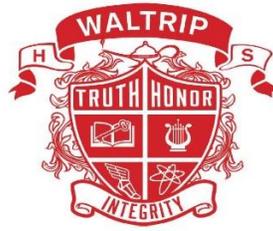


AP CAPSTONE: SEMINAR 2020-2021



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AP SEMINAR Course Syllabus 2020-21

Instructor: John Haponik

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AP CAPSTONE: SEMINAR 2020-2021

WALTRIP HIGH SCHOOL

INSTRUCTOR: MR. HAPONIK

E-MAIL: jhaponik@houstonisd.org

COURSE OVERVIEW

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

GOALS

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

TENTATIVE TEXTS AND SOURCES

- *Freakonomics*, Steven D. Levitt
- *The Road*, Cormac McCarthy
- Varying media sources (NPR, CNN, Reuters, etc.)

SUPPLIES

- Typed assignments: Times New Roman 12-point, black font, double spaced and saved as a PDF
- Written assignments: pens only (as long as you are not writing in yellow / highlighter)

GRADING POLICY

Classwork: 50%

Major: 30%

Daily/Participation: 20%

* Rubrics will be provided for other assignments

LATE WORK

No late work will occur if you are on task because you will have adequate time in class to complete the assignment. Otherwise, you still sustain varying penalties pending the assignment. It is your responsibility to maintain a consistent and responsible approach to your work.

PARTICIPATION IN CLASS DISCUSSION

- You must regularly come prepared to participate actively in discussions, both online and in class. Several assignments and activities will require you to speak publicly and to express your opinion verbally (one-on-one, groups, and class discussion)
- Evaluation will be based on how your participation (comments, ideas, and questions) helped to enhance and/or advance our overall collective understanding through critical discussion and listening

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 Capstone 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 will learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process will expose students to a variety of primary and secondary print and nonprint sources such as articles, research studies, foundational, literary, and philosophical texts; speeches, broadcast, and personal accounts; and artistic works and performances. The wide variety of academic sources will 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 to real-world or academic problems.

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

AP CAPSTONE: SEMINAR 2020-2021

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.

COURSE CURRICULUM

College Board Requirements	Semester 1: Skills Development through Inquiry Units	Semester 2: College Board Assessments
Big Idea 1: Questions & Explore	Introduction to Critical Thinking	Intro to Performance Tasks
Big Idea 2: Understand & Analyze Arguments	Unit 1: Economics	Performance Task 1
Big Idea 3: Evaluate Multiple Perspectives	Unit 2: Education	Performance Task 2
Big Idea 4: Synthesize Ideas	Unit 3: Identity	Performance Task 3
Big Idea 5: Team, Transform, & Transmit		

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 Houston ISD.

Component	Weight	Scoring
Performance Assessment Task #1 Team Project & Presentation	20% of score	
Task Overview		
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.		
Individual Research Report (approximately 1,200 words)	50% of 20%	College Board Scored
Team Multimedia Presentation (8-10 minutes) with follow-up questions	50% of 20%	Teacher scored
Performance Assessment Task #2 Individual Research-Based Essay & Presentation Cross-curricular Stimulus Material Provided	35% of score	
Task Overview		
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.		
Research-Based Argumentative Essay (approximately 2,000 words)	70% of 35%	College Board scored
Individual Multimedia Presentation (6-8 minutes)	20% of 35%	Teacher scored
Oral Defense of Presentation (two questions from the teacher)	10% of 35%	Teacher scored
Assessment Task #3 End-of-Course Exam (3 Hours)	45% of score	College Board scored
Task Overview		
During the AP Exam administration window, students will take the AP seminar written exam. The exam consists of four items:		
❖ Part A: Three Short Answer Questions Assesses student's analysis of argument in a single source or document	30% of 45%	
❖ Part B: One Essay Question Assesses student's skills in synthesizing and creating an evidence-based argument	70% of 45%	

AP CAPSTONE: SEMINAR 2020-2021

- The inquiry-based nature of the Seminar course requires activities and assessments from a variety of resources (library/Internet research, audio/video equipment, etc.).
- Information used to address a problem may come from various print and nonprint secondary sources (e.g., articles, other students, 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., Google Scholar, EBSCO, GALE) that grant access to secondary and primary sources.
- As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board of the content, ideas, or values expressed in the material.
- To receive AP credit, students must receive an overall score of a 3, 4, or 5 to receive AP credit in order to qualify towards the AP Capstone Certificate and/or AP Capstone Diploma

CURRICULUM CONTENT MAP

FIRST SEMESTER PACING GUIDE

Introduction to Capstone and Critical-Thinking Skills

Focus: Introduce skills needed to develop an argument and to determine the adequacy of support.

