

AP Seminar Syllabus

The AP Seminar course is an interdisciplinary course designed to promote critical thinking across the school curriculum, and to emphasize those research, critical thinking, argument, synthesis and collaborative skills that students will need to be successful in college and in the professional world. Students will be exposed to rich and rigorous curriculum comprised of texts from a variety of disciplines, genres and perspectives, in order to develop their capability to think critically and logically. These texts will include newspaper editorials, academic and scientific journals, video documentaries and TED talks, magazines, historical texts, case studies, photo essays, quantitative surveys, philosophical arguments, as well as a variety of other sources.

Students will learn to explore the historical, social, political and philosophical conditions and assumptions that inform a variety of perspectives. Students will also practice critical inquiry through open-ended discussion, as well as by engaging their curiosity and creativity.

Students should also be concurrently enrolled in an AP English Language and Composition course.

Goals:

The goals of the AP Seminar class include:

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Empower students to collect and analyze information with accuracy and precision.
- Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

Class Materials, Resources and Supplies: -

School provided Google Chromebooks, as well as library desktops with internet access and access to Google Education platforms -school accounts to TEXquest. Students are also encouraged to bring their own technology. Other resources include, but are not limited to, Purdue Writing Lab and MLA online formatting resources.

Assessment and Grading:

All class activities will be designed to guide students toward successful completion of the AP Assessments, including the two Performance Tasks and the End of Course Exam. Assessment tools will include but may not necessarily be limited to:

- Class participation in small group and whole class discussion, Socratic seminars, and online discussions
- In class argumentative and synthesis essays
- Process-based research papers
- Mock Performance Tasks: research, written and presentation components
- Formal and informal debates
- Annotated bibliographies
- Research plans of action, journals, outlines and reflections
- Rhetorical précis, and argument structure charts

Disclaimer:

From the AP Seminar Course and Exam Description:

“As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board of the content, ideas or values expressed in the material.”

Plagiarism Policy:

Adherence to College Board AP policies is critical to producing valid AP scores. According to the College Board, “Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board’s AP Program.”

AP Seminar Policy on Plagiarism:

“A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation” **[CR4b]**

Big Ideas: The class will focus on the five “big ideas” developed by College Board, with all learning objectives (LO) and essential knowledge (EK) to derive from these big ideas and their enduring understandings (EU)

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

Big Idea 1: Question and Explore

- ❖ **EU 1.1:** Personal interest and intellectual curiosity lead to investigation of topics or issues that may or may not be clearly defined. A good question explores the complexity of an issue or topic. Further inquiry can lead to an interesting conclusion, resolution, or solution. Sometimes this inquiry leads to research and unexpected paths.
 - **LO 1.1A** Identifying and contextualizing 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 complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
 - **EK 1.1B1:** Strong research questions are open-ended and 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:** New knowledge builds on prior knowledge. Strengthening understanding of a concept or issue requires questioning existing knowledge, using what is known to discover what is not known, and connecting new knowledge to prior knowledge.
 - **LO 1.2A** Retrieving, questioning, 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, culture, assumptions).
 - **EK 1.2A2:** A variety of tools (e.g., brainstorming, concept mapping, prewriting exercises) can be used to illustrate, organize, and connect ideas.
 - **EK 1.2A3:** Research confirms or challenges one’s existing understandings, assumptions, beliefs, and/or knowledge.
- ❖ **EU 1.3:** The investigation process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.
 - **LO 1.3A** Accessing 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 or personally collected data such as from experiments, surveys, questionnaires, interviews)
 - **LO 1.3B** Using technology to access and manage information.
 - **EK 1.3B1:** Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

- **EK 1.3B2:** Advanced search tools, Boolean logic, and key words allow researchers to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).
- **LO 1.3C** Evaluating the relevance and credibility of information from sources and data.
 - **EK 1.3C1:** The scope and purpose of research and the credibility of sources determine the validity and reliability of the conclusion(s).
 - **EK 1.3C2:** Credibility of an argument is established through the use of sources and data that are valid (relevant) and reliable (current, authoritative).
 - **EK 1.3C3:** 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.
 - **EK 1.3C4:** When gathering data on individuals' behaviors, attitudes, and preferences, the accuracy and validity of such data depends on the honesty, memory, and reliability of the respondents and/or observers as well as the design of the data collection instrument.
- ❖ **EU 1.4** There are multiple ways to investigate problems and issues. The question asked determines the kind of inquiry.
 - **LO 1.4A** Identifying alternatives for approaching a problem.
 - **EK 1.4A1:** The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the way solutions are valued.

