

Advanced Placement Seminar

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Elective</i>	<i>2 terms</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	2016
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>7/12/2022</i>

PRIMARY RESOURCE if applicable

The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions. Students will use a variety of printed, electronic, and visual current event media.

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DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using the inquiry framework QUEST, 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 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. This course is part of the AP Capstone program. AP Capstone is built on the foundation of two AP® courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

Transferable Skills & Reasoning Processes

Proficiencies

The transferable skills and proficiencies are high-level descriptions of the understanding, knowledge, and skills that students should be able to apply in novel situations long after completing the AP Seminar course.

Analyze Sources and Evidence: <i>Situate</i> <i>Choose</i>	UAA Understand and Analyze Argument Identifying the main idea in arguments, analyzing the reasoning, and evaluating the validity of the conclusions
	ESE Evaluate Sources and Evidence Evaluating the credibility and relevance of sources and the evidence they present
Construct Evidence-Based Argument: <i>Choose</i> <i>Connect</i> <i>Defend</i>	ESA Establish Argument Developing a wellreasoned argument clearly connecting the thesis, claims and evidence
	SUE Select and Use Evidence Strategically choosing evidence to effectively support claims
Understand Context and Perspective: <i>Situate</i> <i>Connect</i>	UAC Understand and Analyze Context Understanding the complexity of a problem or issue and connecting arguments to the broader context in which they are situated
	UAP Understand and Analyze Perspective Comparing and interpreting multiple diverse perspectives on an issue to understand its complexity
Communicate (interpersonal and intrapersonal): <i>Situate</i> <i>Choose</i> <i>Defend</i>	ENA Engage Audience Choosing and employing effective written and oral communication techniques, considering audience, context, and purpose
	APC Apply Conventions Choosing and consistently applying an appropriate citation style and effective conventions of writing
	COL Collaborate Working constructively with others to accomplish a team goal or task
	REF Reflect Articulating challenges, successes, and moments of insight that occur throughout the inquiry process
BIG IDEAS	ESSENTIAL QUESTIONS

Big Idea 1: Question and Explore	<p>How does the context of a problem or issue affect how it is interpreted or presented?</p> <p>How might others see the problem or issue differently?</p> <p>What questions have yet to be asked?</p> <p>What voices or perspectives are missing from my research?</p> <p>What do I want to know, learn, or understand?</p> <p>How does my research question shape how I go about trying to answer it?</p> <p>What information do I need to answer my question?</p> <p>What keywords should I use to search for information about this topic?</p>
Big Idea 2: Understand and Analyze	<p>What strategies will help me comprehend a text?</p> <p>What is the argument's main idea and what reasoning does the author use to develop it?</p> <p>Why might the author view the issue this way? § What biases may the author have that influence his or her perspective?</p> <p>Does this argument acknowledge other perspectives?</p> <p>How do I know if a source is trustworthy?</p> <p>What are the implications of these arguments?</p> <p>How does this conclusion impact me and my community? Or my research?</p>
Big Idea 3: Evaluate Multiple Perspectives	<p>What patterns or trends can be identified among the arguments about this issue?</p> <p>What are the implications and/or consequences of accepting or rejecting a particular argument?</p> <p>How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?</p> <p>How can I explain contradictions within or between arguments?</p> <p>From whose perspective is this information being presented, and how does that affect my evaluation?</p>

Big Idea 4: Synthesize Ideas	<p>How do I connect and analyze the evidence in order to develop an argument and support a conclusion?</p> <p>What line of reasoning and evidence would best support my argument? Is my reasoning logical?</p> <p>Are there other conclusions I should consider? § What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?</p> <p>What is the best way to acknowledge and attribute the work of others that was used to support my argument?</p> <p>How can I avoid committing plagiarism?</p>
Big Idea 5: Team, Transform, and Transmit	<p>How can I best appeal and engage my audience?</p> <p>What is the best medium or genre through which to engage my audience?</p> <p>What common misconceptions might my audience have?</p> <p>How might I adapt my argument for different audiences and situation?</p> <p>How might my communication choices affect my credibility with my audience?</p> <p>What contributions can I offer to a team?</p> <p>What is the benefit of revision?</p> <p>How can I benefit from reflecting my own work?</p>

ASSESSMENT EVIDENCE

AP Exam Scoring:

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score for AP Seminar.

Task Overview:

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides an oral defense to questions posed by the teacher.

The Individual Research Report

Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that:

- identifies the area of investigation and its relationship to the overall problem or issue;
- summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
- identifies, compares, and interprets a range of perspectives about the problem or issue; and
- cites all sources used and includes a list of works cited or bibliography.