Themed Units

Focus: Conduct research that identifies the various perspectives on an issue and the opportunity to practice creative- and critical-thinking skills.

- Develop arguments with useful and relevant evidence using **Capstone QUEST** Framework.

In-Class Team Meeting Sessions and In-Class Argument and Presentation Planning Sessions

These are **embedded in-class team** meetings or individual work time to plan and develop arguments, receive or provide peer evaluations, and provide skill-based practice sessions for the purpose of monitoring and completing Assessments 1 and 2.

UNIT 1: ECONOMICS

Units of Instructions Covered:

- Developing and Analysis of Arguments
- Use of Plagiarism
- Identifying Perspectives and understanding Author's purpose
- Introducing Sources

Skills:

- Identifying and contextualizing a problem or issue.
- Retrieving, questioning, organizing, and using prior knowledge about a topic.
- Accessing information using effective strategies.
- Using technology to access and manage information.
- Employing appropriate reading strategies and reading critically for a specific purpose.
- Summarizing and explaining the main idea and the line of reasoning, and identifying supporting details of an argument, while avoiding generalizations and oversimplification.
- Evaluating the validity of the argument.
- Identifying and interpreting multiple perspectives on or arguments about an issue.
- Formulating a complex and well-reasoned argument.
- Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
- Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis).
- Reflecting on and revising their own writing, thinking, and/or processes.

Learning Objectives: 1.1A, 1.2A, 1.3A, 1.3B, 2.1A, 2.1B, 2.2C, 3.1A, 4.1A, 4.2C, 4.4A, 5.1A, 5.3A

Activities:

- Capitalism and non-business practices
- Ethics (viewing standards of right and wrong)
- Values in risk
- Who has economic power in America?
- Incentives (money, morality, purpose)
- Applying a variety of "text" to real life situations based on an economist viewpoint
- Analyze all documents from varying perspectives
- Identify arguments and evidence
- Use RAVEN to analyze evidence
- Understanding credibility and sources
- Introduce research question, refine question to fit multiple lenses and perspectives
- Analyzing images through comparison and contrast

AP CAPSTONE: SEMINAR 2020-2021

- Discuss the importance of economics' effects on urban/rural/suburban communities
- Discuss the purpose and difference between citation and plagiarism
- Identify plagiarism and citation errors
- Practice creating citations using MLA format

Assessments:

- Students will write a 500-word research paper on a selected topic

Resources:

- Freakonomics
- Students will find additional resources to practice locating resources and evaluating the validity of resources.

UNIT 2: EDUCATION

Units of Instructions Covered:

- Themes and Lenses / Perspectives
- Analysis of Arguments
- Plagiarism
- Developing Arguments
- Identifying Perspectives
- Locating and sources
- Evaluating the Credibility of Sources
- Research Question Development

Skills: *All prior skills as well as...*

- Evaluating the relevance and credibility of information from sources and data.
- Identifying alternatives for approaching a problem.
- Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
- Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
- Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.
- Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
- Providing insightful and cogent commentary that links evidence with claims.
- Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- Extending an idea, question, process, or product to innovate or create new understandings.
- Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
- Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.
- Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
- Reflecting on personal contributions to overall collaborative effort.

Learning Objectives: *All prior objectives as well as* 1.3C, 1.4A, 2.2A, 2.2B, 2.3B, 3.2A, 4.2B, 4.2C, 4.3A, 4.4A, 5.1C, 5.2B, 5.3B

Activities:

- Discuss potential theme and its relevance to students' lives.
- Measures of success in education
- Cheating in education and sports
- Effects of location/place on culture and/or practice of ethics
- Analyze instructor provided documents and identify arguments, reason, and evidence.
- Small group to large group discussion on lenses and perspectives.
- Students will refine research questions.
- Cheating: relevance to success

Assessments:

- 5-8 minute Group Presentation.

Resources:

- Freakonomics
- Students will find additional resources to practice locating resources and evaluating the validity of resources.

UNIT 3: IDENTITY

Units of Instructions Covered:

- Themes and Lenses
- Analysis of Arguments
- Plagiarism
- Developing Arguments
- Identify Perspectives
- Finding Sources
- Choosing Sources
- Evaluating the Credibility of Sources
- Research Question Development
- Summative Assessment (practice)

