AP Capstone Seminar Syllabus
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The AP Seminar course consists of individual and collaborative examination of a wide-range of topics and issues through a multitude of perspectives. Through discussion, research and analysis students will explore real-world issues in order to develop evidence-based arguments addressing pertinent areas of the topics. Students will learn and apply communication and research skills appropriate for college studies.

Goals
The goals of the AP Seminar course include:
- Engaging students in rigorous studies.
- Developing student abilities to synthesize information from a variety of view-points.
- Empowering students to collect and analyze information.
- Cultivating student abilities to communicate and defend arguments.
- Instilling a sense of curiosity and passion in students for the issues and topics relevant to the lives.
- Adopting systems for planning and completing work as an individual and as a group.

Class Format
Each AP Seminar class will be filled with active and engaged learning. In this course students are required to moderate their own learning process and to act responsibly toward the work and the relationships built with co-workers. Classes include time to learn and apply new skills in writing, researching, documenting, presenting and refining work. Classes also include time for debate and discussion as topics and issues are examined through a variety of lenses. Active participation by each member of the class is central to the depth of the examination of the information. Critical thinking skills are necessary as evidence-based arguments are presented, challenged and defended. The classroom will function as a platform to launch ideas and receive feedback that enables intellectual development and skill refinement. Through the work, students use strong listening skills and open-minds to hone a high level of concentration for success in the course and success in work within their groups. Due to the highly interactive working level of each class, regular attendance is necessary.

QUEST
This course will follow the QUEST process by utilizing the skills and knowledge embedded in the following five concepts and ideas.
Big Ideas
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

Evaluation and Grading

Participation: Evaluation will be based on how the student's participation (comments, ideas, and questions) helped to enhance the classes' overall collective understanding through critical discussion and listening. Participation will be based on:

> Class attendance
> Preparedness for class
> Contribution to class and group discussions
> Openness to ideas and views of others
> Level of responsibility assumed for learning and working towards improvement
> Level of assistance given to group/ classmates in learning and working toward improvement

Daily Work: Grades will be based on the points earned on in-class writings, homework, assignments, and reflections.

Assessments: All assessment scores will come from essays (definition, problem/solution, and argument/persuasion) or practice seminar assessments (team project and presentation, individual written essay and presentation, and written exam).

Grading Scale
A: 90 and above
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 59 or below

Course Supplies:
2 inch binder, dividers (at least 5); college rule notebook paper; blue or black pens; pencils; pink, green, orange highlighters; access to internet (through home, public library or staying after school to use school computer) and sticky notes

Technology Policy
Technology is important and can be used in class for research, work submission, note taking, and anything to do with class instruction and study. If a student is caught using technology for private use, texting, chatting, taking photos unauthorized, etc., all technology privileges during class will be suspended for the year. When in doubt of use, please just ask for permission. Students are encouraged in this course to bring and utilize their own device at school for research and production of project materials. This course will also utilize collaborative platforms on Google and Padlet.

Make-up Policy – read carefully!
This is a strenuous course and you must maintain the course pace for success. Use the syllabus to follow class work schedules and ask for make-up work and any handouts missed. The student is responsible for obtaining make-up materials and class notes. If you are absent on a day that something is due you <u>must turn it in the day you return</u>. If you are at school any part of the day something is due it is due that day whether you come to this class or not. If you are absent from school, you have the number of days absent plus one, to make up the work. After this time it will not be accepted. (If extended absence occurs – a schedule of make-up will be established through student conference) All tests and quizzes must be made up <u>after</u> school within **ONE** week. No make-up work will be accepted

during the final week of the quarter. The student is responsible for communicating with group members on collaborative assignments and for maintaining the work flow for the rest of the group during a member's absence.

Plagiarism
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 bibliography 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 score of 0 for that component of the Team Project and Presentation.

Instructional Resources
To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary resources will be incorporated.

Instructional readings will come from the following text:

Faigley, Lester and Selzer, Jack. *Good Reasons with Contemporary Arguments*. 6th ed. Boston: Pearson, 2015.
Turabian, Kate. *Student's Guide to Writing College Papers*. 4th ed. Chicago: U Chicago P, 2010.

Additionally, the inquiry-based nature of AP Seminar requires activities and assessments that use a variety of sources and technologies (e.g., library/internet research, audio/video equipment, etc.).

Information used to address a problem may come from a variety of print and non-print 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 experiments, surveys, questionnaires, and interviews).

Students will be expected to use technology to access and manage information from online databases (e.g., SIRS, GALE, Google Scholar, etc.) that grant access to secondary and primary sources.

