets of health**

- Class expectations; class website; icebreakers
  - Hula hoop pass; pass the paper
- QUEST introduction
- Discuss the different lenses
- What encompasses being healthy?
  - Write a one page response using one lens
  - Students share out in groups; synthesize ideas to present group findings to the class

#### **Weeks 2-6:**

## **Week 2: Identify thesis and evaluate evidence**

- Introduce EOC Part A; Discuss key terms
  - Students will complete a mock Part A
  - Effective student samples: Distribute student samples and score them as a class; review rubric verbiage
- Reading: “The Myth of Doomed Kids” by Bella DePaulo
  - Identify the author’s thesis
  - Identify claims used to build the argument and make connections
- Video: “The Epidemic of Childhood Obesity” Michelle Obama  
<http://www.trendhunter.com/keynote/nutritional-speech>
  - What is Obama’s main goal with this speech? (Be wary of oversimplification)
    - Evaluate the evidence and its credibility; examine the context of the speech
      - Students will form groups and take notes in Google Docs as they watch the speech
      - Each group will share out its findings and defend them

## **Week 3: Examine Lenses and Assess Credibility**

- *The Two Fridas* by Frida Kahlo
  - View the painting in color
  - Write down questions and observations
  - Students will get in groups of 4 and decide on a theme of the painting
    - On chart paper, each group will look at each lens and generate questions that pertain to the theme
- Reading: “A Potent Side-Effect to the Flint Water Crisis: Mental Health Problems” Abby Goodnough and Scott Atkinson
  - Use PAACE model to determine credibility of news article
- Introduce RAVEN
  - Reading: “Don’t Blame the Eater” by David Zinczenko
- Reading: “Fat is a Feminist Issue” by Susie Orbach
  - Examine the line of reasoning
  - Which perspectives are represented AND neglected?
  - Limitations of Orbach’s argument?
- Reading: “Escape from the Western Diet” by Michael Pollan
  - Determine lenses covered
  - What is his main idea?
  - Identify claims and evidence used to connect his claims

## **Week 4: Diseases in America’s Past**

- Reading: “Wiping Out Polio: How the U.S. Snuffed Out a Killer” by Jason Beaubien (npr.org)

- Why was polio feared? What made it so difficult to defeat?
- How did eradicating polio in America impact our past, present, and future?
- Generate specific questions linked to each lens after reading this article
- Text: “How we’ll stop polio for good” by Bruce Aylward (TED Talk)
  - What is the main goal of this TED talk?
  - How credible is the information presented? How do you know?
- Reading: “What are the reasons to vaccinate my baby?” published by the Centers for Disease Control and Prevention
  - What perspective is represented in this article?
  - What are some contradictory perspectives
    - Find two sources that represent a contradictory perspective

### **Week 5: Creating a Research Question**

- MLA Works Cited format
  - Introduce Purdue Owl
  - Introduce AP Digital Portfolio and EBSCO
- What makes a solid research question?
  - Open-ended and focused
  - Genuine points of ongoing debate
  - Engages multiple perspectives
  - Requires a judgment or evaluation
- Select groups and create a research question that centers around health
  - Assign lenses to each group member
  - Each group creates and submits group norms (guidelines all group members are expected to abide by at all times)
  - Conduct research
    - Create annotated bibliography
- Examine the rubrics for Performance Task 1
  - Summarize what each row requires to ensure understanding of task’s goals

### **Week 6: What makes an effective presentation?**

- Video: “Life After Death by PowerPoint 2012” by Don McMillian
  - Brief description of what not to do for visual representation
- Text: “Why Genetic Research Must be More Diverse” (TED talk) by Keolu Fox
  - Determine lens(es)
  - Explain & Evaluate Argument
  - Group discussion: how can we use this for our research?
- Text: “The U.S. Needs Paid Family Leave- For the Sake of Its Future” (TED Talk) by Jessica Shortall
  - Determine lens(es)
  - Explain & Evaluate Argument
  - Group discussion: how can we use this for our research?
- Refine research question and reevaluate research