AP CAPSTONE: SEMINAR 2020-2021

<p>Skills: <i>All prior skills as well as...</i></p> <ul style="list-style-type: none"> ▪ Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. ▪ Connecting an argument to broader issues by examining the implications of the author's claim. ▪ Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument. <p>Learning Objectives: <i>All prior objectives as well as 1.1B, 2.3A, 4.2A</i></p>
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Discuss theme and its relevance to students' lives. ▪ In groups, students will research a position on selected theme. ▪ RAVEN analysis on all group sources. ▪ Students will create MLA references pages ▪ Small group to large group discussion on lenses and perspectives. ▪ Social Media Power and its effect on Identity ▪ What's in a name? (success vs destiny) ▪ The Perfect Parent <p>Assessments:</p> <ul style="list-style-type: none"> ▪ 500-word Argument ▪ 5-7 minute multimedia presentation including class critiques.
<p>Resources:</p> <ul style="list-style-type: none"> ○ Freakonomics <p style="padding-left: 20px;">Students will find additional resources to practice locating resources and evaluating the validity of resources.</p>

OUTLINE CALENDAR

Weeks	In Class	Culminating Activities
September 8 - October 5	Unit One Topic: Economics	Research essay 500 words
October 15- November 2	Unit Two Topic: Education	<ul style="list-style-type: none"> ▪ 5-8 min Team Presentation ▪ Oral Defense
November 5- December 22	Unit Three Topic: Identity	<ul style="list-style-type: none"> ▪ Argument essay 500 words ▪ Presentation and Defense
SECOND SEMESTER WILL BE DEDICATED TO THE COLLEGE BOARD ASSESSMENTS		
January 7- March 1	Performance Task 1 Group Assignment and Presentations (AP Exam)	<ul style="list-style-type: none"> ▪ Individual Research ▪ Team Multimedia Presentation and Defense
March 4- April 26	Performance Task 2 Individual Assignment and Presentations (AP Exam) Review for EOC Performance Task 3 STUDENTS ARE NO TO WORK DURING SPRING BREAK	Upload AP Tasks 1 and 2
May	AP Exam EOC Final Exam	

STUDENTS WILL ENGAGE IN THE FOLLOWING SKILL BUILDING ACTIVITIES

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- Demonstrate knowledge and/or understanding of varying sources, including how two or more texts from the different/same period treat themes or topics
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as well as interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text

AP CAPSTONE: SEMINAR 2018-2019
AP CAPSTONE QUEST FRAMEWORK

Big Idea

Enduring Understandings, Learning Objectives and Essential Knowledge

EU 1.1: Personal interest and intellectual curiosity lead to investigation of topics or issues that may or may not be clearly defined. A good question explores the complexity of an issue or topic. Further inquiry can lead to an interesting conclusion, resolution, or solution. Sometimes this inquiry leads to research and unexpected paths.

LO 1.1A Identifying and contextualizing a problem or issue.

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

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

EK 1.1B1: Strong research questions are open-ended and lead to an examination, taking into account the complexity of a problem or issue.

EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

EU 1.2: New knowledge builds on prior knowledge. Strengthening understanding of a concept or issue requires questioning existing knowledge, using what is known to discover what is not known, and connecting new knowledge to prior knowledge.

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

EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, culture, assumptions).

EK 1.2A2: A variety of tools (e.g., brainstorming, concept mapping, prewriting exercises) can be used to illustrate, organize, and connect ideas.

EK 1.2A3: Research confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.

EU 1.3: The investigation process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.

LO 1.3A Accessing information using effective strategies.

EK 1.3A1: Information used to address a problem may come from various 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 from experiments, surveys, questionnaires, interviews).

LO 1.3B Using technology to access and manage information.

EK 1.3B1: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

EK 1.3B2: Advanced search tools, Boolean logic, and key words allow researchers to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).

LO 1.3C Evaluating the relevance and credibility of information from sources and data.

EK 1.3C1: The scope and purpose of research and the credibility of sources determine the validity and reliability of the conclusion(s).

EK 1.3C2: Credibility of an argument is established through the use of sources and data that are valid (relevant) and reliable (current, authoritative).

EK 1.3C3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.

EK 1.3C4: When gathering data on individuals' behaviors, attitudes, and preferences, the accuracy and validity of such data depends on the honesty, memory, and reliability of the respondents and/or observers as well as the design of the data collection instrument.

EU 1.4 There are multiple ways to investigate problems and issues. The question asked determines the kind of inquiry.

LO 1.4A Identifying alternatives for approaching a problem.

EK 1.4A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the way solutions are valued.

EU 2.1 Authors express their perspectives and arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading and thinking critically.

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

EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.

EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.

Q

Question & Explore

U

Understand & Analyze Arguments

AP CAPSTONE: SEMINAR 2018-2019

EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.

EK 2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.

LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.

EK 2.1B1: The main idea of an argument is often stated in the thesis statement, claim, or conclusion, or implied throughout a work.

