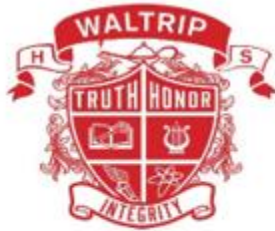


# AP SEMINAR 2022-2023

**Mrs. Vail**

Sign up at <https://myap.collegeboard.org/>



**Phone:** 713-688-1361

**Website:** [www.houstonisd.org/waltrip](http://www.houstonisd.org/waltrip)

**Instructor:** Robin Vail

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**Room:** 2105

**Office Hours:** Wednesday and Friday 12:55 to 2:25

## Course Description

According to the College Board, 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 in order to craft and communicate evidence-based arguments (The College Board).

AP Seminar is the first part of the AP Capstone diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. The big ideas and learning objectives in the AP Capstone program reflect the core academic skills needed for college, career, and life readiness identified by leading educational organizations (The College Board).

## Curricular Requirements

**CR1** Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural, and social, artistic, and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

- See pages

**CR2a** The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

- See pages

**CR2b** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

- See pages

**CR2c** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

- See pages

**CR2d** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

- See pages

**CR2e** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

- See pages

**CR2f** Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

- See pages

**CR2g** Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

- See pages

**CR2h** Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

- See pages

**CR3** Students 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.

- See pages

**CR4a** Students develop an understanding of ethical research practices.

- See page

**CR4b** Students develop an understanding of the AP Capstone™ Board Policy on Plagiarism and Falsification or Fabrication of Information.

- See page

**CR5** Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

- See pages

**CR6** Students 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.

- See pages

### **How is AP Seminar structured?**

As mentioned in the Overview, our yearlong class will be focused on the complexities and implications of our daily lives. We'll examine this topic through three different sub-topics: Education, Technology, and Social Media, which will constitute units during the first semester.

We will examine this question from a variety of disciplinary lenses (Environmental, Scientific, Economic, Political/Historical, Artistic/Philosophical, Cultural/Social, Ethical, and Futuristic) while also taking into account multiple perspectives of one idea or issue.

Additionally, there is a framework called QUEST that we'll use to construct ideas and research questions. This framework is NOT linear; rather, students will continually return to the Q, U, E, S and T practices continually as they complete assessments.

- 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**

According to the AP Capstone website:

AP Capstone gives students the following pedagogical foundation, called the QUEST framework, to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives:

- **Question and Explore:** Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one's curiosity, leading to an investigation that challenges and expands the boundaries of one's current knowledge.
- **Understand and Analyze Arguments:** Understanding various perspectives requires contextualizing arguments and evaluating the authors' claims and lines of reasoning.
- **Evaluate Multiple Perspectives:** Evaluating an issue involves considering and evaluating multiple perspectives, both individually and in comparison, to one another.
- **Synthesize Ideas:** Synthesizing others' ideas with one's own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one's perspective.
- **Team, Transform, and Transmit:** Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon

thoughtful reflection. Transmitting requires the adaptation of one's message based on audience and context.

All necessary practices and skills will be taught and refined in first semester; students will focus on creating their Performance Tasks 1 and 2 during second semester, with ample class time to support their work.

### **Grading Scale**

| A    100%-90% | B    89%-80% | C    79%-70% | D    69%-60% | F    59% and lower |

All class activities will be designed to guide students toward successful completion of the AP Seminar Assessments: Performance Tasks #1 and #2, and the End of Course Exam, ALL of which contribute to your AP Seminar Score for the course.

Assessments tools will include but may not necessarily be limited to the following:

1. Class participation in small group and whole class discussion, Socratic seminars, and online discussions
2. In class argumentative and synthesis essays
3. Mock Performance Tasks
4. Formal and informal debates
5. Annotated bibliographies
6. Research plans of action, journals, outlines and reflections
7. Rhetorical précis and argument structure charts

Students are expected to monitor Canvas and to proactively alert the teacher in case of omission or error.  
*Save all hard copy papers in case of discrepancy!*

Grades are not rounded up for IC posted grades/progress reports. An 89.994% is a B. See the [Grade Definitions](#) link on Canvas for specifics. Grades are earned by students, they are objectively based, and they are not for debate.

