Dear Students & Parents/Guardians,

Welcome to AP Capstone! This year, you’ve chosen to enroll in AP Seminar, the first part of a (hopefully!) two year commitment to bettering yourself as a learner and as an individual. AP Seminar is still in its pilot stage and ________ is one of only a few schools in _______________ chosen to offer the course. In some ways, this course is an experiment – as such, things are subject to change, in ways that will educate and frustrate all of us. We're in this together, though, and I'm very much looking forward to the challenge.

AP Seminar is a demanding course that needs to be fully understood by both parent & student before it truly begins. It is taught at a college level & expectations are high. The curriculum is based on material appropriate for a college course and will thus be both challenging as well as sometimes controversial. As this class is not required and has been selected, both students and parents must expect their comfort to be disrupted at times. Students who elect to take this course should be prepared academically, have a strong work ethic, and a discerning maturity.

Grades in this class are broken down into the following categories and percentages: Essays & Projects 40%, In-Class Work 20%, Homework 20% and Preparation/Participation 20%. Each six-week period is cumulative, rolling over to a semester grade. There are three six-week periods in each semester. **Students do not reset to an A at the beginning of each new period.**

The second semester of this course is much different from any other you (as a student or parent/guardian) and I (as both a student and teacher) have encountered before. For this reason, the AP Capstone team is requesting that all parents/guardians make themselves available for a meeting on the evening of ______________. This meeting is of the utmost importance for fully explaining the expectations and restrictions of this course.

**Materials**
Students must bring either a pen or a pencil (whichever you prefer to write in is fine with, but know that final drafts of essays must be typed under almost all circumstances), a binder (preferably 1”) with tabs, loose-leaf paper, a pack of sticky notes, and a highlighter.

**Late Work** Because the majority of students enrolled in AP Seminar are 11th graders, we will adhere to the 11th Grade English late work policy. The policy is as follows:
- Late work will not be accepted after the fifth week of the grading period.
- If an assignment was given the day you were absent, it is make-up work.
- Lastly, work received one class meeting late receives a 50% deduction. You have one day for every day you are excused absent to make up work. Any work received any later will be checked for originality but will not receive teacher feedback. The maximum possible credit after one day is a 50% but that is not guaranteed.

This paper should be reviewed by student and parent alike, and kept as the first page inside the student's notebook. I am looking forward to a fantastic year where all of us work together toward a common goal. Do not hesitate to contact me via e-mail, my preferred method of contact, at __________. You can also call me before or after school or over lunch at____________.
Plagiarism

Plagiarism is an important area of focus in this course. If a student is caught plagiarizing anything for this class, their automatic grade for that assignment, whether it is a mere in-class assignment, a simple vocabulary quiz, or an end of course essay, will be a zero. If they are caught plagiarizing a second time, they will fail the course for the semester.

If the plagiarized assignment is a paper, the student must rewrite the paper, but they will not receive credit for that paper. Under no circumstances will any student be allowed to make up a plagiarized assignment for credit, but they must make up the assignment to maintain academic integrity. This is meant to enforce academic honesty as well as to teach life-long lessons. We expect all students to adhere to these rules and hope all students and parents will understand these rules, accept them, and work together to enforce them.

In addition, the AP Capstone course description describes the official plagiarism policy as follows, and we will also adhere to this policy in our classroom:

**College Board 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.
Course Calendar  The following calendar provides an overview of this course. As a part of AP Seminar, we will be addressing a series of Curricular Requirements (CRs) defined by College Board. These CRs are listed in full at the end of the course calendar and provide another way for you to understand the skills and content you’ll learn in AP Seminar. Within the calendar, we have marked the primary CRs we’ll be addressing each week. It is important to note, however, that the course is designed to meet all of these CRs recursively throughout the year. As you will see in the calendar, the same CR will show up at multiple points in the year. Further, work we do in any given week will address multiple CRs, often including CRs in addition to those listed for the week.

**Week 1: Defining QUEST; Defining and applying lenses (CR1, CR2a-f)**

**Texts/New Resources**

“What Every American Should Know” by Eric Liu (*The Atlantic*)

Seminar Glossary Handout

QUEST handout

Lenses Graphic Organizer handout

RAVEN template

**Week 2: Introduction to research databases, MLA style, and source analysis (CR3, CR4, CR5, CR6)**

**Texts/New Resources** (we will continue using the handouts such as QUEST and RAVEN on a regular basis. Have them with you in your binder every day!)

“When Success Leads to Failure” by Jessica Lahey (*The Atlantic*) – article fulfillment of component 3

Gale Online Databases (accessible through school library website)

The Purdue Online Writing Lab (OWL)

**Activities/Assessments**

Individual RAVEN of “When Success Leads to Failure”

Small Group Works Cited of Education articles of choice from GALE databases

Small Group RAVEN of article from GALE databases

**Week 3: Continued work with QUEST, lenses, and analysis. (CR3, CR6)**

**Texts/New Resources** “Thinking in Education” by John Dewey – philosophical text fulfillment of component 3

**Activities/Assessments**

Individual RAVEN of article that approaches education through a student selected lens

Group work with Lens Graphic Organizer and potential questions for exploration

**Week 4: Focus on varied perspectives; Introduction to definition (CR1, CR3)**

**Texts/New Resources**

Various NPR radio pieces on public education in New Orleans 10 years after hurricane Katrina – broadcast and personal account fulfillment of component 3

