

AP Capstone – Seminar

School Year - 2018 - 2019

“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: Mondays + by appointment;
Virtual Office Hours: Through Canvas *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
- ✓ Three-ring binder
- ✓ Dividers with pockets
- ✓ Flash drive
- ✓ Blue and black ink pens
- ✓ Highlighters
- ✓ Professional attire for formal presentations
- ✓ NSU Library card: <http://public.library.nova.edu/card/>
- ✓ Public library card (free): <http://www.broward.org/Library/Services/Pages/LibraryCard.aspx>
- ✓ Clips iOS app
- ✓ Free online accounts with:

Website Name	Website Address
College Board	https://Digitalportfolio.collegeboard.org
Canvas (course site)	https://browardschools.instructure.com
Google Drive	https://drive.google.com
TurnItIn Plagiarism Checker	https://turnitin.com
BCPS Library Media Resources	sso.browardschools.com <i>or</i> “Resources” tab on your Canvas account dashboard
Broward County Library journals	http://www.broward.org/Library/Pages/OnlineResources.aspx
Microsoft Applications	Office365.browardschools.com

Classroom Rules and Policies:

- ✓ Be prompt and ready to learn – have all class materials & be 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; work cooperatively.
- ✓ Focus solely on AP Seminar while in class.
- ✓ Cell phones may not be used in class without instructor’s permission.
- ✓ Any work *pre-assigned* to the class before your absence is due the day you return to school.
 - This includes field trips.

Discipline:

- ✓ 1st Offense = Redirection Warning.
- ✓ 2nd Offense = Student Conference / Parent Contact.
- ✓ 3rd Offense = Detention / Parent Contact / Administrative Referral.

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 Performance 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 Performance 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:

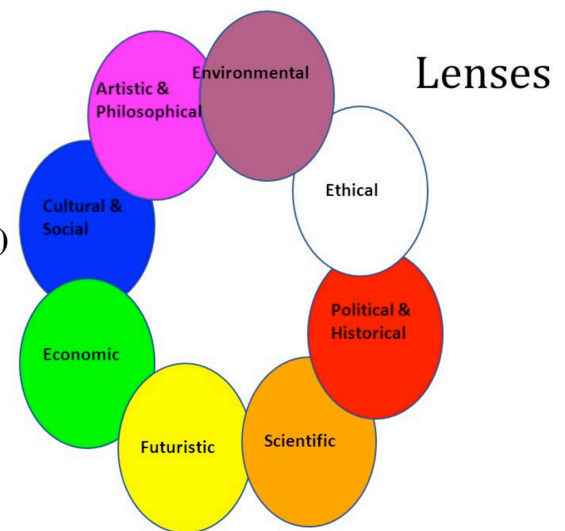
The structure of the score you receive from College Board for AP Seminar differs from other AP courses that you've taken in the past. The breakdown is as follows:

Team Project and Presentation (20 percent)

- ✓ Individual Research Report (1,200 words)
- ✓ Team Multimedia Presentation and Defense (8 - 10 minutes)
- ✓ **DUE** January 23, 2019

Individual Research-Based Essay and Presentation (35 percent)

- ✓ Individual Written Argument (2,000 words)
 - **DUE** March 14, 2019
- ✓ Individual Multimedia Presentation (6 - 8 minutes)
 - **DUE** April 4, 2019
- ✓ Oral defense (two questions from the teacher)
 - **DUE** April 4, 2019



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 7, 2019**.

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

IV. Pacing Guide (condensed)

Unit 1

FOCUS = Critical Thinking Skills & Analyzing Arguments

OBJECTIVE: To gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

INSTRUCTIONAL STRATEGIES = Collective determination of group norms, previewing, chunking and questioning the text, using metacognitive markers, Close reading, practice modeling, summarizing and retelling, note-taking, outlining/ reverse outlining, I-Search paper, debate

THEMES = International Affairs

ESSENTIAL QUESTIONS = How do I want to know, learn, or understand? What strategies will help me comprehend a text? How does the context of a problem or issue affect how it is interpreted or presented? What is the argument's main idea and what reasoning does the author use to develop it? What am I taking for granted? How do I acknowledge and account for my

own biases and assumptions? Why might the author view the issue this way? Does this argument acknowledge other perspectives? What questions have yet to be asked? What keywords should I use to search for information about this topic? How can I avoid committing plagiarism? What is the benefit of revision? How can I appeal to and engage my audience? What contributions can I offer to a team? What common misconceptions might my audience have?

