

## AP Capstone Seminar Syllabus

**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 of AP Capstone Seminar at Holly Springs High Schools include:

- 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 own interest and curiosity.

**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 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 developing and strengthening 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 non-print sources such as articles, research studies, and foundational, literary and philosophical texts; speeches, broadcasts, and personal accounts; as well as 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 of real-world or academic problems.

Due to the format of the class and the major assessments in the spring semester it is imperative that students understand the nature and rationale for group work. *It is also a class requirement that the students take the AP Exam on May 5th, 2016.* The passing of AP Seminar and move to AP Research is dependent on their exam grade, grade on spring writing assignments (one individual project and oral defense, one group project and oral defense.) The spring writing assignments will be graded by the classroom instructors and validated through online submission by College Board.

**It is an honor to work with your student this school year. Being part of AP Seminar will be a rewarding and challenging experience!**

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## 1<sup>st</sup> Semester

**Unit One: Myth and modern archetypes rooted in ancient Greek, Roman, Egyptian, Norse myths. Relationship of the concept of the “hero” to modern video gaming and comics.**

**Skill Development:**

*Annotations and Summarization*

*Deciphering Fact from Opinion*

*Written Statements of Main Idea and Supporting Details (Compare/Contrast, Contextualizing, Text Chunking, Topic Sentences)*

*Making Claims*

*Written Statements of Line of Reasoning*

*QUEST Model understanding to AP Seminar*

*Determining credible sources*

*Research Question Development*

**Assessments:** *Group Presentation/Multimedia Presentation – Synthesis (based on the group presentation)*

Week 1- Essential Question- *To what extent does myth guide behavior?*

- General Introduction to AP Seminar
- Review of summarization strategies
- Review of reading strategies
- Review Annotations (Review from English 9)
- Statements of Main Idea and Supporting Details

Week 2: Essential Question- *How can prior knowledge of myth and archetype teach us about the development of modern gaming?*

- Group Norms and Working Group Expectations
- Introduction to QUEST model
- Introduction to an Argument, Making claims
- Written Statements of Main Idea and Supporting Details

Week 3:

- Approach from interdisciplinary Lenses, (use of Labor day weekend homework articles to begin to see interdisciplinary lenses)
- Individual locating of sources relevant to a question
- Where to find sources
- What makes a source credible
- Credibility of sources
- Use of RAVEN to identify sources
- Use of Google Scholar, EBSCO and other academic databases

**\*\*\*\* Seminar Parent/Student/Teacher Meeting on Tuesday, September 13<sup>th</sup> at 7:15-8 pm in the HSHS Media Center\*\*\*\***

Week 4:

- Line of Reasoning by an author
- Developing research questions
- Questioning techniques

Week 5:

- Building upon Weeks 1-4 by demonstrating understanding with a small group Project – Poster (Digital version) + Presentation that will be student videoed and posted to a group created YouTube Channel with group critique

**Unit Two: American Identity and Immigration or Artificial Intelligence (Vinson and Shahin classes will explore different topics)**

***Skill Development: All Unit 2 skills will incorporate and build off of Unit 1 skills***

*Posing questions through examination of both sides of an issue*

*Developing an argument and counterargument*

*Understanding how data (qualitative vs quantitative) can be used to support or refute a claim*

*Preparation for a Socratic Seminar*

***Assessments: Socratic Seminar, Argument Written Essay, Reflective writing/Judgment of Validity of Socratic Seminar Argument***

Week 6:

- Introduce Socratic Seminar method (analyzing academic sources to identify both sides of issue)
- Evaluating Source Credibility and varied perspective review
- Posing Questions – Seeking out academic sources (on both sides of the issue, with the goal to be to find multiple perspectives)
- Developing an Argument
- Developing a Counterargument

Week 7/8:

- Multiple Perspectives between the sources
- Evaluating the validity of source arguments
- Link support to claim (explain how the data supports the claim)
- Posing different perspectives for one side of an argument
- Refining the seminar question and linking the support to the claim. Student should be able to explain how the data found by the sources can support the author's claim

Week 9:

- Preparation for Socratic Seminar in class, Reflection via written assessment, evaluate the validity of sources, use evidence to support claims

**Unit Three: Choice (thematic unit that will involve academic sources that are centered about the college experience)**

***Skill Development-*** During Unit 3 all skills from Weeks 1-9 will be utilized and reviewed as necessary either via one on one consultation or whole class lesson.