“Tortillas” by Jose Antonio Burciaga

“T-shirt’s violent nickname is an ugly fashion statement” by Gayle Rosenwald Smith

**Activities/Assessments**

Annotation of sample definition essays
Week 5: Definition essays and peer review (CR2f)
- **Texts/New Resources**
  - Definition Essay (defining *education*, *learning*, or *knowledge*) handout
  - Peer review handout

**Activities/Assessments**
- Rough Draft of Definition
- Essay Group peer review

Week 6: More lenses and perspectives; Analyzing argument and introduction to logical fallacies (CR1, CR3, CR4, CR6)
- **Texts/New Resources**
  - “The Education of Michelle Rhee” (*Frontline* documentary) – broadcast fulfillment of component 3
  - Analyzing Arguments handout
  - “Global Warming Scientists Scrap Real Science, Bow before President Obama Instead” by Patrick Michaels (*Forbes*)
  - *Your Fallacy Is* (Website)

**Activities/Assessments**
- Analysis of perspectives presented/RAVEN of Rhee documentary
- Argument Analysis of Michaels article

Week 7: Continued work with argument analysis and logical fallacies; introduction to forming good research questions. (CR2b,c,d CR4, CR5)
- **Texts/New Resources**
  - “The Matthew Effect” by Malcolm Gladwell (excerpted from *Outliers*)
  - Examining Your Question handout

**Activities/Assessments**
- Argument analysis of Gladwell chapter
- Formation of potential research questions

Week 8: First Group Research Project—Researching Education (CR4, CR5, CR3, CR2f)
- **Texts/New Research**
- Group Research Project handout

**Activities/Assessments**
- Identify Group Norms
- Create Research Question
- Assign Lenses
- Analyze Sample Papers

Week 9: First Group Research Project (CR2f, CR5)
- **Texts/New Resources**
  - Effective presentation styles handout
  - Effective multi-media presentations handout

**Activities/Assessments**
- Individual Lens
Paper due
Analyze sample presentations

Week 10: First Group Project; introduce theme of Power and Protest (CR1, CR3, CR4, CR5, CR2g)
Texts/New Resources
“Treaty of Versaille” – foundational text fulfillment of component 3
*Magna Carta* – foundational text fulfillment of component 3

Activities/Assessments
Group Research paper final draft
Group Research presentations and oral defense
Reflections turned in after presentations are done, assessing self- and group performance

Week 11: Introduction of Second Group Research Project (CR2b, c, d, CR3, CR6)
Texts/New Resources
“Shooting to Kill: As a tyrant falls, images of his corpse become virtual trophies” by James Poniewozik (*Time*) – article fulfillment of component 3

Activities/Assessments
Lenses and potential questions for exploration for Power & Protest/Democracy (graphic organizer)
RAVEN or Argument Analysis

Week 12: Individual Research Project; examination of perspectives in Power & Protest/Democracy (CR6, CR3, CR2c)
Texts/New Resources
“How we’d cover Ferguson if it happened in another country” by Max Fisher (*Vox*) – article fulfillment of component 3
Radiolab coverage of Ferguson – broadcast fulfillment of component 3

Activities/Assessments
RAVEN or Argument Analysis

Week 13: Second Group Research Project; continued Focus on Power & Protest/Democracy (CR1, CR3, CR2b, c, d, e, CR6)
Texts/New Resources
*Persopolis* (Movie version of graphic novel by Marjane Satrapi) – artistic work fulfillment of component 3

Activities/Assessments
Individual Lens paper due

Week 14: Second Group Research Project, and continued focus on Power & Protest/Democracy (CR2f, CR4, CR5)
Texts/New Resources
Analysis of Diction: “Refugees” vs. “Migrant” (various readings and examples)

Activities/Assessments
Peer editing of individual papers due
**Week 15: Second Group Project, and continued focus on Power & Protest/Democracy (CR2f, CR4, CR5, CR2g)**

*Texts/New Resources*
Readings on Arab Spring and Syrian Civil war

*Activities/Assessments*
Presentations of Group Research Projects
Informal reflections, written in class as opposed to typed

**Week 16: Individual Research Project (CR3, CR6)**

*Texts/New Resources*
Stimulus materials (practice) for individual research project – fulfillment of all four parts of component

*Activities/Assessments*
Argument analysis of one stimulus source
RAVEN of one stimulus source

**Week 17: Individual Research Projects (CR6, CR5, CR2a-f)**

*Activities/Assessments*
Rough draft of individual research project
Peer review

**Week 18: (CR6, CR1, CR2a-f)**

Presentation of Individual Research Projects

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**Second Semester- Seminar Assessments [CR5][CR6]**

**Team Project and Presentation [CR5]**

*Task Overview:*
Student work in teams of three to six 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 presentation to communicate its conclusion, solution, or recommendation.

[CR5]-students work collaboratively with a team to identify, investigate, analyze and evaluate a real-world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.

**Individual Research-Based Essay and Presentation [CR6]**

*Task Overview:*
The College Board's AP 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 provided sources. Students have 30 school days to complete their research, compose their essays, and develop their presentations.
Students work independently to identify a research question based on provides stimulus material; research the issue; analyze, evaluate, as select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to delivered to their peers.

End-of-Course Exam Task Overview:
During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The 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.