



## **AP Seminar**

### **COURSE SYLLABUS**

**GRADE LEVEL:** 11

**SCHOOL YEAR:** 2024-25

**TEACHER:** Mr. Wolfe

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#### **COURSE DESCRIPTION:**

AP Seminar is the first course in the two-year AP Capstone program. It is a student-directed foundational course that engages Capstone students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues, requiring students to analyze divergent perspectives regarding each topic or issue that they select for their group and individual self-study projects. Using an inquiry-based framework, students practice reading and analyzing scholarly articles, research studies, and foundational literary and philosophical texts. From these texts, AP Seminar students broaden their awareness and perspective on real-world issues. The AP Seminar student listens to and views speeches, broadcasts, and personal accounts delivered by participants, critics, and experts in real-world affairs. AP Seminar students also engage artistic works and performances for the interpretive balance they provide in a broad scholarly education. AP Seminar students learn and practice the skills needed to gather credible information and synthesize material from multiple sources. They develop their own perspectives which they demonstrate in written essays and formal arguments, and design and deliver oral and visual presentations, both individually and as part of a scholarly team. The course aims to equip students with the power to analyze and evaluate information accurately and precisely, in order to allow students to craft and communicate credible, evidence-based arguments.

#### **COURSE OBJECTIVES:**

AP Seminar course objectives, as published in the *AP Seminar Course and Exam Description*, are as follows:

*(CR = Curricular Requirement, an element all AP Seminar instructors must include in their syllabus and in their course work.)*

*(LO = Learning Objective, the scholarly skills designed by AP Capstone to accompany the Curricular Requirements.)*

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

**CR2a** The course provides multiple opportunities for students to practice and refine their skills by engaging with the *QUEST* process: *Question/Understand/Evaluate/Synthesize/Transmit*.

**CR2b** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: *Question and Explore* real-world topics that address individual interests of the AP Seminar student.

**LO 1.1A** Contextualize and identify the complexities of a problem or issue.

**LO 1.1B** Pose questions and seek answers that reflect multiple, divergent, and/or contradictory perspectives.

**LO 1.2** Retrieve, question, organize, and use prior knowledge about a topic.

**LO 1.3** Search out and access new information using effective research strategies

**LO 1.4** Evaluate the relevance and credibility of information from sources and data.

**LO 1.5** Identify the information required for establishing the context of the inquiry

**CR2c** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: *Understand and Analyze* concepts, arguments, and information learned in the *Question and Explore* process.

**LO 2.1A** Employ appropriate reading strategies and read critically for a specific purpose.

**LO 2.1B** Summarize and explain the main idea and the line of reasoning, and identify the supporting details of an argument, while avoiding generalizations and oversimplification.

**LO 2.2A** Identify, explain, and analyze the logic and line of reasoning of an argument.

**LO 2.2B** Analyze the relevance and credibility of evidence used to support an argument, taking context into consideration.

**LO 2.2C** Evaluate the validity of an argument.

**LO 2.3A** Connect an argument to broader issues by examining the implications of the author's claim.

**LO 2.3B** Evaluate potential resolutions, conclusions, or solutions to problems or issues that are identified in an argument.

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

**LO 3.1** Identify and interpret multiple perspectives on or arguments about an issue.

**LO 3.2** Evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

**CR2e** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: *Synthesize Ideas* that have been gathered, verified, and understood throughout the research process.

**LO 4.1** Formulate a complex and well-reasoned argument that explicitly considers complexities within the issue or problem.

**LO 4.2A** Interpret, use, and synthesize 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** Provide insightful and cogent commentary that links evidence with claims.

**LO 4.3** Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.

**LO 4.4** Extend an idea, question, process, or product to innovate or create new understandings.

**LO 4.5** Offer resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

**CR2f** Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.

**CR2g** Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.

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

**LO 5.1A** Work 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** Communicate an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.