Big Idea 2: Understand and Analyze

- ❖ **EU 2.1** Authors express their perspectives and arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading 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 the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.
 - **EK 2.1B1:** The main idea of an argument is often stated in the thesis statement, claim, or conclusion, or implied throughout a work.
 - **EK 2.1B2:** Authors use a line of reasoning to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.
 - **EK 2.1B3:** A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.
- ❖ **EU 2.2** Authors choose evidence to shape and support their arguments. Readers evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.
 - **LO 2.2A** Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
 - **EK 2.2A1:** An argument's context (time and purpose) and situation (relation to the other related arguments) inform its interpretation.

- **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.
- **LO 2.2B** Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
 - **EK 2.2B1:** Writers use qualitative and/or quantitative evidence (e.g., facts, data, rants, observations, predictions, explanations, opinions) to support their claims.
 - **EK 2.2B2:** Authors strategically include evidence to support their claims.
 - **EK 2.2B3:** Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).
 - **EK 2.2B4:** Evidence may be used to identify and explain relationships (comparative, causal, or correlation) and/or patterns and trends
 - **EK 2.2B5:** 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.
 - **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 in 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).

Big Idea 3: Evaluate Multiple Perspectives

- ❖ **EU 3.1** Different perspective often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing multiple perspectives to the conversation about it.
 - **LO 3.1A** Identifying and interpreting multiple perspectives on or arguments about an issue.
 - **EK 3.1A:** An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external sources.
 - **EK 3.1A2:** Perspectives are not always oppositional; they may be concurring, alternating, or competing.
- ❖ **EU 3.2** Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, personal arguments can be situated within a larger conversation.
 - **LO 3.2A** Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
 - **EK 3.2A1:** Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic for the purpose of manipulation.
 - **EK 3.2A2:** When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions influence a reader's judgment.

Big Idea 4: Synthesize Ideas

- ❖ **EU 4.1** People express their ideas, points of view, perspectives, and conclusions through arguments. Crafting an argument requires a clear line of reasoning, considering audience, purpose, and context.
 - **LO 4.1A** Formulating a complex and well-reasoned argument.
 - **EK 4.1A1:** 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:** 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 know these limits, increasing credibility by reducing generalization or oversimplification.
 - **EK 4.1A4:** An argument may acknowledge other arguments and/or respond to them with counterarguments (e.g., via concession, refutation, and/or rebuttal).
 - **EK 4.1A5:** The line of reasoning is a clear, logical, sequential path leading the audience through the reasons toward the 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, correlation).
 - **EK 4.1A9:** The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
- ❖ **EU 4.2** Evidence is strategically selected to support a line of reasoning that appeals to or influences others.
 - **LO 4.2A** Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
 - **EK 4.2A1:** Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).
 - **EK 4.2A2:** Compelling evidence is used to support the claims and reasoning of an argument. Evidence should be sufficient, typical, 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 4.2A4:** Evidence is strategically included or excluded to appeal to or influence a particular audience.
 - **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, correlation).
 - **LO 4.2C** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
 - **EK 4.2C1:** 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 4.2C2:** Source material should be introduced, integrated, or embedded into the text of an argument.