*Grades are based on a weighted percentage scale:*

\*Minor Assignments (Classwork, Most Homework, Annotation Checks, Daily Participation, etc.) – 40%

\*Major Assignments (Final Essays, Socratic Seminars, Projects, Mock PT1 and Mock PT2, etc.) – 60%

### **Disclaimers and Plagiarism Policies**

#### **Accommodations and Communication**

According to College Board's website, "In order for you to receive accommodations on the exam, College Board's Services for Students with Disabilities (SSD) office has to approve your request. If you test using accommodations that haven't been approved by us in advance, your scores will be canceled." (<https://apstudents.collegeboard.org/getting-accommodations>). Therefore, official requests for accommodations must be made to College Board directly in advance.

Much of this course is recursive, team-based, and builds upon itself, so extra time may be provided in the form of assignments being given earlier to fit with the pacing and deadlines set by College Board. I highly suggest that students with IEPs and/or 504 Plans should communicate directly with me to

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maximize success and should do so early on when the assignment is given.

In terms of communication, the best way to contact me robin.vail@houstonisd.org or through the message's portal on Canvas.

### **Mature Content Disclaimer**

From the AP Seminar Course and Exam Description:

*“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.”*

### **Plagiarism Policy**

Adherence to College Board AP policies is critical to producing valid AP scores. According to the College Board: “Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board’s AP Program.”

### **AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:**

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. [CR4b]

For information about Carlmont High School’s Plagiarism Policy, please go to the [District Academic Integrity Policy](#).

**\*\*Again, students may receive an automatic failure on the AP Seminar Exam if they plagiarize any part of the Performance Tasks. \***

### **Class Materials, Resources and Supplies Necessary to participate in AP Seminar**

*\*The following materials need to be in your possession by Monday, August 22. Please see me if this presents a problem.*

1. Daily access to a laptop, or computer with reliable, quick internet and access (Google Drive, Google Classroom, Sheets, Slides, etc.) *\*If you have limited access to technology, PLEASE let me know and we will create a plan together.*

2. Daily access to Canvas
3. An Ebsco account (via AP Capstone Program)

### **Student Expectations**

My class rules are as follows:

1. Maintain a positive attitude—think of this as an adventure or journey!
2. Mutual respect is crucial: respect others, their opinions, and their belongings. Respect the classroom and the school.
3. Put your best effort forward in class.
4. Be here on time. Work until the bell rings.
5. Bring materials with you to class and be prepared each day.
6. Follow directions the first time they are given.
7. Use integrity and honesty in all assignments.

### **Major Course-Anchoring Projects**

During the AP Seminar course, students complete the following AP Capstone Performance Based Assessments: **two through-course performance assessment tasks AND an end of course (EOC) written exam**, while adhering to AP College Board policies to ensure the validation of their scores. **Both Performance Tasks will be completed after Unit 3. [CR5, CR6].**

The following assessments are summative and are used to calculate a final AP Score (using the 1-5 scale) for AP Seminar.

<b>Performance Task #1 (PT1): Team Project and Presentation - 20% of AP Seminar Score</b>		
Assignment	Task Overview	Scored Components
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.	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 presentation to communicate its conclusion, solution, or recommendation.	1. Individual Research and Reflection (approximately 1200 words) - 50% of 20%  2. Team Multimedia Presentation (8-10 minutes) plus defense questions - 50% of 20%
<b>Performance Assessment Task #2 (PT2): Individual Research-Based Essay and Presentation -- 35% of AP Seminar score</b>		

Assignment	Task Overview	Scored Components
Students work independently to write a written argument based upon the stimulus packet, present a multimedia presentation of their findings based upon their research, and will defend their research after the presentation.	The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students 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.	1. Research-based Argumentative Essay (approximately 2000 words) <ul style="list-style-type: none"> <li>- 70% of 35%</li> </ul> 2. Individual Multimedia Presentation (6-8 minutes) <ul style="list-style-type: none"> <li>- 20% of 35%</li> </ul> 3. Oral Defense of Presentation (two questions from the teacher) <ul style="list-style-type: none"> <li>- 10% of 35%</li> </ul>
<b>End of Course (EOC) exam: AP Exam (2 Hours) - 45% of AP Seminar Score</b>		
Assignment	Task Overview	Scored Components
EOC A - understanding and analyzing an argument (suggested time: 30 minutes) EOC B - Evidence-based argument essay (suggested time: 90 minutes)	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.	1. EOC A <ul style="list-style-type: none"> <li>- 30% of 45%</li> </ul> 2. EOC B <ul style="list-style-type: none"> <li>- 70% of 45%</li> </ul>

