

AP Seminar Syllabus

Course Overview: The AP Capstone Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

Goals:

■ To engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.

■ To extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.

■ To empower students to collect and analyze information with accuracy and precision.

■ To cultivate students' abilities to craft, communicate, and defend evidence-based arguments.

■ To provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their own interest and curiosity.

Student Learning Outcomes: Throughout the course, 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 a framework by which they can develop, practice, and hone their critical- and creative-thinking skills as they make connections between issues and their own lives. The inquiry process will expose students to a variety of primary and secondary print and non-print sources, foundational literary and philosophical texts, as well as artistic works and performances. This wide variety of academic sources will provide the opportunity for students to gain a rich appreciation and understanding of issues as they collaboratively and independently analyze and evaluate evidence to draw informed, well-reasoned conclusions about the world.

Evaluation and Grading: AP Seminar will use a *Proficiency-Based Grading System*; that is, the grade for the class will be derived from formative and summative assessments that are: (1) connected to clearly defined learning objectives, (2) based on academic achievement (not behavior or compliance with school/classroom rules), and (3) focused on learning progress. The three areas of assessment will include:

- **Participation (part of formative assessment category in gradebook):** Evaluation will be based on how your participation (comments, ideas, and questions) helps to enhance and/or advance our overall collective understanding through critical discussion and listening.
- **Formative Assessments (40 % of final grade for course):** Evaluation will be based on the percentage of total points earned on in-class tasks, homework assignments, written reflections, etc.

- **Summative Assessments (40% of final grade for course):** Evaluation will be based on practice AP Seminar Performance Tasks (Team Project and Presentation, Individual Research-Based Argument and Presentation, and End-of-Course Exam).
- **Kentucky English 2 End-of-Course Exam (20% of final grade for course)**

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

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through bibliographic entry, will receive a 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.

Instructional Resources:

To meet the course objectives, current media, magazine, journals, newspapers, and other secondary and primary sources will be incorporated. Additionally, the inquiry-based nature of AP Seminar requires activities and assessments that make use of a variety of resources (library/internet research, audio/video equipment, etc.). Information used by students to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and 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., Kentucky Virtual Library and Google Scholar) that grants access to secondary and primary sources.

Expectations for Academic Success:

- **Materials:** Students are responsible for keeping course materials (notes, handouts, graded assignments, texts, etc.) in an organized manner. I recommend maintaining a 3-ring binder for this purpose. The intense nature of the course work will require students to stay organized and be able to find course materials quickly.

- **Computer and Internet Access:** Regular access to a computer, word processing software, and the internet is required for AP Seminar. If you do not have computer access at home, consider using the public libraries, school library, and classroom computers.
- **Cooperation and Dealing with Conflict:** This course is designed for students to work in groups/teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues or conflicts regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.
- **Active Participation and Respecting Others:** This course requires students' active participation in all activities and discussions. Focus solely on AP Seminar while in class. The intense nature of the coursework requires students' close attention from bell to bell. Lessons have been designed to create an open forum for the exchange of thoughts and opinions, so students are expected to respect the thoughts and opinions of classmates.
- **Being Open-Minded:** AP Seminar deals heavily with analyzing differing perspectives. You should come to each reading willing to listen and think critically about the author's opinion even if it doesn't align with your own. This will enable you to adopt a wider view of issues and appreciate their complexity.
- **Avoiding Absences:** Cooperative groups, discussions, debates, and projects involve daily participation. Absences will negatively affect grades. Please be here and on time.
- **Keeping up with Assignments:** Since you'll be reading and absorbing a lot of material, it's important not to fall behind the rest of the class. Participation relies on a thoughtful reading of the course material, and it's hard to do that if you're trying to play catch up with assignments that were due earlier. Since you'll be doing research projects both independently and with a team, it's important to stay on top of deadlines to avoid getting overwhelmed or letting down your teammates.
- **Missing Work:** It is the student's responsibility to make arrangements for any missed work outside of class time. If a student has an excused absence on the day an assignment is due, he/she will be allowed to turn in the missed assignments upon returning to class and will be given another day for any work assigned while absent. If a student has an excused absence on the day of the AP Seminar End-of-Course Exam, he/she will have one week from the return date to make it up.
- **Late Work:**
 - For smaller assignments, I will not accept late work. Students may complete it, and I will grade it to show students how they performed, but it will not count for a course grade. Ultimately, the reason why I cannot accept late work is because much of the work done outside of class is used within class, thus leaving students unprepared for the class learning activities and collaboration.
 - For larger assignments, each day that the assignment is late, it will lose 10 percent of its overall value. This penalty includes weekends. Therefore, if a paper is due on Friday, and a student doesn't turn it in until Monday, the grade on the assignment will lose 30 percent of its overall value. Students may email assignments to avoid such a severe penalty.