- **EK 4.2C3:** 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 your own words.
- **EK 4.2C4:** Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).
- ❖ **EU 4.3** Achievement of new understandings involves the careful consideration of existing knowledge, imagination, and risk taking and incorporates personally generated evidence.
 - **LO 4.3A** Extending an idea, question, process, or product to innovate or create new understandings.
 - **EK 4.3A1:** Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.
- ❖ **EU 4.4** Arguments and solutions have intended and unintended consequences and implications.
 - **LO 4.4A** Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
 - **EK 4.4A1:** When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

Big Idea 5: Team, Transform, and Transmit

- ❖ **EU 5.1** How an argument is presented affects how people interpret or react to it.
 - **LO 5.1A** Working 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).
 - **EK 5.1A1:** An argument may include the following elements:
 - ▶ Introduction: engage the audience by providing background and/or context
 - ▶ Claim: convey the main idea of an argument
 - ▶ Reasons, evidence, and commentary: provide support for the argument
 - ▶ Concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments
 - ▶ Conclusion: reinforce points, offer additional analysis, possible implications for the future, tie back to the introduction
 - ▶ References
 - **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 5.1A3:** 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 5.1A4:** Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.
 - **LO 5.1B** Communicating an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.
 - **EK 5.1B1:** A writer or speaker 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.

- **LO 5.1C** Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.
 - **EK 5.1C1:** 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, open-ended problems
 - **LO 5.2A** Providing individual contributions to overall collaborative effort.
 - **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.
- ❖ **EU 5.3** Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications.
 - **LO 5.3A** Reflecting on and revising their own writing, thinking, and/or processes.
 - **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, and/or guided contemplation.
 - **LO 5.3B** Reflecting on personal contributions to overall collaborative effort.
 - **EK 5.3B1:** Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.
 - **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 such actions and assumptions hindered or helped the achievement of the group’s goals

Overview of Units for Skill Development:

Intro: Fundamental Skill Development

Unit 1: Justice

Unit 1.5: Review and Reflect on Research, Presentation, Synthesis, Argument and Collaboration Skill Development

Unit 2: Belief

Unit 2.5: Review and Reflect on Research, Presentation, Synthesis, Argument and Collaboration Skill Development, Performance Task ,1 Performance Task 2, End of Course Exam preparation

Performance Assessments During the AP Seminar course, students complete the following AP Capstone Performance Based Assessments: two through-course performance assessment tasks and a written exam, while adhering to AP College Board policies to ensure the validation of their scores. Both Performance Assessment Tasks will be completed after Unit 2.

— 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.

The following assessments are summative and are used to calculate a final AP Score (using the 1-5 scale) for AP Seminar.

Performance Assessment Task #1: Team Project and Presentation

— 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.

Task Overview: 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.

Scoring:

- Individual Research and Reflection (approximately 1200 words): Externally Scored (submitted to AP Digital Portfolio)
 - Team Multimedia Presentation (8-10 minutes) with follow-up questions: Internally Scored
- Weight: 25% of Score

Performance Assessment Task #2: Individual Research-Based Essay and Presentation [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.

Task Overview: The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students 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 conclusions. The final paper must refer to and incorporate at least one of the provided sources.

Scoring:

- Research-based Argumentative Essay (approximately 2000 words): Externally Scored (submitted to AP Digital Portfolio)

- Individual Multimedia Presentation (6-8 minutes): Internally Scored
 - Oral Defense of Presentation (two questions from the teacher): Internally Scored
- Weight: 35% of Score

End of Course Exam: Written Exam (3 Hours)

Task Overview: During the AP Exam administration window, students take the AP Seminar written exam. The exam consists of five items: three short answer questions and two essay questions.

Scoring:

- Three Short Answer Questions (analysis of argument in a single source or document): Externally Scored
- Two Essay Questions: Externally Scored
 - Comparative analysis and evaluation of the authors' arguments
 - Synthesis/development of evidence-based argument

Weight: 40% of Score

Timeline of Completion for Assessments and Performance Tasks:

Week 7: -mock performance task 1

-individual practice for performance Task 2

Week 16: -mock performance Task 1

-individual practice for performance Task 2

Weeks 17-24 Performance Task 1

Week 17: Final Week of Semester 1- Group Selection of Topic and Research Question

Week 19-20: IRR Research

Week 21-22: IRR Draft, Peer Edits, Revision, Final Draft

Week 23-24: TWR Draft, Peer Edits, Revision and Final Draft. Prepare Team Presentation

Week 25: Team Presentations

Weeks 25-31 Performance Task 2

Week 25: Distribute College Board Stimulus Materials

Week 25-26: IWA plan of action and Initial Research

Week 27-28: IWA Draft, Peer Edit, Further Research, Revision

Week 29: IWA Revision, Further Research, Revision

Week 30-31: IWA Final Draft, Prepare Presentations

Week 31: Individual Multimedia Presentations

Weeks 32-34: Prepare for End of Course Exam

Fall Semester

Weeks 1-2. Course Introduction: fundamental skill development.