**LO 5.1C** Communicate an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.

**LO 5.1D** Adapt an argument for context, purpose, or audience.

**LO 5.1E** Engage an audience by using effective presentation techniques.

**LO 5.2A** Provide individual contributions to overall collaborative effort.

**LO 5.2B** Foster constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

**LO 5.3A** Reflect on and revise individual work, thinking, and creative processes.

**LO 5.3B** Reflect on personal contributions to overall collaborative effort.

**CR3** Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

**CR4** Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.

**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.

**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.

### **ASSESSMENT:**

The *AP Seminar Course and Exam Description* (2020) prescribes the following end-of-course assessments:

**IMPORTANT** - AP College Board requires AP Seminar instructors to provide 30 classroom days each for students to complete both PT1 and PT2. Both tasks are considered part of the end-of-course exam structure. At no time during the 30-day task periods may the AP Seminar instructor read, edit, or recommend changes to student work. Any such involvement by the AP Seminar instructor will be considered cheating, and all student work will be scored as a '0' for the school year.

#### **Performance Task 1 (PT1)**

**20% of final score**

##### **A. Individual Research Report (IRR)**

1. The IRR is a 1200-word literature review written individually but contributing to the team project that comprises PT1.
2. The IRR represents one-half of the PT1 score, and 10% of the student's final AP Seminar score.
3. The IRR is not scored locally by the DIS AP Seminar teacher. IRRs are submitted to the AP Digital Portfolio no later than 30 April 2024. All IRRs are scored by a team of AP professional readers.

##### **B. Team Multimedia Presentation (TMP)**

1. The TMP is an audio-visual presentation of an argument developed collaboratively by the members of the PT1 teams.
2. The TMP represents one-half of the PT1 score, and 10% of the student's final AP Seminar score.
3. The TMP is scored locally by the DIS AP Seminar teacher. Scores are uploaded by the local teacher to the AP Digital Portfolio.

#### **Performance Task 2 (PT2)**

**35% of final score**

##### **A. Individual Written Argument (IWA)**

1. The IWA is a 2000-word argument written individually without classmate or teacher contribution.
2. The IWA represents seventy percent of the PT2 score, and 25% of the student's AP Seminar score.
3. The IWA is not scored locally by the DIS AP Seminar teacher. IWAs are submitted to the AP Digital Portfolio no later than 30 April 2024. All IRRs are scored by a team of AP professional readers.

##### **B. Individual Multimedia Presentation (IMP)**

1. The IMP is an audio-visual presentation of an argument developed individually after the completion of the IWA.

2. The IMP represents thirty percent of the PT2 score, and 10% of the student's final AP Seminar score.
3. The IMP is scored locally by the DIS AP Seminar teacher. Scores are uploaded by the local teacher to the AP Digital Portfolio.

### **End Of Course Exam A/B (EOC A/B)\***

*45% of final score*

#### A. End Of Course Exam A (EOC/A)

1. The EOC/A is a 30-minute written analysis of a single argumentative essay.
2. The EOC/A represents 15% of the student's final AP Seminar score.

#### B. End Of Course Exam B (EOC/B)

1. The EOC/B is a 90-minute written argument developed from the reading of four stimulus materials.
2. The EOC/B represents 30% of the student's final AP Seminar score.

\* – End of course exams are not scored locally by the DIS AP Seminar instructor. End of course exams are administered, completed, and collected locally and mailed to the AP College Board scoring center in New York City. End of course exams will be completed during the first full week of May.

**Note on ALL AP Seminar final scores:** DIS instructors are not involved in final AP assessment scoring, and are not permitted to inquire as to the scores or results achieved. No appeals process is available, and no inquiries will be answered.

### **Additional Assessments**

AP Seminar students will submit weekly assignments that formatively assess their acquisition of the skills they need for the successful completion of the course. Those assignments include but are not limited to:

- Document review and analysis
- Applying rubric elements to sample documents
- Peer review critiques of assignments submitted by classmates
- Oral presentation practice
- Source credibility assessment
- Annotated bibliographies
- Resource collection and expansion

The AP Seminar instructor reserves the right to develop and assign various assessments that are not listed here but prove to be effective tools for measuring student progress. Some assignments will be labeled as “Quarter Project” or “Quarter Exam” assessments, per DIS academic grade book requirements.

