

## **Advanced Placement Seminar – AP Capstone Program**

### **Mrs. Duncan - Room 524**

**Welcome to AP Seminar!** This course is unlike any other in that you will have opportunities to explore topics of interest and pose questions about other topics you create yourself. In addition to exploring different topics than those covered in other courses, this course is also designed to prepare you for the Advanced Placement Seminar End of Course Exam and Performance Tasks 1 and 2. The attached pages provide a tentative course syllabus of some of the readings we may do, but they are not necessarily in that order. This tentative list is subject to time frames and the release of AP materials used for the team and individual projects in the spring. Specific due dates for each reading and project will be provided later.

### **Capstone Description**

AP Capstone is an innovative diploma program from the College Board that equips students with independent research, collaborative teamwork, and communication skills that colleges increasingly value. 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. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry to produce and defend their scholarly work. *\*Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.*

### **Topics to be covered**

This course is designed to stimulate your curiosity about various topics and the world around you while helping you develop useful research skills in the collegiate realm. You will use the AP Capstone QUEST framework to learn how to explore topics in the course that I provide and also topics that you choose yourself.

The goal of this course is NOT to find the “right” answer to significant global issues. The goal is to ask questions that stimulate thinking and fresh ideas.

### **Materials Needed Daily for Class**

- 1-inch Binder (no larger than 1.5 unless enrolled in AVID)
- Three-hole Folder
- Supply Bag
- Notebook or Composition Book (Not shared with other classes)
- Post-it Notes
- Notecards
- Highlighters (Multiple colors)
- Pens (Red, Blue, Black, Green)

### **Goals -Students will:**

- Engage in a rigorous college-level curriculum focused on the skills necessary for successful college completion
- Extend their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts.
- Collect and analyze information with accuracy and precision
- Cultivate their abilities to craft, communicate, and defend evidence-based arguments
- Practice disciplined, scholarly research skills, exploring relevant topics appealing to their interest and curiosity.

### **ESLHS Mission and Vision**

**Build the Dream by Engineering Excellence**

### **Classroom Norms:**

- Engage fully
- Ask questions
- Open your mind to diverse views
- Integrate new information
- Utilize what you learn

### **Cellphone/Headphone 10th Grade Policy:**

East St Louis Senior High School's policy is that phones and headphones should be turned off and put away during class time and passing periods. Students may have them during lunch. Therefore, in this class and the sophomore hallway, students will be assigned a locker during their first-period class, where they will keep their cell phones and headphones during the school day. Upon entry to the classroom, phones and headphones must already be placed in the student's assigned locker, or the student will be sent back to their locker to complete this task. Present in class means to be engaged and not distracted by phones and other non-district-issued electronics. Should this policy be broken, the following consequences will be put into place:

First time: Verbal Warning

Second time: Verbal Warning, Parent Contact, and Admin Contact.

Further violations will be referred to the grade level administrator.

Live Streaming and/or FaceTiming during class: there will be no verbal warning, and the student will be directly referred to the grade level administrator. Live Streaming and/or FaceTiming during class is a violation of privacy and consent of the teacher and other students. It is a very serious issue, and will be dealt with as such

### **Attendance and Tardy Expectations:**

Students are expected to attend class each day. Being absent frequently can affect your learning and your grades. If a student must miss class be mindful that most **due dates are unchangeable**. These due dates are set by College Board, therefore you will still be responsible for turning work in on time.

**Attendance is also crucial due to the Collaborative and Team Work nature of this course.** Many of the assignments and tasks require teams to create and present information. Frequent absences, regardless of reason, can hurt not only the absent student but also other students who are counting on them.

Coming to class late is also not acceptable; it hinders a student's learning and interrupts the learning of others. Students who do not make it to class on time will sign the Tardy Log and will be marked as tardy. If you come to class without a pass more than 15 minutes late, you will be reported as skipping.

### **Late Work:**

The due dates are set and will not be adjusted. Be sure to plan accordingly for unexpected illnesses, absences, field trips, etc. It is your responsibility to ensure you turn in the appropriate assignment on time. **10% will be deducted for every day late.** After four days, the highest score you can receive is a 60%. Most assignments will be submitted digitally with midnight as the time due. If you have any technical issues or questions, please contact me immediately so I can help remedy the situation quickly.

### **Regarding Privacy:**

I will not rummage through your backpacks, purses, books, etc.; I expect the same respect shown to my things. Anything on or behind my desk or my podium should be considered my property and not be taken or rifled through unless I have given you permission. There will be a designated student area within the classroom.

### **Course Content Disclaimer:**

Because this class is student-directed, it may include mature themes, including gender, religion, violence, sexual themes, and vulgar language. Any readings or discussions in class concerning any of these topics will be sensitively handled and restricted to appropriate academic discussions. Parents, please speak with your students to ensure you are comfortable with the focus of their research.