Unit 2

FOCUS = Research and Recognize Multiple Perspectives

OBJECTIVE: To develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, Transmit.

INSTRUCTIONAL STRATEGIES = Team-building activities, Web Quest, using a Think-aloud, source mining, paraphrasing, Close reading, using a graphic organizer, shared inquiry, videotaping for self-evaluation and reflection, Socratic seminar

THEMES = Student Choice

ESSENTIAL QUESTIONS = From whose perspective is this information being presented, and how does that affect my evaluation? How might others see the problem or issue differently? What voices or perspectives are missing from my research? What biases may the author have that influence his or her perspective? How do I know if a source is trustworthy? What information do I need to answer my question? What contributions can I offer to a team? How can I avoid committing plagiarism? What is the benefit of revision? What is the best medium or genre through which to engage my audience?

Unit 3

FOCUS = Researching and Composing Evidence-based Arguments

OBJECTIVE: To explore complexities of the themes by making connections within, between and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses related to the themes.

INSTRUCTIONAL STRATEGIES = Assigning roles for collaboration, peer review, question formulation technique, Web Quest, previewing, chunking and questioning, Close reading, using a graphic organizer, annotated bibliography, Socratic seminar

THEMES = Pending College Board January 2019 release of published stimulus materials in students' online digital portfolios

ESSENTIAL QUESTIONS = How does my research question shape how I go about trying to answer it? How do I connect and analyze the evidence in order to develop an argument and support a conclusion? How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to? What patterns or trends can be identified among the arguments about this issue? How can I explain contradictions within or between arguments? What are the implications of these arguments? What is the best way to acknowledge and attribute the work of others that was used to support my argument?

Unit 4

FOCUS = Synthesizing Multiple Arguments through Drafts, Reflection, Redrafts, and Multimedia Presentations

OBJECTIVE: To work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

INSTRUCTIONAL STRATEGIES = Question formulation technique, Web Quest, Peer review, outlining/ reverse outlining, using metacognitive markers, paraphrasing, Close reading, debriefing

THEMES = Pending College Board January 2019 release of published stimulus materials in students' online digital portfolios

ESSENTIAL QUESTIONS = What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider? How does this conclusion impact me and my community, or my research? What are the implications and/or consequences of accepting or rejecting a particular argument? How might my communication choices affect my credibility with my audience? How can I appeal to and engage my audience? How might I adapt my argument for different audiences and situations? How can I benefit from reflecting on my own work?

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.

- Cottrell, Stella. (2017). *Critical Thinking Skills: Effective Analysis, Argument and Reflection* (Palgrave Study Skills)
- 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.
- The College Board Advanced Placement Program. *AP Seminar Course and Exam Description*. (2016). The College Board: New York, NY.

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

VI. Assignments & Weights:

Grades will be based on:

- (a) Analysis & Discussion (15%)
- (b) Composition (40%)
- (c) Research (30%)
- (d) Teamwork (15%)

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.