Learning Objectives: 1.1A, 1.1B, 1.2A, 2.1C, 3.2A, 4.1A, 5.1B

Essential Knowledge: 1.1A1, 1.1B2, 1.2A1, 2.1A1, 2.2A1, 2.1B1, 2.1C1, 3.2A2, 4.1A2, 5.1B3

Key Texts:

-Cathy Birkenstein and Gerald Graff, *"They Say / I Say": The Moves That Matter in Academic Writing* excerpts

-Jay Heinrichs, *Thank You for Arguing* excerpts

-Howard Kahane and Nancy Cavendear, *Contemporary Logic and Rhetoric: The Use of Reason in Everyday Life* excerpts

-John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, excerpts

-Thomas Mann *The Oxford Guide to Library Research* excerpts

-College Board published AP Seminar assessments and sample assessments

Introduction to evaluating arguments, multiple perspectives. Students will deconstruct End of Course exam Section I parts A and B to learn fundamental parts of an argument, validity of argumentative structures, deductive and inductive reasoning. Students will also learn to consider a given issue from multiple perspectives. In week 2, students will learn to generate research questions, and to evaluate sources for credibility.

Weeks 3-7. Unit 1. Topic: Justice

Learning Objectives: Those included in weeks 1-2, as well as 1.2A, 1.2B, 2.1A, 2.1B, 2.2C, 3.1A, 3.2A, 4.1A, 5.2A, 5.2B, 5.3A

Essential Knowledge: Those included in weeks 1-2, as well as 1.1B1, 1.2A2, 1.2A3, 1.3A1, 1.3A2, 1.3A3, 1.3B1, 1.3B2, 2.1A2, 2.1A3, 2.1A4, 2.1B2, 2.2C2, 1.2A2, 1.2A3, 1.1B1, 3.1A1, 3.1A2, 3.2A1, 4.1A1, 4.1A3, 4.2A1, 4.2A2, 4.3A1, 4.3A2, 4.3A3, 4.2B1, 5.1A1, 5.1A2, 5.1B1, 5.1B2, 5.1C1, 5.1C2, 5.2A1, 5.2B1, 5.2B2, 5.2B3, 5.2B4, 5.3A1

Key texts: All texts selected for this course are selected to represent a variety of genres—including but not limited to essays, poetry, psychological studies, video documentaries, photo essays; lenses and disciplines—including economic, philosophical, scientific and legal; as well as a diverse array of perspectives.

-Students research:

- Information/ argument on Texas prisons, Texas ballot measures
- Economic data on income disparity by race, gender
- Bureau of Labor Statistics
- Journal articles and case studies
- Further research to be decided by students and students' research questions

Activities and Goals:

-annotations of Michael Sandel *Justice: What's the Right Thing to Do?* excerpts (literary text)
John Dewey, "The Future of Liberalism." *The Journal of Philosophy*. April, 1935 (journal article),
Aristotle Nicomachean Ethics excerpts (foundational text) **[CR3]**

-argument structure analysis charts using Jeremy Bentham "On the Principles of Utility" from An Introduction to the Principles of Morals and Legislation, 1789 (foundational text), Milton Friedman Capitalism and Freedom, 1962 (foundational text), Robert Nozick "Distributive Justice" from Philosophy & Public Affairs, Fall 1973 (journal article) **[CR3]**

-short argument and logic evaluations of texts using Supreme Court of the United States, "OBERGEFELL ET AL. v. HODGES, DIRECTOR, OHIO DEPARTMENT OF HEALTH, ET AL." excerpts (foundational text-case law), Supreme Court of the United States, "BURWELL, SECRETARY OF HEALTH AND HUMAN SERVICES, ET AL. v. HOBBY LOBBY STORES, INC., ET AL"- excerpts (foundational text-case law), Peggy McIntosh "White Privilege: Unpacking the Invisible Knapsack." 1988 essay (personal account essay), Betty Friedan The Feminine Mystique 1963 excerpts (literary text) **[CR3]**