## **Role of the Teacher**

<b>Performance Task 1</b>	
<b>Teachers:</b> <ul style="list-style-type: none"> <li>• must ensure students are aware of the task, timeline, components, and scoring criteria</li> <li>• may explore issues, discuss topics and perspectives, and/or question students as necessary</li> <li>• oversee the formation of groups</li> </ul>	<b>Teachers may not:</b> <ul style="list-style-type: none"> <li>• assign, provide, distribute, or generate research questions for students</li> <li>• conduct or provide research/articles/evidence for students</li> <li>• write, revise, amend, or correct student work</li> <li>• give specific, directive feedback to individual groups</li> </ul>

<ul style="list-style-type: none"> <li>• may continue whole class teaching of skills pertinent to the performance task as students are working on their research and/or presentations</li> <li>• may share the rubric with students</li> <li>• may encourage students to review each other's work</li> </ul>	<ul style="list-style-type: none"> <li>• reveal defense questions to students prior to the presentation</li> </ul>
<b>Performance Task 2</b>	
<b>Teachers:</b> <ul style="list-style-type: none"> <li>• must ensure students are aware of the task, timeline, components, types of and sample generic questions for the defense, and scoring criteria</li> <li>• may lead discussion of the stimulus material, discuss topics and perspectives, and/or question students as necessary</li> <li>• may continue whole class teaching of skills pertinent to the performance task as students are working on their research and/or presentations</li> <li>• may share the rubric with students • may encourage students to review each other's work</li> </ul>	<b>Teachers may not:</b> <ul style="list-style-type: none"> <li>• assign, provide, distribute, or generate research questions for students</li> <li>• conduct or provide research/articles/evidence for students</li> <li>• write, revise, amend, or correct student work</li> <li>• give specific, directive feedback to individual students on their work</li> <li>• provide or identify specific defense questions a student will be asked prior to his or her defense</li> </ul>

## **Curriculum Framework**

*\*Disclaimer: Texts are subject to change at the teacher's discretion.*

### **Unit #1: Introducing the Seminar's QUEST Process and Entering the Conversation: Problems and Controversies in American Education**

An Introduction to Arguments, Academic Research, Quantitative & Qualitative Data, Methods & Lens --- This first unit is an introduction and explication of the QUEST framework. It focuses on individual EKs, EUs and LOs from the curricular framework. [CR1] [CR2a]

<b>Unit 1 Essential Questions:</b> <ul style="list-style-type: none"> <li>➤ What do I want to know, learn, or understand?</li> <li>➤ How does the context of a problem or issue affect how it is interpreted or presented?</li> <li>➤ What strategies help me comprehend a text?</li> <li>➤ What is the argument's main idea and what reasoning does the author use to develop it?</li> <li>➤ Why does the author view the issue this way?</li> <li>➤ What patterns or trends can be identified among the arguments about the issue?</li> <li>➤ What biases may the author have that influences his or her perspective?</li> </ul>	<b>Unit 1 - Resources/Texts [CR3]</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>ARS = Articles or Research Studies          FLP = Foundational, Literary, or Philosophical texts          SBP = Speeches, broadcasts, or personal accounts          AWP = Artistic works or performances</p> </div> <ul style="list-style-type: none"> <li>➤ <a href="#">“The Ball and Chain of Student Debt”</a> by The New York Times [ARS]</li> <li>➤ <a href="#">“Would You Hire Your Own Kids”</a> by Tony Wagner (AlterNet.com) [ARS]</li> <li>➤ <a href="#">Brown vs. Board of Education Mural</a> at the Kansas State Capitol [AWP]</li> <li>➤ <a href="#">“Did You Know”</a> 2021 by Free Working</li> </ul>
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➤ How might others see the problem or issue differently?