- If a student knows he/she will be absent on a due date, the student should contact me ahead of time, and we will make arrangements that are fair and just. If a student has an unexpected absence on the due date, he/she will be expected to bring the assignment to class the day he/she returns.
- **Extra Help:** For extra help, students should set a time to meet with the instructor. I'm happy to help students one-on-one or in small groups; however, requests for meetings must happen at least 24 hours before the meeting time, or I might be unable to accommodate. It is always preferable that students come see me sooner rather than later.
- **Snow Days:** Students are expected to work on the AP Seminar curriculum on days school is canceled due to snow.

Rules: All school-wide rules and expectations will be enforced in the classroom.

Benefits of Taking AP Seminar: Critical thinking and the ability to logically evaluate arguments are key skills that will help you in all aspects of your life. AP Seminar can be a very practical course if you're up for the challenge. You'll have three major assessments that count toward your AP Seminar Score: a team research project, an independent research project, and an end-of-course exam. Throughout the course, you will be asked to read a variety of source materials and participate in class discussions. You'll learn about proper research methods, argumentative techniques, and the importance of looking at issues from all sides. Students who take AP Seminar can then go on to take AP Research, which gives you even more independence in choosing research topics. AP Seminar is an opportunity for advanced students to get some experience with the types of assignments and expectations that are common in college classes.

Course Outline:

Unit 1: Consumerism

Pacing: August 10 – September 16

Enduring Understanding:

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

- **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.
- **EU 2.3** Arguments have implications.
- **EU 3.1** Different perspective often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing multiple perspective to the conversation about it.
- **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.

Learning Objectives:

- **LO 1.1A** Identifying and contextualizing a problem or issue.
- **LO 1.1B** Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- **LO 1.2A** Retrieving, questioning, organizing, and using prior knowledge about a topic.
- **LO 1.3C** Evaluating the relevance and credibility of information from sources and data.
- **LO 1.4A** Identifying alternatives for approaching a problem.
- **LO 2.1A** Employing appropriate reading strategies and reading critically for a specific purpose.
- **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.
- **LO 2.2A** Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
- **LO 2.2B** Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
- **LO 2.2C** Evaluating the validity of an argument.
- **LO 2.3A** Connecting an argument to broader issues by examining the implications of the author's claim.
- **LO 2.3B** Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.
- **LO 3.1A** Identifying and interpreting multiple perspectives on or arguments about an issue.
- **LO 3.2A** Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

Essential Knowledge:

- **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.
- **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.
- **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.
- **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 1.4A1:** The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the way solutions are valued.
- **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.
- **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.
- **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.
- **EK 2.2A1:** An argument's context (time and purpose) and situation (relation to the other related arguments) inform its interpretation.

- **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.
- **EK 2.2C1:** An argument is valid when there is logical alignment between the line of reasoning and the conclusion.
- **EK 2.3A1:** The implications and consequences of arguments may be intended or unintended.
- **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).
- **EK 3.1A1:** 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.
- **EK 3.1A2:** Perspectives are not always oppositional; they may be concurring, alternating, or competing.
- **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.
- **EK 3.2A2:** When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions influence a reader's judgment.
- **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 4.1A9:** The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
- **EK 4.2A1:** Evidence can be collected from print and nonprint 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 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

Essential Unit Questions:

- Q – Question and Explore
 - How does the context of a problem or issue affect how it is interpreted or presented?
 - How might others see the problem or issue differently?
 - What do I want to know, learn, or understand?
 - What information do I need to answer my question?
- U – Understand and Analyze
 - What strategies will help me comprehend a text?
 - What is the argument's main idea and what reasoning does the author use to develop it?
 - Why might the author view the issue this way?
 - What biases may the author have that influence his or her perspective?
 - Does this argument acknowledge other perspectives?
 - How do I determine if a source is trustworthy?
 - What are the implications of these arguments?
- E – Evaluate Multiple Perspectives
 - What patterns or trends can be identified among the arguments about this issue?
 - What are the implications and/or consequences of accepting or rejecting a particular argument?
 - From whose perspective is this information being presented, and how does that affect my evaluation?
- S – Synthesize Ideas
 - How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
 - What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- T – Team, Transform, and Transmit
 - How can I benefit from reflecting on my own work?
 - What contributions can I offer to a team?

Formative Assessment Activities:

- Students will be introduced to AP Seminar. Teacher will handout syllabus outlining major assignments, general timelines for the units and year, expectations for scholarship, plagiarism, and cooperation.
- Students will explore the QUEST framework.
- Students will read "[The Selective Laziness of Human Reasoning](#)," [Tania Lombrozo \(NPR\)](#) (**Articles or research studies**) and mark with meta-cognitive markers.
- Students will examine images with strong connotations, compare their own perspectives with that of their peers, and consider reasons for similarities and differences. Students will define perspective and stakeholder.
- Students will examine one of their summer reading articles. Specifically, they will identify questions raised by their article, pose and explore their own questions about the topic, and identify the various stakeholders and perspective involved in the topic/argument.
- Student will use another summer reading article to practice evaluating a source, considering elements such as the author's credibility, the author's bias, the validity and reliability of the author's sources.
- Students will evaluate the credibility and relevance of [martinlutherking.org](#). They will consider under what circumstances one would be able to use this source credibly.
- Students will re-evaluate their summer reading article from the other day, this time digging deeper. They will go back to the website and research the author, his sources, and think about any possible motives he would have to write this article a certain way.
- Students will read and annotate "[Does Spending Money Really Make Us Happier?](#)" by [Courtney Nagle](#) (article from clearpoint.org). Students will practice identifying the basic elements of argument (hook, claim, support, concession and refutation, call to action, conclusion, and references).
- Students will watch and analyze 2 segments from [Last Week Tonight with John Oliver: Republican National Convention](#). (**Speeches, broadcasts, or personal accounts**). Specifically, students will use the clip to help them define and distinguish between opinion, fact, thesis, main idea, claim, reason, and evidence. Student questions: Is there an issue with what the two interviewees are saying about their evidence and their ideas? If so, identify it and explain why it is an issue. Why is it important, when doing research-based writing that we go beyond opinions and reasons into claims and facts?
- Students will practice generating quality questions over [Banksy's Jesus with Shopping Bags](#) (**Artistic works or performances**). Students will make thematic connections between the art work and Nagle's article.
- Students will perform a close reading of "[Consumerism is Ruining Our Kids](#)," [Liesl Schwabe](#) (article from Salon.com). Students will identify the author's argument, main idea, or thesis. Student questions: Are the author's conclusions/ideas valid? Are her sources credible and relevant? How do we know? Who are the stakeholders in this debate? Has she addressed multiple stakeholders in the argument? Are the perspectives of those stakeholders divergent (go against) or convergent (moving in the same direction)?
- The teacher will introduce the concept of lenses. (Pg. 75 – 76 of AP Seminar Handbook) Students will work in groups to examine a controversial topic through multiple lenses.
- Students will examine a [TED Talk: How to Buy Happiness with Michael Norton](#) (**Speeches, broadcasts, or personal accounts**). Student questions: How does the speaker make an argument? Through which lens is he viewing the issue? What other questions/arguments can

be brought up by examining the issue through the ethical/moral/philosophical lens? How is right or wrong subjective