- small-group discussion and Socratic seminars Gil Scott-Heron "Whitey on the Moon," and "The Revolution Will Not be Televised" from *The Revolution Begins The Flying Dutchman Masters* 2012 spoken word poems (performance art piece), Maya Angelou *I Know Why the Caged Bird Sings* 1969 (literary text) **[CR3]**

-variety of informal and formal debates on issues raised by readings and film presentations using "Psychology: The Stanford Prison Experiment" BBC Documentary television series originally aired 2002 (documentary film series broadcast), Ronald Takaki A Different Mirror: A History of Multicultural America 1993 excerpts (literary text), Daniel Reisel "The Neuroscience of Restorative Justice" (TED Talk broadcast), William Lee Adams "Sentenced to Serving the Good Life in Norway" Time Magazine July 2010 (magazine article) **[CR3]**

-practice design research questions based on readings

-practice design research strategies/plans of action to research using qualitative, quantitative and mixed-methods approaches using Paula Kautt, "Heuristic influences over offense seriousness calculations: A multilevel investigation of racial disparity under sentencing guidelines" *Punishment and Society* April 2009 (scholarly research study) **[CR3]**

-analysis of a piece of art as evidence using Trond Isaksen/Statsbygg "Inside the World's Most Humane Prison" photo essay Time Magazine (photojournalism article), "Golden Lady Justice" sculpture in Bruges, Belgium (artistic works), Ben Shahn, *The Passion of Sacco and Vanzetti*, series of paintings (artistic works), "This is America", Childish Gambino, lyrics written by Donald Glover, Ludwig Göransson, and Jeffery Lamar Williams, 2018, video

directed by Hiro Murai. (performance art), Big Bill Broonzy, "Black, Brown and White," from the album *Trouble in Mind* and "When Will I get to be Called a Man?" from *The 1955 London Sessions* (musical performances) [CR3]

Formative assessments: Research plan of action, Annotated Bibliographies, Research Journal, Research Paper Outline, in-class timed argumentative writing

Summative assessments: Mock Individual Written Report

Weeks 8-9. Unit 1.5 Performance Task Practice. Paper and Presentation. Skill development: Oral argument and multimedia presentation

Learning Objectives: Those included in previous units, as well as 2.2A, 3.1A, 3.2A, 4.1A, 4.2A, 4.3A, 4.5A, 5.1C, 5.1D, 5.1E

Essential Knowledge: Those included in previous units, as well as 2.2A2, 2.2A3, 3.1A1, 3.1A2, 3.2A1, 3.2A2, 4.1A4, 4.1A5, 4.1A6, 4.1A7, 4.2A3, 4.3A4, 4.5A1, 5.1C3, 5.1D1, 5.1E1

Formative Assessment: Team Written Report Outline, Team Written Report Rough Draft, Group edit and Revision

Summative Assessment: Mock Team Written Report, Mock Team presentation and Defense

Weeks 10-14. Unit 2: Knowledge, Science and Belief

Learning Objectives: Those included in previous units, as well as 1.3A, 1.3B, 1.4A, 2.2B, 2.3A, 2.3B, 4.1A,

Essential Knowledge: Those included in previous units, as well as 1.3A3, 1.3B3, 1.4A1, 2.2B1, 2.2B2, 2.2B3, 2.2B4, 2.2B5, 2.2B6, 2.2C1, 2.3A1, 2.3B1, 4.1A8, 4.1A9

Students research:

- Information/ argument on current scientific discoveries, theories and debates
- Journal articles and case studies
- Further research to be decided by students and students' research questions

Activities and Goals:

-annotation, small-group discussion and Socratic seminars on key texts, argument structure analysis charts, short argument and logic evaluations of texts using Wangari Maathai, Nobel Lecture 2004 (speech), Ayn Rand, *The Fountainhead*, excerpts (literary text), Plato, *The Republic* excerpts (literary text), Hsun Tzu, *Encouraging Learning* (essay, foundational text) Annie Dillard,