- Tricks [AWP]
- [“The Pseudoscience of Single-Sex Schooling”](#) by ScienceMag, Volume 333 [ARS]
- [“Against School”](#) by John Taylor Gatto (Harper’s Magazine) [SBP]
- [“Our Failing Schools, Enough is Enough”](#) by Geoffrey Canada [SBP]
- [“High marks for standardized tests”](#) by Norman Augustine (The Washington Post) [ARS]
- [“Don’t Believe the Hype: Standardized Tests Are Good for Children, Families and Schools”](#) from *Education Post* [ARS]
- [“Here’s Why We Don’t Need Standardized Tests”](#) from *Education Week*
- [“Study says standardized testing is overwhelming nation’s public schools”](#) from *The Washington Post* [ARS]
- [“New Jersey School District Eases Pressure on Students, Baring an Ethnic Divide”](#) by The New York Times [ARS]
- [“Why Students Should Have Mental Health Days”](#) by Hailey Hardcastle (TedTalk video) [SBP]
- Excerpt from [Educated](#) by Tara Westover published from Vogue [FLP]
- Pew Research Report: [“Is College Worth It” Chapter 1](#) - Overview [ARS]
- [“The Most Successful People Explain Why a College Degree is USELESS”](#) - Motivation Madness (YouTube video) [SBP]
- [“Is College Worth It? UM, YES!”](#) from Forbes magazine [ARS]
- [“Affirmative Action Battle Has New Focus: Asian Americans”](#) from The New York Times [ARS]
- [“Beyond Race in Affirmative Action”](#) from The New York Times [ARS]
- [“School Segregation”](#) from Last Week Tonight with John Oliver [SBP]
- [“We Don’t Need No Education”](#) lyrics by Pink Floyd [AWP]

	<p>➤ <a href="#">“Global Warming Scientists Scrap Real Science, Bow Before President Obama Instead”</a> from Forbes Magazine [ARS]</p>
<p><b>Unit 1 – Learning Objectives addressed in this unit [CR2a]:</b></p> <p><b>BIG IDEA 1: Question and Explore</b></p> <ul style="list-style-type: none"> <li>➤ LO 1.1A: Identifying and contextualizing a problem or issue.</li> <li>➤ LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.</li> <li>➤ LO 1.3A: Accessing and managing information using effective strategies.</li> <li>➤ LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.</li> <li>➤ LO 1.4A: Identifying the information needed for the context of the inquiry.</li> </ul> <p><b>BIG IDEA 2: Understand and Analyze</b></p> <ul style="list-style-type: none"> <li>➤ LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.</li> <li>➤ LO 2.1B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.</li> <li>➤ LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.</li> <li>➤ LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</li> </ul> <p><b>BIG IDEA 4: Synthesize Ideas</b></p> <ul style="list-style-type: none"> <li>➤ LO 4.1A: Formulating a complex and well-reasoned argument.</li> <li>➤ LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.</li> </ul> <p><b>BIG IDEA 5: Team, Transform, and Transmit</b></p> <ul style="list-style-type: none"> <li>➤ LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience,</li> </ul>	<p><b>Unit 1 Formative and Summative Assessments (including but not limited to):</b></p> <ul style="list-style-type: none"> <li>● <b>Team-Building Activities</b> - Working in a group to problem-solve and identify multiple perspectives. [CR1] various team-building activities such as the Marshmallow Challenge to focus on the development of creative problem-solving and cooperation. [CR2f]</li> <li>● <b>Art Analysis</b> - Using art to stimulate the questioning process and identify lenses and perspectives. [CR2b] [CR2d]</li> <li>● <b>Mock Debate</b> - In groups, students focus on developing an argument and countering the opposition’s argument regarding whether or not. [CR2c]</li> <li>● <b>Practice EOC B</b> - Students will synthesize the sources presented and write an essay to practice for the End of Course exam. [CR2e]</li> <li>● <b>Annotated Bibliography</b> - Students will create an annotated bibliography using a minimum of three sources and applying RAVEN and CRAAP to the evaluation of those sources. [CR2b] [CR4a]</li> <li>● <b>Individual Written Argument</b> (800 words) - Students will write a written report on a focused research question under the theme of education through one of the lenses. [CR2c] [CR2e] [CR4a]</li> <li>● <b>Mini-lesson: Logical Fallacies</b> – Students will examine examples of logical fallacies and then identify fallacies from samples. [CR2c]</li> </ul>

<p>context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis).</p> <ul style="list-style-type: none"> <li>➤ LO 5.1C: Communicating information through appropriate media using effective techniques of design.</li> <li>➤ LO 5.1D: Adapting an argument for context, purpose, and/or audience.</li> <li>➤ LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.</li> <li>➤ LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.</li> <li>➤ LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes.</li> </ul>	
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## Unit 2 - Technology and Social Media AND Mock PT1

Students will work collaboratively with a team to research the issue of social media, as well as its impact and implications for the future. Students will analyze, evaluate, and select evidence to develop an argument to be presented and defended against a team of their peers. This unit simulates AP Seminar Performance Task #1.