**Assessments:**

*Individual Paper (IRR Paper)*

*Mock Team Report with Outline (Group Task 1)*

*Mock Team Report Presentation (Group Task 1)*

Week 10- Assessing and managing information using effective strategies in groups. Continued practice with main idea, credibility of sources, and line of reasoning. Adding evaluating competing perspectives, implications, introduction to qualitative v/s quantities data (teacher directed lesson). Discussing/Introducing Assessments (Group task 1). Begin to work in groups on a paper and presentation to mirror the Team Assessment Task.

Week 11-Connecting an argument while evaluating limitations and objections of differing sources (and perspectives). Development of a research question and begin to identify academic sources from differing perspectives

Week 12/13- Identification of counter argument. Working week to develop IRR papers. **IRR paper due by end of school day, Tuesday November 22<sup>nd</sup>. If leaving early for Thanksgiving Break, please ensure that your paper has been turned in before your absence**

Week 14-17 Mock Team Outline/Paper development/Multi-Media presentation. **Team Paper Due by end of school day Friday, December 16th.** Presentations Week of December 19<sup>th</sup>. *Please make sure you are in class for your group multi-media (presented live).* **Final Product (of the individual paper, team paper, and team presentation) will serve as the midterm exam at the end of quarter 2**

**Enjoy Winter Break from 12/22-1/2 to rest, relax, celebrate with friends and family**

## 2<sup>nd</sup> Semester

**Task 1-** Team Project and Presentation- Students work in small teams to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternative, and approaches, and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation. This task consists of Three parts: (1) An Individual research and reflection (IRR) (2) Team multimedia presentation and (3) oral defense. Students will complete the assignment to be uploaded, scored by the instructor and validated by College Board

**Task 2-** Individual Written Essay and Presentation- The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will complete the assignment to be uploaded, scored by the instructor and validated by College Board. Students will use these released texts to identify a research question or their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer and incorporate at least ONE of the provided College Board released sources. This task consists of three parts: (1) An individual written argument; (2) An individual multimedia presentation; and (3) and oral defense.

**Task 3-** End of Course Exam (AP Exam) - During the AP Exam window in early May, student will take the AP Seminar written exam. The exam consists of two parts: (1) Understanding and analyzing an argument (1) by answering three short answer questions based on a selection of sources; (2) Synthesizing information through a variety of sources to develop an evidence based argument essay. Students will practice with the released College Board materials to prepare them for the AP Exam which is slated for Thursday, May 4<sup>th</sup>, 2017

\*Note all three tasks must be completed to be considered for AP credit for Seminar. Unlike other AP Courses where the student can take the course without having to take the exam, the AP Exam in May counts a substantial part of the awarding of credit. Per NC state law, the fee for any student taking an AP course in an NC high school will be waived.

### General Grading/Attendance/Late Work policies-

AP Seminar is unlike other classes that may contain many grades by interim periods. The course is designed so that during the fall you will engage in weekly skill development lessons. In the spring you will be working on two, specific very large assignments and preparing for the AP Exam in May that is all essay based. Both will be scored by the teacher and validated via online submission to College Board. There will be some process grades as well final grades for larger assignments. For this reason it is imperative that you follow the class calendar and all due dates. It is also important that you understand that group work is a critical component of the Seminar experience. Many of the College Board issued assignments require you to work as a team and submit a team project that is scored by the teacher and validated by College Board. We will talk early in the course about setting group norms and the role of participation as part of a graded aspect of the course. It is my expectation that you understand that group work is a necessary and positive component.

**Grade categories-** Major 40% (papers, team project, multi-media presentation) Minor 55% (Daily assignments that may or may/not be finished in class), and Participation/Contributing to Positive Group dynamics 5%

**Grading Scale-** AP Seminar will follow the new 10 point grading scale that began with the 2015-2016 Academic year.

**Parent Communication-** We encourage parents and their students to attend AP Seminar Parent/Student meetings at the start of each semester. As always we welcome questions and comments throughout the semester with a preferred method being email.