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography or works cited.

The Team Multimedia Presentation

Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
- considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
- proposes one or more solutions or resolutions and prepares an argument to support their proposal.

The team develops an 8–10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team should ensure the claims made are supported by evidence which should be attributed or cited (orally or visually). They should ensure they have considered different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. The exact size and composition of the audience for the presentation can be determined by teachers locally; usually this is an audience of students' peers. Students should design their presentations to be appropriate for an educated, non-expert audience.

The Oral Defense	<p>Following the presentation, teachers should ask one question of each individual student. The questions are designed to prompt student reflection on their experiences with group collaboration. Each team member should be prepared to answer questions about any part of the presentation. It is important that teachers ask students questions that allow them to provide specific evidence of their collaboration (for example, asking one student about another team member's research). Teachers may select questions from the following list or formulate more specific questions appropriate to a team's presentation, as long as the questions posed address this criterion. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.</p> <p>Examples of the types of questions <i>may</i> include:</p> <ol style="list-style-type: none"> 1. Student A, how did the group decide to include Student B's perspective/lens/conclusions into the overall presentation? 2. Student A, give one specific way that your thinking changed as a result of learning about Student B's findings. 3. Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your group identified? 4. What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why? 5. What is a way in which your team's resolution makes you think differently about your own individual research? 6. Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion? 7. If you had another team member, what other perspectives or limitations could they have researched that would have made a useful contribution to the project?
Formative Assessment Evidence to Support Learning <i>may</i> include:	
Socratic Seminar	A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion continues with student responses and, when needed, additional openended questions that allow students to express their ideas and engage in complex thinking.
Debate	The presentation of an informal or formal argumentation that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.
Jigsaw	Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.

Fishbowl	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.
Shared Inquiry	Students read a text and are asked interpretative questions (questions for which there are no predetermined "right" answers). Students offer different answers and debate one another, supporting their positions with specific evidence from the text.
Discussion Group	Students engage in an interactive, small-group discussion, often with an assigned role (e.g. questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.
Debriefing	A facilitating discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.
Quickwrite	A quickwrite develops writing fluency, activates prior knowledge, makes connections, builds reflection into the learning experience, and informally assesses student thinking. This strategy asks learners to take two to five minutes to respond to an open-ended question or prompt in writing or by drawing a visual. The integration of writing and reading reinforces meaning construction and comprehension for the learner.
Focused Note Taking	Focused note taking has five phases that model and invite students to engage in the thought process: Taking notes, processing notes, connecting thinking, summarizing and reflecting on learning, and applying learning.

Question and Explore

Inquiry and investigation begin when students encounter information about ideas, complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues or ideas. Seeking answers to such questions requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research – what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.

Essential Questions

How does the context of a problem or issue affect how it is interpreted or presented?

How might others see the problem or issue differently?

What questions have yet to be asked?

What voices or perspectives are missing from my research?

What do I want to know, learn, or understand?

How does my research question shape how I go about trying to answer it?

What information do I need to answer my question?

What keywords should I use to search for information about this topic?"

Enduring Understandings (Students will understand that...)	Learning Objectives (Students will be skilled at...)	Essential Knowledge (Students will know that...)
EU 1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.	LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.	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.
	LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.	EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.

		EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.
EU 1.2: Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.	organizing, and using prior knowledge about a topic.	EK 1.2A1: Understanding comes not only through collection of information but also from a variety of 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 1.2A3: Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.
EU 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.	LO 1.3A: Accessing and managing information using effective strategies.	EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/ or primary sources (e.g., original texts and works, material culture, or personally collected data such as from experiments, surveys, questionnaires, interviews, observations, personal narratives).
		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).
EU 1.4: The relevance and credibility of the source of information is determined by the context of its use	LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry	EK 1.4A1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions.
		EK 1.4A2: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).
		EK 1.4A3: 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, meaning the research has been reviewed and accepted by disciplinary experts.
EU 1.5: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry	LO 1.5A: Identifying the information needed for the context of the inquiry.	EK 1.5A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.

Understand and Analyze

Developing understanding starts with comprehension of the concepts and perspectives under examination. Being able to summarize by identifying and explaining the salient ideas in a text is foundational. When students summarize and explain an author’s perspective to others, they are building understanding. Students must comprehend a perspective or argument in order to be able to analyze it. That analysis – including consideration of the author’s point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details – in turn leads to greater understanding of the topic or concept being explored. Students evaluate the validity of an argument by examining the strength of the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

Essential Questions

- What strategies will help me comprehend a text?
- What is the argument’s main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way? § What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know if a source is trustworthy?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?