- Begin writing Individual Research Paper for the Team Presentation

### **Week 7: Combining Individual Papers into a Team Presentation**

- Finish Individual Research Report; Using Google Docs, peer-review papers; Submit to instructor
- Create an Outline of the Team Presentation
  - Determine most pertinent lenses and research for each lens
  - Come to some sort of conclusion about the research; have a proposed solution or recommendation
    - Presentation **should not** be divided and presented by lenses
  - Synthesize research from each lens to create a unified argument in support of the proposal
  - Determine who will present which portion of the argument
  - Provide internal citations and complete Works Cited
- Create a Multimedia Presentation
  - Media should enhance the presentation
  - Consider audience, context, and purpose
- Prepare for oral defense questions
  - Using the sample types of questions, students will practice asking and answering questions with peers
- Group Presentations
  - Each group presents their findings and defends their solution/recommendation
- Group Review of presentations (view recording)

### **Unit 2, Weeks 8-13**

This unit will cover all learning objectives from the prior unit, as well as the following:

#### **Big Idea 1: Question and Explore**

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

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

LO 1.5A: Identifying the information needed for the context of the inquiry.

#### **Big Idea 2: Understand and Analyze**

LO 2.2C: Evaluating the validity of an argument.

LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.

LO2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

#### **Big Idea 3: Evaluate Multiple Perspectives**

LO3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

**Big Idea 4: Synthesize Ideas**

LO 4.1A: Formulating a well-reasoned argument taking the complexities of the problem or issue into consideration.

LO 4.4A – Extending an idea, question, process, or product to innovate or create new understandings.

LO 4.5A – Offering resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications.

**Big Idea 5: Team, Transform, Transmit**

LO 5.1B – Adhering to established conventions of grammar, usage, style, and mechanics.

LO 5.1D: Adapting an argument for context, purpose, and/or audience.

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

**Summative Assessment:** Students will write an individual paper and create a team presentation, acting as a mock presentation for Performance Task 2.

**Formative Assessments:**

- Mini group presentations
- Writing a focused individual research question
- Mock exam of Part B of the EOC
- Reading and annotating complex texts
- Tracing the line of reasoning in an argument

**Week 8: EOC Part B**

- Students will take a mock version of the EOC part B
  - Essays will be scored using the rubric
  - Students will receive samples and use the rubric to score them
    - Discuss scores and guidelines for revisions; resubmit essays
- What encompasses culture? Is there an American culture?
  - Students will write individual papers (one page)
- Reading: “Champion of the World” by Maya Angelou
  - What is her main idea/thesis?
  - How does this link to culture? What perspectives are expressed?
- Reading: “Be Cool to the Pizza Dude” by Sarah Adams
  - What values does Adams express?
  - How important are these values in American culture?
  - What strategies does she use to persuade her audience?

**Week 9: Television’s Influence on America’s Culture**

- Reading: “Family Guy and Freud: Jokes and Their Relation to the Unconscious” by Antonia Peacocke
  - Discuss implication and limitations of Peacocke’s essay
- Reading: “Masculinity” by Germain Greer



- What is the argument against masculinity being a cultural construct?
- How valid is Greer's argument?
- Find examples from television that support or refute Greer's argument
- Text: "The Conscience of Television" (TED talk) by Lauren Zalaznick
  - Use Google docs to take notes on information
  - What conclusions does Zalaznick make about television's impact?
  - How has historical events influenced the type of television shows and their shaping of American culture
    - Write a two page response with at least one additional source to support your line of reasoning

### **Week 10: Visual Representations of Classic Art Gone Pop Art**

- View Starry Night, Abraham Lincoln, The Luncheon on the Grass, The Son of Man, and The Last Supper
  - View Ron English's pop art version of each painting
  - Implications and limitations of English's interpretation
  - To what extent does it portray modern American culture and ideals?
- In groups, students find examples of visual representations
  - Using Google Docs, analyze implications and limitations of the interpretation by the new artist
  - Each group presents their findings