### **PRIMARY TEXTBOOK & OTHER RESOURCES**

The AP Seminar course does not use a primary text. In place of a primary text source, several outside resources are used to supplement lessons and to provide students with a wide variety of instructional and informational texts. The following list is not inclusive of all resources that may be used during the school year:

- Booth, W., Colomb, G., and Williams, J. (2008). *The Craft of Research* (3<sup>rd</sup> Ed.). University of Chicago Press.
- Caulfield, M. (2021). *Web Literacy For Fact-Checkers*. Creative Commons.
- Christensen, L., Johnson, R., and Turner, L. (2015). *Research Methods, Design, and Analysis* (12<sup>th</sup> Ed.). Pearson.
- Graff, G. and Birkenstein, C. (2014). *They Say / I Say*. (Unabr. Ed.). W.W. Norton & Co.
- Leedy, P. and Ormrod, J. (2010). *Practical Research: Planning and Design* (9<sup>th</sup> Ed.). Merrill.
- Shea, R., Scanlon, L., and Aufses, R. (2013). *The Language of Composition* (2<sup>nd</sup> Ed.). Bedford/St. Martin's.
- AP Seminar Course and Exam Description (2020). New York: College Board
- AP Seminar Workshop Handbook and Resources (2021). New York: College Board

## **ADDITIONAL INFORMATION**

AP College Board requires that the following paragraph regarding plagiarism, from the AP Seminar Course and Exam Description (2021), be included in all syllabi:

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 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 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.

The following passage from the DIS administration regards artificial intelligence and its use as a tool for academically dishonest submissions:

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment.**

# Tentative 1st Quarter Schedule

<p style="text-align: center;"><b>Week 1</b> 12-16 August <i>12: First day for students</i></p>	<p><b>UNIT:</b> The Individual Research Report (IRR) – Complexity, Variety, and Significance  <b>INSTRUCTIONAL EMPHASIS:</b> Choosing significant topics; analyzing sources from multiple perspectives; synthesizing complex issues  <b>MATERIALS:</b> IRR rubrics; sample IRRs; topic evaluation tables; perspective tables  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 2</b> 19-23 August</p>	<p><b>UNIT:</b> The Individual Research Report (IRR) – Connecting Perspectives  <b>INSTRUCTIONAL EMPHASIS:</b> Putting arguments and perspectives in conversation; reviewing vs. arguing  <b>MATERIALS:</b> IRR rubrics; sample IRRs; peer-review IRR tables  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 3</b> 26-30 August</p>	<p><b>UNIT:</b> The Individual Research Report (IRR) – Analyzing and Understanding Sources  <b>INSTRUCTIONAL EMPHASIS:</b> Lines of reasoning and Reverse Outlines  <b>MATERIALS:</b> Line of reasoning analysis; reverse outline template; sample IRRs; IRR rubrics  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 4</b> 2-6 September</p>	<p><b>UNIT:</b> The Individual Research Report (IRR) – Evaluating and Selecting Evidence  <b>INSTRUCTIONAL EMPHASIS:</b> Critical reading; multi-layered source analysis  <b>MATERIALS:</b> CRAAP / RAVEN analysis tables; sample IRRs; IRR rubrics  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 5</b> 9-13 September <i>9: Mass and VIP induction</i></p>	<p><b>UNIT:</b> Topic Selection  <b>INSTRUCTIONAL EMPHASIS:</b> Narrowing a topic; research question development; preliminary research; lens choices  <b>MATERIALS:</b> Narrow the topic graphics; sample research questions; research question criteria graphic; peer-review research question tables; lens graphic  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 6</b> 16-20 September <i>Only 1 day of classes</i> <i>17: Moon Festival Holiday</i> <i>18-20: Teachers' Retreat and Conferences</i></p>	<p><b>UNIT:</b> N/A (<i>No AP Seminar classes this week</i>)</p>
<p style="text-align: center;"><b>Week 7</b> 23-27 September <i>24-26: Pre-Exam Days</i></p>	<p><b>UNIT:</b> Mock IRR, Week 1 - Preliminary Research  <b>INSTRUCTIONAL EMPHASIS:</b> Review the IRR rubric  <b>MATERIALS:</b> All research materials will be provided by student teams; annotated bibliographies  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 8</b> 30 Sep. - 4 Oct.</p>	<p><b>UNIT:</b> Mock IRR, Week 2 - Mini-IRR drafts due  <b>INSTRUCTIONAL EMPHASIS:</b> Review sample IRRs  <b>MATERIALS:</b> All research materials will be provided by student teams; annotated bibliographies  <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p style="text-align: center;"><b>Week 9</b> 7-11 October <i>8-9: Qtr. Exams, half-days</i> <i>10: 10/10 Holiday</i> <i>11: Recording Day, no students</i></p>	<p><b>UNIT:</b> N/A (<i>No AP Seminar classes this week; end of 1st Qtr.</i>)</p>