- Students will perform a close reading of "[Shrunken Sovereign](#)," by Benjamin Barber (**Articles or research studies**). Students will identify the author's argument, main idea, or thesis. Student questions: What questions come to mind as you read this? Are the author's conclusions/ideas valid? Are his sources credible? How do we know? Who are the stakeholders in this debate? Has he addressed multiple stakeholders in the argument? Are the perspectives of those stakeholders divergent (go against) or convergent (moving in the same direction)? Teacher will introduce and model identifying line of reasoning.
- Students will read and annotate "[The Case for Consumerism](#)," by Michael Pertschuk (article from the NY Times) to identify the author's thesis, the stakeholders involved in the argument, and a possible lens or lenses through which the author is viewing this issue.
- Students will read and annotate "What is Morality?" by James Rachels (**Foundational, literary, or philosophical texts**) to help them better understand the ethical lens. Students will examine each of the 3 case studies and identify the various stakeholders and explain their perspectives. Then students will plot the author's line of reasoning.
- Students will explore various musicians' take on consumerism. Student questions: What is the background of the artist? How does that inform his/her perspective on *consumerism*? How can popular music lyrics be a legitimate source of research/support/proof?
 - a. "Work Hard, Play Hard," by Wiz Khalifa
 - b. Samsung commercials featuring Lil' Wayne
 - c. "Material Girl," by Madonna
 - d. "Bittersweet Symphony," by The Verve
 - e. "I Don't Want Your Millions Mister," by Almanac Singers
 - f. "Lost in the Super Market," by The Clash
- Students will read and annotate "[Mo' Money, Mo' Problems: How Hip-Hop Failed Black America, Part II](#)," by Questlove, complete the RAVEN worksheet over the text, and then analyze how the author uses lyrics as support for his argument. Student questions: How is his viewpoint researched and supported? Does he address multiple stakeholders? Through what lenses is he viewing the issue? Explain the author's line of reasoning.
- Each student in the group will seek out one piece of artwork (photo, painting, sculpture, lyrics, poem, story, etc.) that makes a statement about consumerism in some way. Each person will detail their artwork for the group, and then the group will come up with a main idea – or thesis – that these pieces of art could support (**Artistic work or performance**).
- Students will perform a close reading of "[Impact of Impulsive Buying](#)," by Yalin Yi (**Articles or research studies**). Students will identify the author's argument, main idea, or thesis. They will identify and explain the line of reasoning. They will evaluate the credibility and relevance of the author's evidence. Student questions: Has the author addressed multiple stakeholders in the argument? Are the perspectives of those stakeholders divergent or convergent? From what lens or lenses is the author viewing the issue?
- Students will watch [Destination Earth](#), by American Petroleum (**Speeches, broadcasts, or personal accounts**). Student Questions: What is the message of the cartoon? How does it relate to the topic of *consumerism*? Is there bias evident? Who are the stakeholders involved and what are their perspectives? How does the time period during which it was made affect our understanding of the cartoon? How does this text relate to other texts we've studied? Through which lenses are we examining *consumerism* when we study this piece of propaganda?

- Students will read the marketing article "[Why Do We Buy?](#)" By [George Torok](#). Student Questions: What is the author's argument, main idea, or thesis? Is the evidence credible and relevant? Does the information seem reasonable? Does the website where the text is published seem legitimate and credible? Do you detect bias?
- Students will read "[American Consumerism - Pro,](#)" by [Nidia Sandoval](#) and annotate to identify claims and facts. Students will identify the main argument, explain the line of reasoning, and evaluate the credibility and relevance of the author's evidence.
- Students will examine the prompt and rubric for the EOC Part A. Students will read "Snoozers are in Fact Losers" and answer Questions 1, 2, and 3. Next, the class will examine and score the sample responses provided by College Board and discuss our evaluations. Finally, students will grade their own and their peers' essays.
- At the very end of the unit, the teacher will lead an activity in which students explore the concept of reflection, pose a variety of reflective questions, and discuss its place in learning and in everyday life. Students will start a reflective journal for the year. The first entries will deal with a written reflection over the Team Debates and the Practice EOC Part A. (**Engage students in the process of reflection**)

Summative Assessment:

- Students will work in groups to conduct a debate over a selected topic.
 - Steps:
 - Teacher will introduce the debate process we will follow.
 - Students will have the opportunity to research.
 - Students will have the opportunity to prepare and practice for the debate.
 - Students will hold the debate.
 - Judging component: The class will be divided in half and two debates will be held. As one half of the class debates, the other half will judge.
- Practice EOC Part A

Unit 2: Wealth and Poverty

Pacing: September 19 – December 16

Enduring Understanding:

- All E.U. introduced in Unit 1.
- **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.
- **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.