AP Seminar Curriculum Content Map

Unit 1: Introduction and Decision Making

Skills to be introduced include:
- Identifying and contextualizing a problem or issue.
- Accessing information using effective strategies.
- Using technology to access and manage information.
- Evaluating the relevance and credibility of information from sources and data.
- Employing appropriate reading strategies and reading critically for a specific purpose.
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument avoiding generalizations and oversimplifications.
- Identifying and interpreting multiple perspectives or arguments on an issue.
- Formulating a complex and well-reasoned argument.
- Working both as an individual and with a team to plan, produce, and present a cohesive argument.
- Communicate arguments in an engaging oral presentation that uses effective techniques of design and delivery.

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

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

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

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

EK 2.1C1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through.

EK 2.2B3: Authors strategically include evidence to support their claims.

EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).

EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, and education), assumptions, and worldview, as well as by external sources.

EK 4.1A1: Effective 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 4.3A1: 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 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.

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, drawing,

exploration of space, and/or guided contemplation.

Readings and Other Resources

Fast Food Nation: The Dark Side of the All American Meal by Eric Schlosser(Nonfiction Book)

The Jungle by Upton Sinclair(Novel)

Supersize Me by Morgan Spurlock(Documentary)

Articles on food from the **The *New York Times*: Room for Debate** "site (http://roomforde-bate.blogs.nytimes.com/) or any related TEDTalk on the category (http://www.ted.com/talks)

The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care by T.R. Reid(Non-fiction Book)

Frankenstein by Mary Shelley(Novel)

The Waiting Room (2012) by Peter Nicks(Documentary)

Articles on healthcare from the **The *New York Times*: Room for Debate** "site (http://roomforde-bate.blogs.nytimes.com/) or any related TEDTalk on the category (http://www.ted.com/talks)

The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies by Erick Brynjolfsson and Andrew McAfee(Nonfiction Book)

Inhuman Kind by Motherboard(Documentary)

Brave New World by Aldous Huxley(Novel)

Articles on from the **The *New York Times*: Room for Debate** "site (http://roomfordebate.blogs.ny-times.com/) or any related TEDTalk on the category (http://www.ted.com/talks)

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything by Steven D. Levitt and Ste-phen J. Dubner(Nonfiction Book)

The Great Gatsby by F. Scott Fitzgerald(Novel)

Who Took Down Stockton by Chavala Medlena(Documentary)

Articles on economics from the **The *New York Times*: Room for Debate** "site (http://roomforde-bate.blogs.nytimes.com/) or any related TEDTalk on the category (http://www.ted.com/talks)

The Science of Decision-Making, Science Friday Podcast, July 24, 2009 (http://www.science-friday.com/segment/07/24/2009/the-science-of-decision-making.html)

Rubin, Jordan. *Beware of Saturday Morning Cartoons*. Blog Website: Raw Vitamins, 2011(article)

Friedman, Jeffrey. *The Real Cause of Obesity*. The Daily Beast, online publication associated with Newsweek, 2009(article)

Summer Assignment #1: Messages and Perspectives

From you selected category pick two selections (i.e. nonfiction book and documentary or novel and articles form New York Times, etc.) Using the chart format provided (you can recreate the chart on your computer), compare the two works. After you have completed the chart, write a 300 to 500 word essay where you argue which selection was more effective for telling its story or getting its mes-sage across. Why was the stronger piece more effective and why did it appeal to you? Support your choice with specific examples from the selection. Produce your work in a Word Document and submit by email (pattyag@leeschools.net).

Summer Assignment #2: Opposing Views (100 points)

From you selected category pick a third selection not used in Assignment #1. Read or view the selec-tion making notes about the viewpoints presented in the selection. For instance, if you view a docu-mentary on food manufacturing there may be a viewpoint from a consumer, a farmer, a nutritionists,

a factory worker, etc. Take notes on the various views and group them together if they support similar points. Produce your notes into an outline of your own format choice in a Word document. From your notes outline, write a 300-500 word essay in support of a viewpoint from the selection and use a minimum of two viewpoints from your notes to support your argument on a side of the issue. Produce your work in a Word Document and submit by both the notes outline and the essay by email (pattyag@leeschools.net).

Active Learning
Discuss the choice for summer assignments, "What contributes to individual choices?"
Discuss the themes embedded in the summer resource materials.
Solve problems through team building exercises and reflect on processes utilized.
Analyze summer assignment sources and categorize into lenses.
Create lens posters based on classroom discussions and outside visual sources.
Collaborate to present lens posters to the class and justify visual images.
Develop questions based on summer assignment issues and topics.
Apply critical reading strategies to teacher selected text and self-selected text.
Apply note taking strategies to podcast.
Identify main idea through use of AP Seminar Part Ia exam prompt and text.
Write reflections on choice process.
Define plagiarism through analysis of case studies.
Debate the topic of free will in decision-making.
Create a visual presentation.