# Tentative 2nd Quarter Schedule

<p><b>Week 1 (10)</b> 14-18 October <i>14: Begin 2nd Qtr.</i></p>	<p><b>UNIT:</b> The Team Multimedia Presentation (TMP) <b>INSTRUCTIONAL EMPHASIS:</b> Reading team IRRs; re-drafting research questions; continued research; developing an argument <b>MATERIALS:</b> Sample TMP videos; TMP rubric; sample IRRs for TMP planning <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 2 (11)</b> 21-25 October <i>25: Masquerade Night</i></p>	<p><b>UNIT:</b> The Team Multimedia Presentation (TMP) <b>INSTRUCTIONAL EMPHASIS:</b> Selecting and presenting evidence <b>MATERIALS:</b> Sample TMP videos; TMP rubric; sample IRRs for TMP planning <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 3 (12)</b> 28 Oct.-1 Nov. <i>1: All Saint's Day Mass</i></p>	<p><b>**This week begins of the required non-instructional period for PT1 completion. This period will continue through the end of the semester, on 13 December.**</b> <b>UNIT:</b> Performance Task 1 (PT1): Individual Research Report (IRR) Team Formation and Preliminary Source Collection <b>INSTRUCTIONAL REVIEW:</b> Viewing topics through lenses; Research Question development <b>MATERIALS:</b> Lens selection tables; annotated bibliographies; IRR rubrics <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 4 (13)</b> 4-8 November</p>	<p><b>UNIT:</b> Performance Task 1 (PT1): Individual Research Report (IRR) Source Collection <b>INSTRUCTIONAL EMPHASIS:</b> None; students are completing their required PT1 team performance period, without instructional assistance <b>MATERIALS:</b> Annotated bibliographies; IRR rubrics <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 5 (14)</b> 11-15 November</p>	<p><b>UNIT:</b> Performance Task 1 (PT1): Individual Research Report (IRR) First Draft <b>INSTRUCTIONAL EMPHASIS:</b> None; students are completing their required PT1 team performance period, without instructional assistance <b>MATERIALS:</b> Annotated bibliographies; peer review tables; IRR rubrics <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 6 (15)</b> 18-22 November <i>22: G12 Qtr. Exams</i> <i>22: YSC, no afternoon classes</i></p>	<p><b>UNIT:</b> Performance Task 1 (PT1): Individual Research Report (IRR) Submission <b>INSTRUCTIONAL EMPHASIS:</b> None; students are completing their required PT1 team performance period, without instructional assistance <b>MATERIALS:</b> Annotated bibliographies; peer review tables; IRR rubrics <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 7 (16)</b> 25-29 November <i>25: G12 Qtr. Exams</i> <i>26-28: Pre-Exam Days</i></p>	<p><b>UNIT:</b> Performance Task 1 (PT1): Team Multimedia Presentations (TMP) Preparation <b>INSTRUCTIONAL EMPHASIS:</b> None; students are completing their required PT1 team performance period, without instructional assistance <b>MATERIALS:</b> TMP rubric; video camera; oral defense question written-answer tables <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 8 (17)</b> 2-6 December <i>6: Foundation Day Mass and Christmas celebration, half-day</i></p>	<p><b>UNIT:</b> Performance Task 1 (PT1): Team Multimedia Presentations (TMP) <b>INSTRUCTIONAL EMPHASIS:</b> None; students are completing their required PT1 team performance period, without instructional assistance <b>MATERIALS:</b> Video camera; students will provide all required materials for their presentations, per TMP rubric <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>Week 9 (18)</b> 9-13 December <i>12-13: Qtr. Exams, Half-Days</i></p>	<p><b>UNIT:</b> Performance Task 1 (PT1) Reflection <b>INSTRUCTIONAL EMPHASIS:</b> None <b>MATERIALS:</b> Sample reflective journal entries; assignment rubric <b>ASSIGNMENTS/ASSESSMENTS:</b> <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
<p><b>CHRISTMAS BREAK (14 Dec.-6 Jan.)</b></p>	