

Advanced Placement Capstone: Seminar Course Syllabus

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“AP Capstone is when you stop asking what students want to be when they grow up and start asking students which problems they want to solve” (Paul Henry, AP Consultant).

COURSE OUTLINE & OBJECTIVES

According to the College Board Course Description: “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 research-based 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” (*AP Course and Exam Description* 9).

Student **end of course** goals:

- Students will be able to independently practice research and analysis of articles, research studies and foundational texts.
- Students will be able to independently synthesize information, develop perspectives and make presentations both as an individual and as part of a team.
- Students will be able to independently analyze and evaluate information in order to craft and communicate evidence-based argument.
- Students will be able to conduct insightful reflections that explains the initial views of a problem and the approach used to conduct research and solve the problem.

COURSE FRAMEWORK

The AP Seminar course is organized around five big ideas that form the QUEST framework; students will use this framework as they explore issues and topics throughout the course. In-class and homework assignments, discussions, and writing will focus on developing skills and meeting the end of course objectives that are tied to each of the following elements of the QUEST framework below:

- 1) Question & Explore
- 2) Understand & Analyze Arguments
- 3) Evaluate Multiple Perspectives
- 4) Synthesize Ideas
- 5) Team, Transform, & Transmit

SKILL DEVELOPMENT

In AP Seminar, students focus on skill development throughout the year, practicing, refining, and finally, mastery which is demonstrated on the AP Performance Tasks and the End of Course (EOC) Exam. This skill development will drive the focus and assessments in the classroom and are include enduring understandings and skills students will continue to refine and master throughout their academic careers as well as their professional arenas. We will continually be working on these skills, digging deeper as the year progresses. These skills include the following:

1. Critical thinking and reasoning
2. Critical reading
3. Inquiry and research
4. Argumentation
5. Communication

COLLEGE BOARD ASSESSMENTS

Coursework will focus on preparing students with the necessary skills for the following three major assessment tasks that together will determine the overall AP score for this course (end of course exam will be Tuesday, May 9th, 2019):

- I. Team Project and Presentation20% of AP score
- II. Individual Research-Based Essay and Presentation35% of AP score
- III. End-of-Course Exam45% of AP score

EVALUATION AND ASSESSMENTS

This class is a standards-based class. You will be evaluated on each assignment in terms of if you met the standard or not. All work, first semester can be resubmitted, in a timely fashion, to show proficiency with the standard or skill that is being assessed.

First semester students will use this time to learn and grow as scholars and attempt to master the skills necessary to successfully perform on the AP tasks and End of Course exam second semester. Therefore, first semester there is a growth curve built in allowing students to reach mastery and hit the learning targets. Students will complete self-reflections and self-assessments throughout the year. Grades will be weighted by categories.

- **D/F** means that the assignment or assessment was not attempted, not completed or turned in. In other words, there was no attempt made.
- **C** means the assignment or assessment was attempted and meets some required elements but needs improvement.
- **B** means the assignment or assessment was completed, meets requirements and demonstrates understanding of skill but may have flaws.
- **A** means assignment or assessment was completed, demonstrates complexity and exhibits mastery of skill(s).

Grading Category	Weighting	Description
Academic Writing, Assessments, Projects, Final Exam	50 %	All writing assignments, graded class discussions, team individual presentations, and End of Course Mock exams.
In-Class and Remote Assignments	30%	Weekly or bi-weekly journal reflections, weekly article analysis, Performance Tasks preparation, and all peer edits and reviews during both semesters
Academic Professional and Scholarship	20 %	Academic maturity in class and remote, adhering to agreed upon class norms, proper online etiquette, being on time to class, positively engaging with classroom topics in a meaningful manner, and displaying leadership, trustworthy, and team characteristics. Weekly or bi-weekly grade of A, B, C, or F.
Final Exam		TBD Part of Assessment Grade

PLAGIARISM POLICY

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 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.

STRUCTURE OF COURSE AND THEME

This class is roughly split into **two semesters of work**. **The first semester** is where we focus on learning all of the skills necessary for completing the AP assessments. This includes learning what an argument is and how to craft one. Creating and improving research questions. Looking at issues through multiple lenses and creating a line of reasoning to support and argument. Identifying and supporting an argument with sources that are relevant. Learning how to present information in a multimedia presentation effectively. Citing sources both in text and in bibliographic form. Working with a team effectively and with a common purpose. All these skills will be necessary for you to master before the second semester.

Second semester will be focused on completing the AP Exam requirements in two performance tasks. Performance Task 1 includes a team project and presentation on a topic and an individual report on the topic from each group member. Performance Task 2 is an independent project where the student writes an individual argument on a topic synthesizing resources provided by College Board, and an individual multimedia presentation defending your argument.