### Unit Assessments:

1. What are some of the unforeseen challenges that social media has had on society and other aspects of life?
2. How has social media changed how humans interact with each other?
3. Schools are open to social media but what are the advantages and disadvantages of doing this?
  - As a group you must create additional research questions following the different lenses related to question #1.
  - As small groups you apply the elements of QUEST to research evidentiary articles, papers, etc. for research question #1.
  - Students will work individually to write a 600-word mini synthesis paper, answering their research question, using evidence for support.
  - Students will work as a group to create a 4-6 minute presentation answering the research question.
  - *Individual Synthesis Research Report*
  - *Team Multimedia Presentation*

### Unit 2 Essential Questions:

- From whose perspective is this information being presented?
- How do I know whether or not something is true?
- What am I taking for granted?

### Resources/Texts [CR3]:

ARS = Articles or Research Studies  
 FLP = Foundational, Literary, or Philosophical texts  
 SBP = Speeches, broadcasts, or personal accounts  
 AWP = Artistic works or performances

<ul style="list-style-type: none"> <li>➤ How do I acknowledge and account for my own biases and assumptions?</li> <li>➤ What line of reasoning and evidence would best support my argument? Is my reasoning logical?</li> <li>➤ What is the best medium or genre through which to reach my audience?</li> <li>➤ What contributions can I offer to a team?</li> <li>➤ What is the benefit of revision?</li> <li>➤ How can I benefit from reflecting on my work?</li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="#">“Privacy and Social Media.”</a> from Business Law Today [ARS]</li> <li>➤ <a href="#">Teens' Rising Social Media Use Is Not All Bad News</a> By Benjamin Herold from Education Week [ARS]</li> <li>➤ <a href="#">“Tik Tok, Instagram, Snapchat -- and the rise of bite-sized content”</a> by Qiuqing Tai [SBP]</li> <li>➤ <a href="#">“Social media’s growing impact on our lives”</a> from the American Psychological Association [ARS]</li> <li>➤ <a href="#">“Regulate social media now. The future of democracy is at stake”</a> from Washington Post [ARS]</li> <li>➤ <a href="#">“Small Change”</a> by Malcolm Gladwell [FLP]</li> <li>➤ Excerpt from <a href="#">Feed</a> by M.T. Anderson [FLP]</li> <li>• Excerpt from <a href="#">Technological Slavery</a> by Dr. Theodore Kaczynski [FLP]</li> <li>• <a href="#">“The Social Dilemma”</a> on Netflix [AWP]</li> <li>• <a href="#">“Do Digital Echo Chambers Exist?”</a> from BBC News [ARS]</li> <li>• <a href="#">“How you can help transform the internet into a place of trust”</a> by Claire Wardle [SBP]</li> <li>• <a href="#">“Social media use can be positive for mental health and well-being”</a> from Harvard School of Public Health news [ARS]</li> <li>• <a href="#">“Look Up”</a> by Gary Turk [AWP]</li> <li>• <a href="#">“Phone Buddies”</a> (mixed media) by Andrew Rae and Ruskin Kyle [AWP]</li> </ul>
<p><b>Unit 2 – Learning Objectives</b> that will be addressed in this unit include those in Unit 1 and the following [CR2a]:</p> <p><b>BIG IDEA 1: Question and Explore</b></p> <ul style="list-style-type: none"> <li>➤ LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.</li> </ul> <p><b>BIG IDEA 2: Understand and Analyze</b></p> <ul style="list-style-type: none"> <li>➤ LO 2.2C: Evaluating the validity of an argument.</li> <li>➤ LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.</li> </ul> <p><b>BIG IDEA 3: Evaluate Multiple Perspectives</b></p>	<p><b>Unit 2 Formative and Summative Assessments (include but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• <b>End-of-Course Exam Practice, Part A</b> [CR2b] [CR2c]</li> <li>• <b>Socratic Seminar</b> - Students will briefly research a controversial current event connected to the topic of heroic ideals and hold a Socratic seminar debating the pros and cons of their position on the issue. [CR2d] [CR2e]</li> <li>• <b>Annotated Bibliography</b> (4 sources minimum) - After developing a team research question, students will create an annotated bibliography using a minimum of four sources and applying RAVEN, CRAAP, and PACD to the evaluation of those sources. [CR2b] [CR4a]</li> <li>• <b>Mini lesson:</b> What is plagiarism, falsification, and fabrication? - After examining the AP Capstone Policy</li> </ul>