“Fecundity” excerpt from Pilgrim at Tinker Creek (memoir, personal account), Edgar Allan Poe, “Sonnet—to Science.” (literary text – poem), Walt Whitman, “When I Heard the Learn’d Astronomer” (literary text-poem), Greg Graffin and Steve Olson, *Anarchy Evolution: Faith, Science and Bad Religion in a World Without God* excerpts 2011 (literary text), William James, “The Will to Believe” 1896 (lecture), John Chaffee, “Believing and Knowing” excerpt from *Critical Thinking, Thoughtful Writing* 2004 (foundational text), Ralph Waldo Emerson, “Nature” essay, 1836 (literary text), Thomas Paine, *Of the Religion of Deism Compared with the Christian Religion* excerpts (foundational text) **[CR3]**

-variety of informal and formal debates on issues raised by readings using Robert Pirsig, *Zen and the Art of Motorcycle Maintenance* excerpts (literary text), Matthew B. Crawford, *Shop Class as Soul Craft* excerpts (literary text), Neil Postman, *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* 1985 excerpt (literary text), Nicholas Carr, “Is Google Making Us Stupid?” *The Atlantic*, July 2008 (magazine article) **[CR3]**

-practice design research questions based on readings using further texts to be decided by student research and student research questions

-practice design research strategies/plans of action to research using qualitative, quantitative and mixed-methods approaches -E. O. Wilson, *Sociobiology: The New Synthesis*, excerpts, 1975 (foundational text), Stephen Jay Gould, “Non Overlapping Magisteria” *Natural History Magazine*, 1997 (essay, journal article) **[CR3]**

-Students reinterpret articles and present in different genres, tailoring presentation for different purposes using David Hume, *An Enquiry Concerning Human Understanding* excerpts (foundational text), Immanuel Kant, *Critique of Pure Reason* excerpts (foundational text), William James, *Pragmatism* excerpts (lectures, transcripts), T.H. Huxley, “The Method of Scientific Investigation” essay, 1863 (foundational text) **[CR3]**

Weeks 15-16. Unit 2.5. Performance Task Practice. Paper and Presentation. Skill Development: Oral argument and multimedia presentation

Learning Objectives: Those introduced in previous units, as well as 5.1C, 5.2A, 5.2B

Essential Knowledge: Those introduced in previous units, as well as 5.1C3, 5.2A1, 5.2B1, 5.2B2, 5.2B3

Week 17: Performance Task 1:

-Group norms and research question due by final day of fall semester

Week 18: End of semester assessment:

Final exam: Released Seminar End-of-Course Exam Section II- synthesis.

Spring Semester: Performance Tasks 1 and 2

Performance Task 1:

Learning Objectives: Those introduced in fall semester. Revisit and reinstruct as necessary.

Essential Knowledge: Those introduced in fall semester. Revisit and reinstruct as necessary.

Weeks 17-24: Performance Task 1

Week 17/Final Week of Semester 1: Group Selection of Topic and Research Question

Week 19-20: IRR Research

Week 21-22: IRR Draft, Peer Edits, Revision, Final Draft

Week 23-24: TWR Draft, Peer Edits, Revision and Final Draft. Prepare Team Presentation

Week 25: Team Presentations

Performance Task 2:

Learning Objectives: Those introduced in fall semester. Revisit and reinstruct as necessary.

Essential Knowledge: Those introduced in fall semester. Revisit and reinstruct as necessary.

Weeks 25-31: Performance Task 2

Week 25: Distribute College Board Stimulus Materials

Week 25-26: IWA plan of action and Initial Research

Week 27-28: IWA Draft, Peer Edit, Further Research, Revision

Week 29: IWA Revision, Further Research, Revision

Week 30-31: IWA Final Draft, Prepare Presentations

Week 31: Individual Multimedia Presentations

Weeks 32-34: Prepare for End of Course Exam

Learning Objectives: Those introduced in fall semester. Revisit and reinstruct as necessary.

Essential Knowledge: Those introduced in fall semester. Revisit and reinstruct as necessary

Key Texts:

Sample assessments and published assessments provided by College Board.

Other texts to be decided, comprised of various short argumentative articles representing a variety of genres, disciplines and perspectives.