EK 2.1B2: Authors use a line of reasoning to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

EK 2.1B3: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

EU 2.2 Authors choose evidence to shape and support their arguments. Readers evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

LO 2.2A Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

EK 2.2A1: An argument's context (time and purpose) and situation (relation to the other related arguments) inform its interpretation.

EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution).

EK 2.2A3: Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.

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

EK 2.2B1: Writers use qualitative and/or quantitative evidence (e.g., facts, data, facts, observations, predictions, explanations, opinions) to support their claims.

EK 2.2B2: Authors strategically include evidence to support their claims.

EK 2.2B3: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).

EK 2.2B4: Evidence may be used to identify and explain relationships (comparative, causal, or correlation) and/or patterns and trends.

EK 2.2B5: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.

LO 2.2C Evaluating the validity of an argument.

EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

EU 2.3 Arguments have implications.

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

EK 2.3A1: The implications and consequences of arguments may be intended or unintended.

LO 2.3B Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.

EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

EU 3.1 Different perspective often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing multiple perspectives to the conversation about it.

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

EK 3.1A: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external sources.

EU 3.2 Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, personal arguments can be situated within a larger conversation.

LO 3.2A Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic for the purpose of manipulation.

LO 3.2A Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions influence a reader's judgment.

EU 4.1 People express their ideas, points of view, perspectives, and conclusions through arguments. Crafting an argument requires a clear line of reasoning, considering audience, purpose, and context.

LO 4.1A Formulating a complex and well-reasoned argument.

E
Evaluate Multiple
Perspectives

S
Synthesize Ideas

AP CAPSTONE: SEMINAR 2018-2019

EK 4.1A1: Arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.

EK 4.1A2: Arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

EK 4.1A3: Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing generalization or oversimplification.

EK 4.1A4: An argument may acknowledge other arguments and/or respond to them with counterarguments (e.g., via concession, refutation, and/or rebuttal).

EK 4.1A5: The line of reasoning is a clear, logical, sequential path leading the audience through the reasons toward the conclusion.

EK 4.1A6: The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).

EK 4.1A7: A line of reasoning is organized based on the argument's purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

EK 4.1A8: Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlation).

EK 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.

EU 4.2 Evidence is strategically selected to support a line of reasoning that appeals to or influences others.

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.

EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).

EK 4.2A2: Compelling evidence is used to support the claims and reasoning of an argument. Evidence should be sufficient, typical, relevant, current, and credible to support the conclusion.

EK 4.2A3: Evidence is chosen based on purpose (e.g., to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point).

EK 4.2A4: Evidence is strategically included or excluded to appeal to or influence a particular audience.

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

EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlation).

LO 4.2C Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

EK 4.2C1: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately.

EK 4.2C2: Source material should be introduced, integrated, or embedded into the text of an argument.

EK 4.2C3: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in your own words.

EK 4.2C4: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).

EU 4.3 Achievement of new understandings involves the careful consideration of existing knowledge, imagination, and risk taking and incorporates personally generated evidence.

LO 4.3A Extending an idea, question, process, or product to innovate or create new understandings.

EK 4.3A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

EU 4.4 Arguments and solutions have intended and unintended consequences and implications.

LO 4.4A Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

EK 4.4A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

AP CAPSTONE: SEMINAR 2018-2019

EU 5.1 How an argument is presented affects how people interpret or react to it.

LO 5.1A Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis).

EK 5.1A1: An argument may include the following elements:

- Introduction: engage the audience by providing background and/or context
- Claim: convey the main idea of an argument
- Reasons, evidence, and commentary: provide support for the argument
- Concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments
- Conclusion: reinforce points, offer additional analysis, possible implications for the future, tie back to the introduction
- References

EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.

EK 5.1A3: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use or overuse of these elements disrupts audience engagement and understanding.

EK 5.1A4: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.

LO 5.1B Communicating an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.

EK 5.1B1: A writer or speaker expresses tone or attitude about a topic through word choice, sentence structure, and imagery.

EK 5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.

EK 5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.

EK 5.1B4: Spelling and grammar errors detract from credibility.

LO 5.1C Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.

EK 5.1C1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

EU 5.2 Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems

LO 5.2A Providing individual contributions to overall collaborative effort.

EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.

LO 5.2B Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.

EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.

EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.

EK 5.2B4: Effective teams consider the use of online collaborative tools.

LO 5.3A Reflecting EU 5.3 Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications on and revising their own writing, thinking, and/or processes.

EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, and/or guided contemplation.

EU 5.3 Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications.

LO 5.3B Reflecting on personal contributions to overall collaborative effort.

EK 5.3B1: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

EK 5.3B2: Reflective contributors acknowledge the impact of their actions on the outcome of the group's efforts, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's goal.

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Team, Transform, Transmit