<p>➤ LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.</p> <p><b>BIG IDEA 4: Synthesize Ideas</b></p> <p>➤ LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.</p> <p>➤ LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications.</p> <p><b>BIG IDEA 5: Team, Transform, and Transmit</b></p> <p>➤ LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.</p> <p>➤ LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.</p> <p>➤ LO 5.3B: Reflecting on personal contributions to overall collaborative effort.</p>	<p>on Plagiarism and Falsification or Fabrication, students will read sample scenarios and decide if they represent plagiarism according to the policy. [CR4b]</p> <p>● <b>Individual Research Report</b> (800 words) - Students will write a written report of their research through one of the lenses. [CR2d] [CR4a]</p> <p>● <b>Peer Grade of IRR</b> - Students will proofread and offer constructive criticism for revision of the Individual Research Report. [CR2f]</p> <p>● <b>Team Multimedia Presentation</b> (6-8 minutes) - Students will develop and present a multimedia presentation (approximately 6-8 minutes) to an audience. [CR2e] [CR2f] [CR2h]</p> <p>● <b>Class Critique of Filmed Presentations</b> - Students will view the filmed presentations, acknowledging what was done well and identifying areas with room for improvement. Students will use the AP Seminar Team Multimedia Presentation Rubric to score their peers' presentations. [CR2g]</p> <p>● <b>Peer and Self Reflection</b> – Students will complete an online survey assessing the performance of their team members and themselves. [CR2g]</p>
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### Unit 3 - The Impact of Technology and Education AND Mock PT2

Students work individually to identify, investigate, analyze, and evaluate a real-world issue that addresses the connection between technology and education. Students will consider options, alternatives, solutions, or resolutions to the issue; and develop an individual written argument, multimedia presentation, and defense to communicate a conclusion or recommendation. This unit simulates AP Seminar Performance Task #2.

#### Unit Assessment:

- The technology topic research question is for you, the student, to develop independently.
- Apply the elements of QUEST to research evidentiary articles, papers, etc. for your research question.
- Students identify a research question of their own based on the source material and class discussion. They then gather further information through research: analyze, evaluate, and select evidence to develop a logical well-reasoned argument of approximately 1,200 words. The final paper must refer to and incorporate at least one of the provided sources from class.
- Students develop and present a multimedia presentation (approximately 4-5 minutes) to an audience. Finally, students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher.
- *Technology Mock individual written argument*
- *Technology Mock presentations slideshow (presented individually to small groups)*