### **Week 11: Structuring an Effective Argument**

- Finalize a research question
- Gather additional research; have a minimum of 6 sources
- Write Individual Written Argument (IWA)

### **Week 12: Creating Effective Individual Presentations**

- Use appropriate media design for the context, purpose, and audience of presentation
  - View samples of effective media design
- Submit IWA
- Create IWA Presentation

### **Week 13: Individual Mock presentations**

- Each student delivers a six minute presentation and responds to at least one oral defense question in preparation of performance task 2
- Review presentation
  - Self-analysis

### **Unit 3 Weeks 14 – 15: Preparing for the EOC**

This unit will cover all learning objectives from the prior unit, as well as the following:

#### **Big Idea 4: Synthesize Ideas**

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

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

**Summative Assessment:** All AP students are required to take a midterm exam. In order to prepare them as much as possible for the exam in May, students will be taking a full-length practice EOC exam, parts A and B. The exam will be taken from the CollegeBoard website and will be the 2015 administered exam. Students will have two hours to complete the mock exam.

**Formative Assessment:** Students will participate in a Socratic Seminar in which they discuss the role media plays in Modern America based on the assigned readings.

#### **Week 14: Review of EOC Sections & Socratic Seminar**

- Review Components/Skills Required of Part A
  - Question 1
  - Question 2
  - Question 3
- Review Components/Skills Required of Section I, Part B
- Readings
  - Determine Main Idea, Argument, or Thesis for each
  - Determine Line of Reasoning for each
  - Evaluate & compare effectiveness of argument
- Socratic Seminar

#### **Week 15: Mock EOC (Mid term)**

- Complete Full-Length Mock EOC
  - Submit Responses
  - Review Samples/Feedback
  - Revise & Re-submit

#### **Performance Task 1: Begins Week 16- December 13<sup>th</sup>**

December- February

Individual Research Paper:

- Develop team question
- Assign lenses
- Conduct individual research
- Identify/compare/interpret multiple perspectives
- Write individual report
- Cite all sources accurately on Works Cited page
- Present findings to the group

Team Presentation:

- Work collaboratively
- Consider all research
- Propose one or more solutions or resolutions

- Conduct additional research to evaluate solutions/resolutions
- Present argument to support proposal

Presentation and Oral Defense: All individual research papers and each team presentation must be submitted prior to the beginning of presentations.

## **Performance Task 2: February 13- March 31**

### Individual Written Argument

- Read and analyze the stimulus materials
- Identify thematic connections among the sources
- Compose a research question prompted by materials
- Conduct research
- Develop logical, well-reasoned argument
- Accurately cite information

### Individual Multimedia Presentation

- Use appropriate media
- Present conclusion by building the argument
- Use evidence to support student's argument
- Situate research in the larger context; do not merely summarize
- Defend research process, evidence, and conclusion through oral defense

## **Semester 2: AP Through-Course & End-of-Course Assessments**

### **Task 1: Team Project and Presentation (Weeks 16 – 23)**

Students work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches and develops a written report and multimedia presentations to communicate its conclusion, solution, or recommendation. This task consists of three parts:

- (1) An individual research report;
- (2) Team Multimedia Presentation and Defense.

### **Task 2: Individual Written Essay and Presentation (Weeks 24 – 34)**

In January, The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will use these texts to do the following:

- (1) Identify a research question of their own,
- (2) Conduct research,
- (3) Analyze, evaluate, and select evidence to develop an argument, and
- (4) Present and defend their conclusions.

The final paper must refer to and incorporate at least one of the provided sources. This task consists of three parts:

- (1) An individual written argument,
- (2) An individual multimedia presentation, and
- (3) An oral defense.

The release date for the source material is the first week of January. Students are allowed 30 school days to prepare the written report and multimedia presentation. Students have 30 school days to complete their research, compose their essays, and develop their presentations.

### **Task 3: End of Course Exam**

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of two parts:

- (1) Understanding and analyzing an argument (3 short answer questions)
- (2) Synthesizing information to develop an evidence-based argument essay (evidence-based argument essay).

This syllabus is subject to change at the discretion of the instructor.