Culminating Performance-Based Assessment
Slide show presentation
AP Exam Question 1A
Argumentative essay

Unit 2: Sustainability

Skills to be introduced include:
Writing research questions that deepen inquiry.
Analyzing credibility, relevance, and reliability of sources.
Developing and refine research topics.
Constructing thesis statements from research questions and topics.
Applying process for annotating research.
Comparing and contrasting inductive and deductive reasoning in text examples/research.
Comparing and contrasting lines of reasoning in text examples/research.
Identifying concurring and oppositional perspectives in text examples/research.
Following a procedure in writing a research paper.
Assigning and coordinating workloads within a group.
Using multimedia platforms with oral presentations to communicate research topic.
Reflecting and defending work process and outcomes.

Essential Knowledge
EK 1.1B1: Strong research questions are open-ended and lead to an examination, taking into account

the complexity of a problem or issues.

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

EK 1.3B1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions. EK 1.3B2: Credibility of evidence depends on use of sources and data that relevant and reliable (current, authoritative). EK 1.3B3: 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 and accepted by disciplinary experts.

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

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 expressed in the thesis statement, claim, or conclusion, or implied throughout a work.

EK 2.1C2: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, and context) can lead to oversimplification and/or generalization.

EK 2.2A1: 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 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) to lead to a conclusion.

EK 2.2A3: Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, and rebuttal).

EK 2.2B1: An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.

EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.

EK 2.2B5: Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.

EK 2.2B6: 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 3.1A2: Perspectives are not always oppositional; they may be concurring, complementary, or competing.

EK 4.1A2: Effective 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 overgeneralization or oversimplification.

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

EK 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a

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, correlational).

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, correlational).

EK 4.3A2: Source material should be introduced, integrated, or embedded into the text of an argument.

EK 4.3A3: 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 one's own words.

EK 4.3A4: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, and AMA).

5.1A1: An argument may include the following elements:
- Introduction: engages the audience by providing background and/or context
- Thesis: conveys the main idea of an argument
- Reasons, evidence, and commentary: provides support for the argument
- Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction
- Bibliography: identifies works cited

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

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

Readings and Other Resources
Berry, Wendell. *It All Turns on Affection*: 2012 Jefferson Lecture. National Endowment for the Humanities (Lecture)
Locally Grown, Heaven Sent. Kentucky Appalachian Ministry (Poster)
Diamond, Jared. *Will Big Business Save the Earth?* New York Times, 2009 (Article)
Fixing Sustainability and Sustaining Liberal Education. The National Association of Scholars, 2011 (Statement)
Mark Bittman*. Eating Food That's Better for You, Organic or Not*. New York Times, 2009.
Leonard, Annie. *Individual Actions Just Don't Add Up to Environmental Change*. New York Times Room for Debate, 2012 (http://www.nytimes.com/roomfordebate/2012/07/30/responsible-shoppers-but-bad-citizens/individual-actions-just-dont-add-up-to-environmental-change)
Wagner, Gernot. *Vote With Your Dollars, and Also Vote*. New York Times Room for Debate, 2012 (http://www.nytimes.com/roomfordebate/2012/07/30/responsible-shoppers-but-bad-citizens/vote-with-your-dollars-and-also-vote) (Article)
Joaquin, Zem. *Eco-Consciousness Can Start at the Supermarket*. New York Times Room for Debate,

2012 (http://www.nytimes.com/roomfordebate/2012/07/30/responsible-shoppers-but-bad-citizens/eco-consciousness-can-start-at-the-supermarket) (Article)

Schor, Juliet. *Shopping and Environmental Activism Can Go Together*. New York Times Room for Debate, 2012 (http://www.nytimes.com/roomfordebate/2012/07/30/responsible-shoppers-but-bad-citizens/shopping-and-environmental-activism-can-go-together) (Article)

Frank, Adam. *Is Civilization A Bad Idea?* NPR, 2011 (http://www.npr.org/sections/13.7/2011/11/15/142339570/is-civilization-a-bad-idea) (Article)

Active Learning
Create an argument tree map
Analyze and categorize arguments used in articles
Apply RAVEN strategy for credibility of source
Summarize arguments from text, video, audio, and visual sources
Apply STAR strategy to analyze evidence
Map line of reasoning in an argument using color techniques
Examine relevance of an article in support of an argument
Examine perspectives in research
Understand elements of a research paper
Incorporate opposing and competing arguments within a paper
Research using multiple databases for Socratic Seminar
Create a format for collecting and notating research
Explore themes and lenses as work groups
Assume roles in group paper writing
Write, cite, and reference in APA format
Review, revise and edit with partners and small groups
Create a multi-media presentation as a group
Present and defend group paper and process
Reflect on work process and outcomes through journal entries

Culminating Performance-Based Assessment
Individual essay
Practice Exam Question 1B
Group essay
Group presentation and defense

