

Pequannock Township School District

Curriculum Syllabus

AP Seminar: Part 1 of AP Capstone **Grades 10-12**

Course Description:

AP Seminar is a rigorous course grounded in inquiry, research, and the essentials of effective argumentation. Students in AP Seminar will closely evaluate a variety of sources from periodicals and scholarly peer reviewed journals to images, speeches or broadcasts, and literature for purposes such as synthesis, writing, and inspiration for further research. Students will examine multiple perspectives on critical issues and apply different lenses to deepen their understanding of these issues. They will learn how to trace and analyze an author's line of reasoning in a text and to demonstrate logical line of reasoning in their own written and oral arguments. Students will become accustomed to conducting research through scholarly databases, evaluating the credibility of both sources and author arguments, and citing evidence in accordance with various styles (MLA, APA, Chicago, AMA). Through the practices and standards of AP Seminar recommended by NJSLS and College Board, students will become lifelong learners who are prepared for both college and careers. They will become investigators and problem solvers, with questioning as their guiding force.

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

Curricular Requirements:

CR 1: Students explore the 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 related to those themes.

CR 2a: Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Q [CR 2b], U[CR 2c], E [CR 2d], S [CR 2e], T [CR 2f,g,h].

CR 3: Students gain a rich appreciation and understanding of 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.

CR 4: Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.

CR 5: Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

CR 6: Students work independently to identify a research question based on provided source material; research the issue; analyze, evaluate, and select evidence to develop and argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Instructional Framework: QUEST

[Q] Question and Explore

- questions lead to more questions; information catalyzes discovery curiosity, and inquiry

[U] Understand and Analyze

- comprehension of author's purpose and POV and understanding their logic as well as line of reasoning (what evidence, to what effect, to what method of use) (visualize an argument)

[E] Evaluate Multiple Perspectives

- consider biases and assumptions of perspective while considering multiple points of view; students should keep an open mind about the topic. (students "step out of themselves")

[S] Synthesize Ideas

- evaluate sources in order to form individual conclusions while maintaining an open mind to other perspectives and ideas; students will think critically, avoid information regurgitation, and connect claims, reasons, and evidence to form a unique voice.

[T] Team, Transform, and Transmit

- Team: students learn to communicate, collaborate, and reflect to develop learning; they should draw on their own strengths and teammate strengths to achieve a common goal
- Transform/transmit: students are able to grow in their own thought process as a result of team collaboration which helps them transform the learner

(internal process); students then transmit this learning and thought to others in the form of effective communication (external process)

Objectives:

- Investigate academic and real-world topics from multiple perspectives
- Gather and analyze information from various sources
- Develop credible and valid evidence based arguments
- Collaborate in teams
- Communicate using appropriate media

Scope and Sequence

Unit 1: Students will be introduced to the QUEST course framework. They will learn AP seminar techniques such as RAVEN and PACE for evaluation of credibility and reliability of sources. Students will be introduced to teamwork expectations and discuss how to determine an author’s argument and line of reasoning.

Unit 2: Students will take more ownership in selecting course materials for discussion. They will conduct a mock performance task one, which includes group research, individual writing, and synthesis for a multimedia presentation.

Unit 3: In Unit 3, students will complete a mock performance task two. They will be introduced to a mock stimulus packet, and they will conduct individual research. They will use this research to support an argument, and they will present this argument in a multimedia presentation.

Assessments

Evaluation of student achievement in this course will be based on the following:

AP Seminar Assessments for AP Score:

Performance task 1 + Performance task 2 + End of course exam

Task 1=20%; Task 2=35%; EOC 3=45%

Course Assessments:

Mock versions of performance tasks: essays (expository and argumentative) and oral presentation (group and individual)

Online and in class discussions

Reading quizzes

Written reflections

Unit 1 Activities and Assessments:

Formative:

- Text annotations for comprehension and analysis
- Large and small group team building
- Comparative analysis of texts and multimedia sources
- Student led discussion and Socratic Seminar

Summative:

- Student mini individual research and oral presentation
- Reflective writing

Unit 2 Activities and Assessments:

Formative:

- Text annotations for comprehension and analysis
- Large and small group team building
- Comparative analysis of texts and multimedia sources
- Evaluation of source credibility and author evidence using RAVEN and PACE
- Determination of author claim or argument (students read essay to determine and highlight main claim)
- Trace line of reasoning (students highlight quotations, subclaims, counterclaims, etc.)
- Examination of the effectiveness of an argument (dissect and analyze line of reasoning)
- Student led discussion and Socratic Seminar
- Annotated bibliography
- Formal debate

Summative:

- Team research and oral presentation
 - Individual research report
 - Team multimedia presentation
- Annotated bibliography
- Reflective writing

Unit 3 Activities and Assessments:

Formative:

- Large and small group team building
- Comparative analysis of texts and multimedia sources
- Evaluation of source credibility and author evidence using RAVEN and PACE
- Determination of author claim or argument (students read essay to determine and highlight main claim)
- Trace line of reasoning (students highlight quotations, subclaims, counterclaims, etc.)
- Examination of the effectiveness of an argument (dissect and analyze line of reasoning)
- Student led discussion and Socratic Seminar
- Formal debate

Summative:

- Individual research project
 - Individual written argument
 - Multimedia presentation

Curriculum Resources

College Board AP Seminar Workshop Handbook and Resources

Essentials of Argument by Nancy Wood (class set)

Global Issues, Local Arguments by June Johnson

Joining the Conversation: A Guide for Writers by Mike Palmquist

They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein

The Bedford Researcher with 2016 MLA update by Mike Palmquist

Home and School Connection

Parents are encouraged to support the ongoing educational practice of their children. Specific assignments, tasks, resources, texts, and materials are made readily available through each individual teacher's Google Classroom page. Additional support may be found on the school and library websites and also through the links provided below.

https://owl.purdue.edu/owl/purdue_owl.html

<https://www.collegeboard.org/>

<https://www.khanacademy.org/signup?isparent=1>

https://www.turnitin.com/login_page.asp?lang=en_us

<http://www.corestandards.org/ELA-Literacy/W/9-10/>

<https://apstudents.collegeboard.org/courses/ap-seminar>

<https://apcentral.collegeboard.org/courses/ap-seminar/exam>