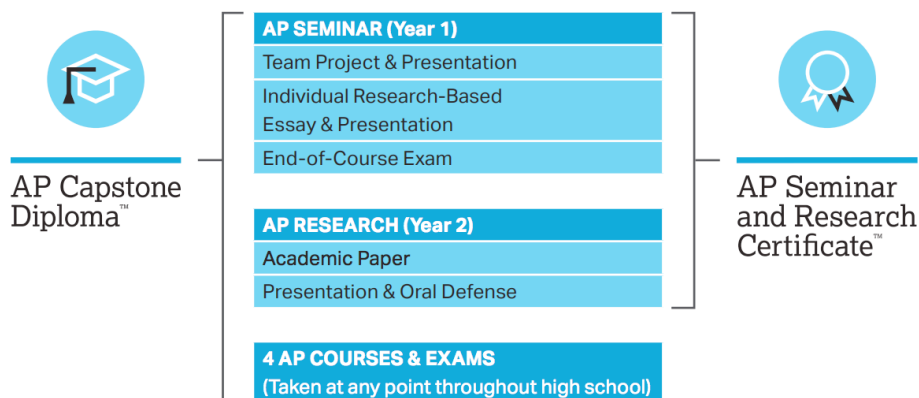
A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team 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.



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

IX. Program Matriculation

Students in the AP Capstone program are matriculated through the 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 Fall debate tournaments and one Spring debate tournament.

Students are responsible for planning, registering, preparing, and practicing ahead of time for tournaments, and for providing judges twice a year. See the PBHS Debate calendar for tournament dates. 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 five debate-related volunteer hours per semester.

Parents: Please join the **Varsity Parents Remind group** by sending the message _____ to the phone number _____. Thank you.

TOURNAMENT REQUIREMENTS - SY 2018-2019

	FALL SEMESTER	SPRING SEMESTER
NOVICES	2 afterschool tournaments OR 1 weekend AND 1 afterschool tournament	1 afterschool tournament AND 1 weekend tournament; PLUS volunteering completely at the March PBHS-hosted tournament
VARSITY	2 weekend tournaments	1 weekend tournament; PLUS volunteering completely at the March PBHS-hosted tournament

- ✓ OBSERVING and COMPETING are not the same thing. To receive tournament credit, a competitor must compete.
- ✓ If a competitor forfeits a round or leaves early, he/she will need to compete at an EXTRA tournament.
- ✓ A two-day tournament does not equal two tournaments.
- ✓ Students may remove one tournament requirement if he/she wins a FIRST place trophy at a Varsity tournament.

Prospective AP Capstone Diploma Recipient - STUDENT - Initial the Following:

- _____ The AP Capstone Seminar teacher CANNOT provide specific feedback during Task 1 and Task 2 per AP directive, as these are assessments.
- _____ AP Assessments must be uploaded to the Digital Portfolio by teacher posted dates or the student could endanger his/her Capstone diploma as AP Capstone will give students a "0" for work not submitted on time.
- _____ The students MAY seek an outside mentor to review their work but the outside mentor may not realize specific AP rubric requirements or what the rubrics requirements actually mean.
- _____ To be successful, each student MUST do his / her work consistently and diligently when assigned.
- _____ I understand a portion of my grade is based on team work and a team grade is given based on the work of that team.

Dear Parents and/or Guardians:

Your child, _____, received handouts today including a course description, a list of needed supplies, class procedures, grading criteria, and discipline procedures as well as the College Board's requirements for receiving possible college credit for this course. Please review this information so that we can work as a team to ensure the best possible results for your child. The policies, procedures, and guidelines you will find with this packet are in effect at all times and are designed to help you understand the expectations I have for academics and behavior. Please review this with your son or daughter and sign below.

Our signatures below will acknowledge that we have thoroughly discussed these expectations in class and at home and that you have received this information. Please sign and return this page sheet to me by Thursday, August 23rd.

Feel free to contact me with questions or concerns at Florence.Petit@BrowardSchools.com. Include a phone number and a convenient time for me to call you.

Thank you for your time, care, concern, and cooperation. Working together, we will be able to create an atmosphere of cooperation and collaboration that will allow your child to grow, thrive, and receive the best education possible.

I look forward to meeting you personally at Pompano Beach High School's many functions.

Sincerely,
Florence Petit

Student's Name and Signature

Student's E-mail Address

Student's cell number

Parent Name PRINT

Parent's Signature

(Home telephone number)

(Parent Work phone number)

(Parent cell phone number)

(Parent's E-mail address)