<p><b>Unit 3 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How does my research question shape how I go about trying to answer it?</li> <li>➤ What keywords should I use to search for information about this topic?</li> <li>➤ Does this argument acknowledge other perspectives? How can I connect these perspectives? To what other issues, questions, or topics do they relate?</li> <li>➤ How can I explain contradictions within or between arguments?</li> <li>➤ What are the implications and/or consequences of accepting or rejecting a particular argument?</li> <li>➤ How does this conclusion impact me or my community? Or my research?</li> <li>➤ How can I best appeal to and engage my audience?</li> <li>➤ What common misconceptions might my audience have?</li> <li>➤ How do I adapt my argument for different audiences and situations?</li> <li>➤ How do my communication choices affect my credibility with my audience?</li> <li>➤ What contributions can I offer to a team? What is the benefit of revision?</li> <li>➤ How can I benefit from reflecting on my own work?</li> </ul>	<p><b>Resources/Texts [CR3]:</b></p> <ul style="list-style-type: none"> <li>➤ Included technology texts from Unit 2</li> <li>➤ Students will find, evaluate, and present to the class texts with the overarching topics of: <ul style="list-style-type: none"> <li>○ Education</li> <li>○ Higher Education</li> <li>○ Standardized testing</li> <li>○ Technology</li> <li>○ Social media</li> <li>○ Digital citizenship/privacy</li> <li>○ Future of technology</li> </ul> </li> </ul>
<p><b>Unit 3 – Learning Objectives</b> that will be addressed in this unit include those in Units 1 and 2 and the following [CR2a]:</p> <p><b>BIG IDEA 2: Understand and Analyze</b></p> <ul style="list-style-type: none"> <li>➤ LO 2.3A: Connecting an argument to broader issues by examining the implications of the author’s claim.</li> </ul> <p><b>BIG IDEA 3: Evaluate Multiple Perspectives</b></p> <ul style="list-style-type: none"> <li>➤ LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.</li> </ul> <p><b>BIG IDEA 4: Synthesize Ideas</b></p>	<p><b>Unit 3 Formative and Summative Assessments</b> (include but are not limited to):</p> <ul style="list-style-type: none"> <li>● <b>End-of-Course Exam Practice, Part B</b> [CR2a]</li> <li>● <b>Select and analyze stimulus materials for Mock Task 2</b> [CR3]</li> <li>● <b>Socratic Seminar</b> - Students will briefly research a controversial current event connected to the topic of psychology and hold a Socratic seminar debating the pros and cons of their position on the issue. [CR2d] [CR2e]</li> <li>● <b>Annotated Bibliography</b> (5 sources minimum) - After developing a research question, students will create an annotated bibliography using a minimum of</li> </ul>

<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings</li> </ul>	<p>five sources and applying CRAAP, RAVEN and PACD to the evaluation of those sources. [CR2b] [CR4a]</p> <ul style="list-style-type: none"> <li>● <b>Individual Written Argument</b> (800 words) - Students will write a written report of their research through one of the lenses. [CR2c] [CR2e] [CR4a]</li> <li>● <b>Peer Review of IWA</b> - Students will proofread and offer constructive criticism for revision of the Individual Written Argument. [CR2c] [CR2f]</li> <li>● <b>Individual Multimedia Presentation and Oral Defense</b> (4-5 minutes) – Students develop and present a multimedia presentation (approximately 4-5 minutes) to an audience. Students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the instructor. [CR2h]</li> <li>● <b>Class Critique of Filmed Presentations</b> - Students will view filmed presentations, acknowledging what was done well and identifying areas with room for improvement. Students will use the AP Seminar Individual Multimedia Presentation and Oral Defense Rubric to score their peers' presentations. [CR2g]</li> <li>● <b>Self-Reflection</b> – Students will complete an online survey assessing and reflecting on their own presentation performance. [CR2g]</li> </ul>
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#### **Unit 4: AP Seminar Performance Task #1**

- Begin after Thanksgiving break
- Presentations:

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem 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.

#### **Unit 5: AP Seminar Performance Task #2 [CR6]**

- Begin February 2023
- Presentations: April 2023

Students will use assessment 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. Each student will develop an individual 6-to-8-minute presentation using appropriate media and present it to an audience.

Finally, students defend their research process, use of evidence, and conclusion through oral responses of two questions asked by the teacher.

**End-of-Course Exam & Prep: (Weeks 34-36)** April-May 2023 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.

## **Unit 6: After the Exam/Preparing for AP Research**



### **Student and Parent/Guardian Syllabus Acknowledgement Form**

After thoroughly reading the Syllabus, please print and sign this page by hand.

Student Name: \_\_\_\_\_

*I have read, I understand, and I agree to abide by the course description, expectations, requirements, and policies for AP Seminar, INCLUDING the AP Capstone Plagiarism Policy and the HISD Academic Policy.*

Student signature: \_\_\_\_\_

### **Parent/Guardian Section**

Parent/Guardian name: \_\_\_\_\_

Phone (best number to call): \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

*I acknowledge the student's agreement. I have been given the opportunity to review the course syllabus and my student will abide by the course description, expectations, requirements, and policies for AP Seminar, INCLUDING the AP Capstone Plagiarism Policy and HISD Academic Integrity Policy.*

Parent/Guardian signature: \_\_\_\_\_