Enduring Understandings (Students will understand that...)	Learning Objectives (Students will be skilled at...)	Essential Knowledge (Students will know that...)
EU 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author’s perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.	LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose	EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.
		EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning
		EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.

		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.
	LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.	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 2.1B2: Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic is critical to understanding its aims.
EU 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.	LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.	EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.
		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).
		EK 2.2A3: 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 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

		EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).
	LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration	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 2.2B3: 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 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.
	LO 2.2C: Evaluating the validity of an argument.	EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

EU 2.3: Arguments have implications and consequences.	LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.	EK 2.3A1: The implications and consequences of arguments may be intended or unintended.
	LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.	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).

Evaluation Multiple Perspectives

Understanding the complexity of an issue, idea, or problem requires students to compare and contrast different perspectives. These multiple perspectives, which may support, oppose, compete with, or otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases and assumptions behind those perspectives in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

Essential Questions

What patterns or trends can be identified among the arguments about this issue?

What are the implications and/or consequences of accepting or rejecting a particular argument?

How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?

How can I explain contradictions within or between arguments?

From whose perspective is this information being presented, and how does that affect my evaluation?

Enduring Understandings (Students will understand that...)	Learning Objectives (Students will be skilled at...)	Essential Knowledge (Students will know that...)
EU 3.1: Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.	LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.	EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources.
		EK 3.1A2: Perspectives are not always oppositional; they may be concurring, complementary, or competing.
EU 3.2: Not all arguments are equal; some arguments are more credible/ valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation.	LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.	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

Synthesize Ideas

Once enough information is gathered and evaluated, students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen and relevant evidence. Effective arguments analyze the material and develop a perspective on it. Information from other sources should not stand in for students' own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognizes and acknowledges their perspectives while also establishing one's unique voice in the conversation.

Essential Questions

How do I connect and analyze the evidence in order to develop an argument and support a conclusion?

What line of reasoning and evidence would best support my argument? Is my reasoning logical?

Are there other conclusions I should consider? § What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?

What is the best way to acknowledge and attribute the work of others that was used to support my argument?

How can I avoid committing plagiarism?

Enduring Understandings (Students will understand that...)	Learning Objectives (Students will be skilled at...)	Essential Knowledge (Students will know that...)
EU 4.1: Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.	LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.	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 4.1A2: 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, 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 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
EU 4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.	LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.	EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, 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 strategically chosen based on context, purpose, and audience. Evidence may be used 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 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own argument.
	LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.	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).
EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.	LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.	EK 4.3A1: Accurate and ethical attribution enhances one's credibility
		EK 4.3A2: 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 4.3A3: Source material should be introduced, integrated, or embedded into the text of an argument.

		EK 4.3A4: 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 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e. g., APA, MLA, Chicago, AMA).
EU 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.	LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.	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.
EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, and consequences.	LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.	EK 4.5A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

Team, Transform, and Transmit

Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal.

An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience. Adhering to standard language conventions and engaging delivery techniques establishes a writer's or speaker's credibility with his or her audience.

Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Essential Questions

- How can I best appeal and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situation?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting my own work?

Enduring Understandings

(Students will understand that...)

Learning Objectives

(Students will be skilled at...)

Essential Knowledge

(Students will know that...)

<p>EU 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.</p>	<p>LO 5.1.A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.</p>	<p>EK 5.1A1: An argument may include the following elements:</p> <ul style="list-style-type: none"> ▶▶ Introduction: engages the audience by providing background and/or context ▶▶ Thesis: conveys the main idea of an argument ▶▶ Reasons, evidence, and commentary: provide support for the argument <ul style="list-style-type: none"> ▶▶ 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
		<p>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.</p>
	<p>LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.</p>	<p>EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.</p>

		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.
	LO 5.1C: Communicating information through appropriate media using effective techniques of design.	EK 5.1C1: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, 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 (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.

	LO 5.1D: Adapting an argument for context, purpose, and/or audience.	EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.
	LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.	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.
EU 5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, openended problems.	LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.	EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.
	LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.	EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.
		EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.
		EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.
		EK 5.2B4: Effective teams consider the use of online collaborative tools.

<p>EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.</p>	<p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes.</p>	<p>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.</p>
		<p>EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.</p>
	<p>LO 5.3B: Reflecting on experiences of collaborative effort.</p>	<p>EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, 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 and individuals' tasks.</p>