

# Welcome to Ms. Shields' Class

Howdy!

I'm eager to start this new 2019-2020 school year. I wanted to start this school year off right by giving my parents and students all the information needed to be successful in my AP Seminar course. AP Seminar is a prerequisite to AP Research. It is a college level course. Students who have scored 3 or higher in the course have receive credits at a multitude of universities. In this course we will be working diligently on enhancing student critical thinking, academic writing and presentation skills.

## EXPECTATIONS FOR ACADEMIC SUCCESS:

- Give your best effort every day.
- Help others and uplift your classmates. This is not a competition. It is a collaboration.
- Take chances and push yourself.
- Give solutions not excuses.
- Be open-minded and receptive.
- Remember your work is a reflection of you.
- **Written assignments must be black ink**
- Typed assignments must be submitted in Times New Roman 12-point, black font, double spaced and saved as a PDF.

## BE PROACTIVE:

The nature of this course is designed to have you work in groups/teams frequently. As such, some of the graded work you do in this class will require you to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to my attention immediately. DO NOT wait for your grade to suffer before you inform me of any issues. With that said, groups once established cannot be changed.

Your grade for this course will be based on several assignments for each grading term of the school year. Assignments are designed to build upon one another. Given the nature of these assignments, each takes on increased importance. Therefore, assignments need to be turned in as a prerequisite for the next. So, please be sure to manage your time wisely and turn in assignments on or before their due date. **No credit will be given for work not submitted by its due date.**

It is **your responsibility to make arrangements for any missed work outside of class time.** If a student has an absence, they will be allowed to turn in the missed assignment according to district policy. If a student is absent on a class discussion day, it is the student's responsibility to come in during tutorial times to complete the discussion assignment with their teacher and/or peers attending tutorials.

## GRADING POLICY:

Projects: 40%  
Classwork/Quizzes: 30%  
Participation: 10%  
Homework: 20%

**LATE WORK POLICY: No late work will be accepted**

**FIELD LESSONS POLICY:** Students attending a field lesson or any other off campus activities must turn in assignments **beforehand** or assignments will be considered late.

#### **PACING AND STRUCTURE OF COURSE:**

The course is structured in a way that only allows me to give direct instruction the first semester. Because of this the Fall semester is dense with activities to ensure students are exposed and prepared for all of the components of their AP Seminar exam.

The activities and lessons in this class build skills upon one another. It is imperative that students keep up with the work. If a student turns in something late, not only do they miss out on crucial points, but they could be missing out on fundamental skills needed for other activities. I also use the Fall semester to provide as much immediate feedback to my students as I can. This is so, I can help them improve in any areas they struggle in. If a student turns in something late, there is a very real possibility they will miss out on critical feedback.

Finally, in the second semester College Board closes the Digital Portfolio on a hard deadline. If students miss this deadline they will receive a score of zero for that performance task. For this reason, I do not allow late work. It is imperative that students manage their time wisely in this course.

#### **TUTORIALS:**

If a student receives below a 70 on a major assignment (Essay, Presentation, Project etc.) they may attend tutorials during lunch **within a week of receiving the grade** to receive a better score. You will be given assistance on the assignment by Ms. Shields. The original assignment and the redo will be averaged together for a better score.

#### **SUPPLIES NEEDED:**

- 2 Packs of black pens (**I only accept assignments submitted in black ink**)
- 2 Packs of highlighters
- 1 Google Drive account
- 1 Box of tissue

#### **AP CAPSTONE PLAGIARISM POLICY AS DEFINED BY COLLEGE BOARD:**

A student who fails to acknowledge (i.e., through citation, through attribution, by reference, and/or through acknowledgement in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task Assessment. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Project will receive a group score of 0 for that component of the Performance Task.

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgement of the ideas and work of others, as well as the consequences of plagiarism. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

## AP SEMINAR COLLEGE BOARD GRADING SYSTEM:

During Seminar, students will complete the following AP Capstone Performance Based Assessments: two through-course performance assessment tasks and a written exam.

The following assessments are summative and will be used to calculate a final AP Score (using the 1-5 scale) for AP Seminar. This score will not factor into the student's grade for local credit through HISD.

Component	Weight	Scoring
<b>Performance Assessment Task #1</b>		
<b>Team Project &amp; Presentation</b>		
<b><u>Task Overview</u></b>		
Students 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 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.		
<b>Individual Research Report</b>  (approximately 1,200 words)	<b>50% of 20%</b>	<b>College Board Scored</b>
<b>Team Multimedia Presentation</b>  (8-10 minutes) with follow-up questions	<b>50% of 20%</b>	<b>Teacher scored</b>
<b>Performance Assessment Task #2</b>		
<b>Individual Research-Based Essay &amp; Presentation</b>		
<i>Cross-curricular Stimulus Material Provided</i>		
<b><u>Task Overview</u></b>		
The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme.		
Students will read and analyze these texts to identify thematic connections among them and possible areas of inquiry; compose 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 must paper must refer to and incorporate at least one of the provided sources.

<b>Research-Based Argumentative Essay</b> (approximately 2,000 words)	<b>70% of 35%</b>	<b>College Board scored</b>
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<b>Individual Multimedia Presentation</b> (6-8 minutes)	<b>20% of 35%</b>	<b>Teacher scored</b>
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<b>Oral Defense of Presentation</b> (two questions from the teacher)	<b>10% of 35%</b>	<b>Teacher scored</b>
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<b>Assessment Task #3</b> <b>End-of-Course Exam (3 Hours)</b>	<b>45% of score</b>	<b>College Board scored</b>
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### Task Overview

During the AP Exam administration window, students will take the AP seminar written exam. The exam consists of four items:

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|---|-------------------|
| ➤ <b>Part A: Three Short Answer Questions</b>                                     | <b>30% of 45%</b> |
| Assesses student's analysis of argument in a single source or document            |                   |
| ➤ <b>Part B: One Essay Question</b>   | <b>70% of 45%</b> |
| Assesses student's skills in synthesizing and creating an evidence-based argument |                   |

### AP SEMINAR OUTLINE CALENDAR

Weeks	In Class	Culminating Activities
August - October	Unit One Topic: Super Heroes <del>Social Media</del>	Research essay 500 words
October - November	Unit Two Topic: Social Media <del>Representation</del>	<ul style="list-style-type: none"> <li>5-8 min Team Presentation</li> <li>Oral Defense</li> </ul>
November - December	Unit Three Topic: <del>Democracy</del> New Activism <b>STUDENTS ARE NO TO WORK DURING THE THAKSGIVING BREAK.</b>	<ul style="list-style-type: none"> <li>Argument essay 500 words</li> <li>Presentation and Defense</li> </ul>

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**THE SECOND SEMESTER WILL BE DEDICATED TO THE COLLEGE BOARD ASSESSMENTS.**

<b>January - March</b>	Performance Task 1 Group Assignment and Presentations (AP Exam)	<ul style="list-style-type: none"><li>▪ Individual Research</li><li>▪ Team Multimedia Presentation and Defense</li></ul>
<b>March - April</b>	Performance Task 2 Individual Assignment and Presentations (AP Exam)  Review for EOC Performance Task 3  <b>STUDENTS ARE NO TO WORK DURING SPRING BREAK</b>	Upload AP Tasks 1 and 2
<b>May</b>	AP Exam EOC  Introduce AP Research	