**Late Work Policy-** The A/B format of the course allows you two nights to get work completed for each day absent without late penalty. This applies to work assigned the day you are absent, but not long-term assigned multiple- day projects with a defined due date. If late with the later type of assignment, you will be assessed the late penalty starting with the due date regardless is you have “Seminar” class on the day due. Often times due to the nature of the A/B day structure a central due date will be used, for example a 1500 word paper that is due by end of school day at 2:30 for all Seminar students REGARDLESS if you attended Seminar class. A late penalty will begin to accrue if you miss the established deadline as set when the assignment for the paper was established.

If absent from class and needing to make up work specific to a single class period (ex. “daily work”) you are responsible for checking the course website as well as your course calendar and to turn in work in a reasonable amount of time. For example: you miss class on Monday when you would have Seminar, your responsibility is to check the website, download any items to be made up, come to class on the next class day (Wednesday), come to tutorial if you need help with the assignment and plan to turn the assignment in by the last class day of the Week (in this case Friday.) If you miss on Tuesday, then the same expectation, you download the assignment, come to the next class (Thursday), tutorial if needed and the assignment is due on the next class day (the following Monday.) In this example the late penalty would be assessed after Friday or Monday (specific to the day you missed and when you attended class)

We are available via email if you have questions as well are other members of the class. Be a team player when it comes to turning in YOUR part of a group project. In the age of cell phone and internet communication, please make sure you plan accordingly and to make sure the group is not penalized. Setting group norms about communication will be a frequent and important part of the course. Assignments that are late beyond these exceptions will deduct 8 points from the original grade per class day late, up to 40 points. **This is a college-level class and thus our/College Board expectations are high. Note that all work in the 2<sup>nd</sup> semester have hard deadlines to ensure they are uploaded, scored, and available for College Board validation on April 30<sup>th</sup>, 2017**

**Course Attendance-** Due to the A/B day nature of this class, it is possible if you miss a class that you will ONLY attend Seminar ONCE in a given week. As this is a course that builds on skill development, it is imperative that you be in class. Please make sure that you schedule appointments to occur NOT during 3<sup>rd</sup> block (Vinson classes) or 1st block (Shahin classes) *If you are out you are expected to check the course website for missed assignments. Please see the late work policy as well as my contact info should you have questions.* Our class is only as strong as the commitment that students put into the class. I will be in class, prepared, and ready to learn alongside you as we forge forward as the inaugural cohort of students in Seminar. As one of only a few schools in the state of NC to offer Seminar, I am honored that you are choosing to spend your time learning by doing, often times with material and skills that are new. I am excited for the superior work, effort, and desire to learn that each of you possess.

**AP Capstone Plagiarism Policy -** *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 coursework. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report 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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.*

**Instructional Resources-** As there is no set "content" for the course, rather the course is skills based the instructors have worked to create units that reflect a variety of resources to teach the required skills and prepare students for the major assessments in the 2<sup>nd</sup> semester. The inquiry-based nature of the course requires the planning of activities and assessment from a variety of resources. Information used to address a problem may come from various print and non-print secondary courses (e.g., articles, academic studies, analyses, reports) as well as primary sources (e.g., original texts, and works or personally collected data such as experiments, surveys, questionnaire, and interviews). Students will be expected to use technology to access and manage information from online databases (e.g., EBSCO, Google Scholar, other databases available through the HSHS media center). Students will need access to a computer or tablet outside of class. Students are also welcome to bring electronic devices with an understanding of the HSHS Bring Your Own Device Policy and that they are fully responsible for their security during the school day. We do have access to a partial set of class iPads as well as scheduled time in our computer labs closer to when larger writing assignments are due. **The wireless network for students can be access at Wake-BYOD, no password needed.**

**Course Textbook Palmquist, M. (2012). The Bedford Researcher (4th ed.). Boston: St. Martin's \*Used for classroom reference, no books will be individually issued to students**

**Needed course materials: TWO 2 inch 3 ring binders (please keep one at home until the start of quarter 2), loose leaf paper, tab (at least 8), pencils/pens, 1 RED marking pen, colored sticky notes or tape flags, and a set of colored highlighters or colored pencils (at least 4 colors for paper/source marking), flash drive, A WAKE County library card and daily access outside of class to internet and word processing compatible devices**