Unit 3: Personal Identity and Technology

Skills to be introduced include:
Refining and extending research techniques
Realizing/predicting implications and consequences of arguments
Understanding forms of arguments and appeal to different audiences
Analyzing work for biases
Expanding types of evidence support
Proposing solutions and potential outcomes
Developing tone and attitude in writing

Refining writing by practicing editing and revising techniques
Creating presentations for a specific audience
Incorporating data and visual elements into a presentation
Developing speaking and presenting skills
Examining models for the group work process
Refining and reflecting on roles for producing quality work in groups

Essential Knowledge
EK 1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.
EK 1.3A3: Advanced search tools, Boolean logic, and key words allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).
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 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.
EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgment.
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 non-print sources (e.g., libraries, museums, and archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).
EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion.
EK 4.2A3: Evidence is chosen based on purpose (e.g., to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point).
EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.
EK 4.5A1: When proposing a solution, the advantages and disadvantages of options and alternatives should be weighed against the goal within its context.
EK 5.1B1: A writer 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: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, and 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 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.
EK 5.1C3: Effective communication requires choosing appropriate media according to context, purpose, and audience.

EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, medium, and purpose.

EK 5.1E1: 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 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.

EK 5.3B1: 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 he achievement of the group's goals.

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.

Readings and Other Resources

Turkle, Sherry. *In Constant Digital Contact, We Feel 'Alone Together.'* NPR Podcast (http://www.npr.org/2012/10/18/163098594/in-constant-digital-contact-we-feel-alone-together) 2012.

Williams, Sierra. *Digital Personhood and Identity.* The London School of Economics and Political Science Podcast
(http://www.lse.ac.uk/publicEvents/events/2015/02/LitFest20150228t1300vWT.aspx) 2015.

Frida Kahlo. *Self-portrait with Thorn Necklace and Hummingbird*. Harry Ransom Center Exhibition (http://www.hrc.utexas.edu/exhibitions/2014/kahlo/) U of Texas, 2014.

Taylor, Jim, Ph.D. *Technology: Is Technology Stealing Our (Self) Identities?* Psychology Today (https://www.psychologytoday.com/blog/the-power-prime/201107/technology-is-technology-stealing-our-self-identities) 2011.

Technology Quarterly. *Hiding From Big Data.* The Economist
(*http://www.economist.com/news/technology-quarterly/21603233-it-security-increasing-commercial-use-personal-data-and-multiple*)June 7, 2014

Generation Like | FRONTLINE | PBS (www.pbs.org/wgbh/pages/frontline/generation-like) February 18, 2014

Students will use research skills to develop their own sources in various forms of media.

Active Learning

Database scavenger hunt

Read sample articles for problems and solutions – groups discuss and report

Read sample articles for perspectives and biases – use Socratic Seminar

Review debate process and analyze the function of a rebuttal

In-class debate with research preparation time

Create and administer a survey using google platform

Analyze data from a survey and publish in a form for a print or multimedia platform

Conduct an interview using technology (Skype)

Develop individual research topic and question

Research a topic and incorporate a variety of mediums

Write individual essay using APA format

Create a multimedia presentation
Present and defend researched topic
Reflect on individual work and the work of others

Culminating Performance-Based Assessment
Individual essay
Individual presentation and defense
Practice AP Exam Question 2

Assessment Unit: Quarter 3/Quarter 4

Seminar Assessments:

Team Project and Presentation
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. **[CR5]**
[CR5] — 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.

Individual Research-Based Written Essay and Presentation Task Overview:
The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. 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 conclusion. The final paper must refer to and incorporate at least one of the provided sources. **[CR6]** Students have 30 school days to complete their research, compose their essays, and develop their presentations.
[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.

End-of-Course Exam:
During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of five items (three short answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay questions requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the author's arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument. The written exam will take place in May, during the AP exam administration window.

Introduction to Capstone Research
Students will utilize the remainder of quarter 4 to research and discuss options for their upcoming research project in Capstone Research.

Timeline for AP Assessment Process

December – February
Individual Work on Team Project
- Questioning
- Research
- Arguments
- Lens
- Refining research
- Connecting evidence to reason
- Developing line of reasoning
- Finalizing format: Spelling, bibliography, etc.

Individual Essay Due
Team Work on Team Project
- Development of team report
- Developing a group line of reasoning
- Connecting arguments to each other

Group Paper and Presentation Due
Team Presentations

February – April
Individual Work on Individual Essay
- Questioning
- Research
- Arguments
- Lens
- Refining research
- Connecting evidence to reason
- Developing line of reasoning
- Finalizing format: Spelling, bibliography, etc.

Individual Paper and Presentation Due
Individual Presentations

May – June
AP Examination
Reflection
Internship
Overview – Introduction to AP Capstone Research