- **EU 4.2** Evidence is strategically selected to support a line of reasoning that appeals to or influences others.
- **EU 4.3** Achievement of new understandings involves the careful consideration of existing knowledge, imagination, and risk taking and incorporates personally generated evidence.
- **EU 4.4** Arguments and solutions have intended and unintended consequences and implications.
- **EU 5.1** How an argument is presented affects how people interpret or react to it.
- **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.
- **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.

Learning Objectives:

- All L.O. introduced in Unit 1.
- **LO 1.3A** Accessing information using effective strategies.
- **LO 1.3B** Using technology to access and manage information.
- **LO 4.1A** Formulating a complex and well-reasoned argument.
- **LO 4.2A** 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.
- **LO 4.2B** Providing insightful and cogent commentary that links evidence with claims.
- **LO 4.3A** Extending an idea, question, process, or product to innovate or create new understandings.
- **LO 4.4A** Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
- **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).
- **LO 5.1B** Communicating an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.
- **LO 5.1C** Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.
- **LO 5.2A** Providing individual contributions to overall collaborative effort.
- **LO 5.2B** Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

- **LO 5.3A** Reflecting on and revising their own writing, thinking, and/or processes.
- **LO 5.3B** Reflecting on personal contributions to overall collaborative effort.

Essential Knowledge:

- All E.K. introduced in Unit 1.
- **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).
- **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).
- **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.
- **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.
- **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 4.2A3:** 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.
- **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).
- **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).
- **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.
- **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.
- **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.
- **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.

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

Essential Unit Questions:

- Q – Question and Explore
 - What questions have yet to be asked?
 - What voices or perspectives are missing from my research?
 - How does my research question shape how I go about trying to answer it?
 - What keywords should I use to search for information about this topic?
- U – Understand and Analyze
 - How does this conclusion impact me and my community? Or my research?
- E – Evaluate Multiple Perspectives
 - How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
 - How can I explain contradictions within or between arguments?
- S – Synthesize Ideas
 - What line of reasoning and evidence would best support my argument? Is my reasoning logical?
 - Are there other conclusions I should consider?
 - What is the best way to acknowledge and attribute the work of others that was used to support my argument?
 - How can I avoid committing plagiarism?
- T – Team, Transform, and Transmit

- o How can I best appeal to and engage my audience?
- o What is the best medium or genre through which to engage my audience?
- o What common misconceptions might my audience have?
- o How might I adapt my argument for different audiences and situations?
- o How might my communication choices affect my credibility with my audience?
- o What is the benefit of revision?

Formative Assessment Activities:

- Students will read, analyze, compare, and discuss *The Communist Manifesto* by Karl Marx, and “The Gospel of Wealth” by Andrew Carnegie. Additionally, students will explain how historical, foundational, and/or philosophical texts can be used as evidence in their own research-based arguments. **(Foundational, literary, or philosophical texts)**
- Students will read and analyze “The New Nationalism Speech,” by Theodore Roosevelt and compare his message to that of Marx and Carnegie. Additionally, students will explain how historical, foundational, and/or philosophical texts can be used as evidence in their own research-based arguments. **(Speeches, broadcasts, or personal accounts)**
- Students will read about quality AP Seminar research questions. Students will practice improving poor research questions from the AP Seminar Course Handbook. Students will practice creating research questions over various topics.
- You will read "How Poverty Affects Children's Brains" by Kimberly G. Noble (Washington Post article) and "Ending Welfare as We Know It," by Michael D. Tanner (Cato Institute Article). Students will pose research questions that were potentially behind the crafting of these texts.
- I will show students how to access the EBSCO, Explora, and GALE research databases from home. Students will find three academic journal articles and evaluate whether or not they pass the CRAAP and RAVEN tests. Students will analyze how the texts acknowledge, attribute, and cite their sources. **(Instruction in acknowledgment, attribution, and citation)**
- Students will read and discuss an excerpt from *The Bedford Researcher* which explains the purpose of documentation styles, details the basics of the most common formats (APA, MLA, Chicago Style, etc.), and shows how to create an annotated bibliography. Students will watch and discuss a few short videos about various research strategies (maintaining annotated bibliographies, bib-cards, and other methods to organize, acknowledge, and correctly attribute/cite research findings, thereby avoiding plagiarism). **(Instruction in acknowledgment, attribution, and citation)**
- Students will go on a scavenger hunt of the Purdue Owl website. This will require them to learn to navigate the site as a whole and look for specific pieces of information that one might need in various hypothetical research scenarios. **(Instruction in acknowledgment, attribution, and citation)**
- Students will research 5 interesting/intriguing texts within the theme/topic of *Wealth and Poverty*. Students will pose a thesis or main idea that is related to the texts and then write a response that supports the thesis/main idea using 3-5 of the sources. Students must correctly acknowledge and cite the sources they use in their response as well as create an annotated bibliography including all 5 potential sources. This task will have 6 goals for students: 1) practicing proper acknowledgement, attribution, and citation of sources; 2) practicing the use

of an annotated bibliography; 3) practicing the demonstration of understanding of the reasoning and validity of sources' arguments; 4) practicing the demonstration of evaluation of credibility of the sources and selection of relevant evidence from the sources; 5) conducting preliminary research in preparation for the Mock Task 1; and 6) practicing the type of synthesis akin to Task 2 and EOC Part B. (**Instruction in acknowledgment, attribution, and citation**)

- Students will analyze the rubric for Task 1 Component 1 (Individual Research Report), score sample IRRs, and justify the scores they give.
- Students will read and discuss the following texts and video clips to build their understanding of effective presentation techniques:
 - An excerpt from the textbook *Speech* (dealing with vocal delivery, nonverbal delivery, body language, attire, etc.)
 - TED Talk: The Secret to Great Public Speaking
 - TED Talk: 7 Secrets of the Greatest Speakers of All Time
 - TED Talk: How to Speak so that People Want to Listen
 - TED Blog Article: 10 Tips on How to Make Slides that Communicate Your Ideas
- Students will analyze the rubric for Task 1 Component 2 (Team Presentation), score sample team presentations, and justify the scores they give.
- Students will analyze the rubric for Task 2 Component 1 (Individual Written Argument), score sample IWAs, and justify the scores they give.
- The remaining activities will consist of lectures, direct teaching, collaborative activities, and individual student-practice over the skills necessary for performing Task 1 and 2 as well as the EOC Part A and B.
- Students will maintain a reflective journal in which they consider their own performance on each Mock Task and Practice EOC, specifically details about successes, strengths, weaknesses, feedback (from teacher and peers), areas of personal growth, etc. (**Engage students in the process of reflection**)

Summative Assessments:

- Mock Task 1 (IRR and TP)
- Mock Task 2 (IWA only)

First Semester Final Exam:

- Mock EOC Part A and B

Second Semester Through-Course Assessments:

- **Task 1: Team Project and Presentation - 20% of AP Seminar Score**
 - 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, alternatives, and approaches and develops a written report and

multimedia presentation to communicate its conclusion, solution, or recommendation.

- **Task 2: Individual Written Essay and Presentation – 35% of AP Seminar Score**

- The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused around particular themes or topics. 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. Students will have no less than 30 school days to complete their research, compose their essays, and develop their presentations. Snow days are included within these 30 days.

- **AP Seminar End-of-Course Exam – 45% of AP Seminar Score**

- During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of two items. The first item requires students to perform a written evaluation of an argumentative text. The second item requires students to perform a close reading of multiple texts and then write an evidence-based argument over a related theme or topic. Students are expected to draw upon and synthesize evidence from the provided texts as well as their own prior-knowledge and experiences in supporting their arguments.