During second semester you will be engaged in these assessment activities full time and because of this, I am not allowed to do direct instruction with any one student. You will need to rely on each other and your training from semester one i.e. asking for help, to complete these activities successfully. I can help you along the way, but my interaction needs to be indirect which emphasizes the fact that you need to be able to advocate for yourself and for your team and must be initiated by the student.

We will begin the year using the umbrella of Sustainability and the UN Sustainable Development Goals to learn the skills, develop context and give you an approach to work from for Performance Task 1.

COURSE APPROACH

1. Identifying the conversation and understanding arguments
2. Understanding and evaluating the conversation
3. Joining the conversation and crafting arguments
4. Communicating and reflecting upon the conversation

TENTATIVE COURSE SCHEDULE

Unit 0-Team Building and Elements of AP Seminar	August
Unit 1- Argumentation and Identifying and Evaluating the Conversation	September
Unit 2- Inquiry, Developing Research Questions and Understanding the Conversation	October
Unit 3- Evaluating Multiple perspectives and Joining the Conversation	November
Begin PT 1-Teams and Research Question Development	December
FINALS	TBD
PT 1-Individual Research Report and Team Multimedia Presentation	January-Feb
PT 2-Individual Written Argument and Individual Multimedia Presentation	Feb-April
AP EXAM	Tuesday May 11th, 2021

REQUIRED COURSE TEXTS AND RESOURCES

Greene, Stuart and Lidinsky, April. *From Inquiry to Academic Writing: A Practical Guide*. Bedford/St. Martin's, Boston. 2008

Nichols, Tom. *The Death of Expertise: The Campaign against Established Knowledge and Why it Matters*. Oxford University Press, UK. 2017.

Palmquist, Mike. *The Bedford Researcher*. Bedford/St. Martin, Boston. 2015.

Sachs, Jeffrey. *The Age of Sustainable Development*. Columbia University Press, New York. 2015.

Weston, Anthony. *A Rulebook for Arguments*. Fourth Edition. Hackett Publishing Company, Inc., Indianapolis/Cambridge. 2009.

****ACADEMIC PROFESSIONALISM AND SCHOLARSHIP (APS)****

Students and faculty each have the responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavior standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, religion, creed, politics, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the teacher with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this early in the semester so that I can make the appropriate changes to my records.

This is technically, a college level classroom. You will receive a weekly grade assessing preparedness for class, appropriate academic behavior, collaboration, and overall academic maturity. Disruptive behavior will cause deductions from this grade. Disruptive behavior includes, but is not limited to, sleeping, using your cell phone, surfing the web on your computer, playing computer games, checking your email or social media in general, sending and receiving texts messages, twittering, listening to music, watching DVDs or Netflix movies, reading newspapers, working on another class in this class, and planning your day. If after the student is warned, the disruptive behavior persists, I will ask them to leave the room.

Students will develop class norms as a team, and these will be revisited and followed throughout the year.

MATERIALS:

- ✓ **Personal Laptop or Tablet-if you do not have access to this, let me know so the school can provide one. We may not have Dell carts in the room, nor do we really wish to share computers with the spread of COVID being an issue.**
- ✓ **Personal SAFETY BAG-Create your own safety bag including hand sanitizer, tissues, wipes for cleaning surfaces, wipes for cleaning hands, band-aids, and extra mask.**

Schedule and contact information for 2020-21:

COVID Student Meetings and Office Hours:

****NO STUDENTS WILL BE ALLOWED IN TEACHER'S OFFICE!**

ALL office hours and student meeting will be conducted VIRTUALLY for at least the first semester.

- **Remote MONDAY office hours will be announced and posted on SCHOOLGY and GOOGLE CLASSROOM.**
- **During the week students will sign up for GOOGLE MEET office hours during 4th or 7th periods.**
- **Will be available afterschool as well-contact me on individual basis.**

Contact Information:

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Period	Class
1	AP Capstone-Seminar
2	AP Capstone-Seminar
3	AP World History
4	Lunch/Office Hours
5	AP World History
6	AP World History
7	Planning
8	Planning

** Schoology will be the HUB of the classroom-calendar, weekly schedules, assignments, etc.

However, GOOGLE CLASSROOM and Turnitin.com will be used for submissions of assignments and writings. We will be utilizing Google slides and google docs for collaborative work with teams and presentations and Google Meet for small virtual group meetings throughout the year. In addition, resources can also be found on my website (see above)

****To join the remind:**