### **Contact:**

Please feel welcome to contact me at any time. Although I am not available much of the day due to teaching, please leave me a message on my school phone or email ([heather.duncan@estl189.com](mailto:heather.duncan@estl189.com)) and I will do my best to get back to you as soon as possible.

Using Remind.com or the Remind app (use code:@CAP189Dunk) is the fastest way to get a hold of me.

### **College Board Assessments AP Seminar (Year 1):**

Team Project & Team Presentation 20%

Individual Research Essay & Presentation 35%

End-of-Course Exam 45%

## Requirements for Success in this Course

**I. Attendance/Tardiness/Discipline:** The school policies will be followed and enforced.

**II. Responsibilities:** You are responsible for the materials needed for this course. You will also be responsible for any and all work missed due to excused absences. Work missed due to unexcused absences will receive an automatic zero. Late work will be penalized. No late work in a unit of study is accepted after the unit assessment.

**III. Preparation:** Completion of homework and readings is essential. Being prepared gives you the opportunity to succeed on tests and quizzes. As an upper-level student, you must understand that your studying is not finished until you thoroughly understand the topics covered in each unit. Not being prepared leads to poor performance and missing assignments.

**IV. Organization:** You will be responsible for collecting handouts, taking notes, and keeping all these materials organized.

**V. Participation:** You are expected to participate in discussions and group work, answer when called upon, and be attentive to the material being presented.

**VI. Respect:** Respect the opinions and input of your classmates, their goals, and the goals of the teacher. Respect yourself by taking ownership of the things you produce, the knowledge you acquire, and the skills you learn.

**VII. AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:** 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 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.

### VIII. Generative AI Information:

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student's own work. While students are permitted to use generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on the performance tasks. Students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the tasks.

#### Required Checkpoints and Attestations for AP Capstone

To ensure students are not using generative AI to bypass work, students must complete interim checkpoints with their teacher to demonstrate genuine engagement with the tasks. AP Seminar and AP Research students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically. Failure to complete the checkpoints will result in a score of 0 on the associated task.

**IX. Help:** Check with your teacher. She is often available before/after school or during the school day. You are strongly encouraged to meet with the teacher to discuss any problems you are having in this course.

**X. Commitment:** It is expected that all students have made a two-year commitment to this course and will continue on to the AP Research course next year.

**XI. Evaluation:** You should expect one major, summative assessment for each unit. These will be in diverse formats. You will be given multiple practice formative assignments, which will help you prepare for the summative assessments.

## Classwork

All classwork, essays, tests, quizzes, etc. will be assigned in Google Classroom. Check DAILY for updates and announcements in the Stream section and for assignments in the Classwork section. Students should upload all assignments to Google Docs and then Google Classroom. Please remember to click the "submit" button to upload the assignment. Often-used materials and "how to" videos will be posted to the "Materials" section of Google Classroom.

## QUEST

- Question and Explore
  - Read critically; pose questions and identify issues that compel you to want to explore further.
- Understand and Analyze
  - Use specific tools – such as re-reading, questioning the text, and considering multiple perspectives – to break down an idea or argument into parts that make sense to you.
- Evaluate Multiple Perspectives
  - Identify a variety of perspectives, viewpoints, and/or arguments on an issue and consider any bias to determine the validity of that point of view.
- Synthesize Ideas
  - Create new perspectives after evaluating other varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.
- Team, Transform, and Transmit
  - Communicate the message clearly and effectively so as to transform both participants and the audience.

## Performance Tasks

During the AP Seminar course, students complete the following performance assessments: two through-course performance tasks and an end-of-course exam, while adhering to AP College Board policies to ensure the validation of their scores.

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

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 a defense to questions posed by the teacher.

Scoring:

- Individual Research Report (1,200 words): Internally Scored, Externally Validated (Due: 11/15)
  - Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions): Internally Scored (Due: 12/4-12/6) \*
- \*Students who fail to complete the Final Draft will NOT be eligible to present before the Panel.

Weight: 20 percent of the score

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

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:

- Individual Written Argument (2,000 words): Internally Scored, Externally Validated (Due: 2/27)
  - Individual Multimedia Presentation (6-8 minutes): Internally Scored (Due: 3/17-3/21) \*
  - Oral Defense (two questions from the teacher): Internally Scored
- \*Students who fail to complete the Final Draft will NOT be eligible to present before the Panel.

Weight: 35 percent of the score

### Assessment Task #3: AP Seminar End-of-Course Exam (2 Hours- May 12th @12pm)

Task Overview:

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short-answer questions and one essay question.

Scoring:

- Three Short-Answer Questions (analysis of argument in a single source or document): Externally Scored
- One Essay Question (synthesizing and creating an evidence-based argument): Externally Scored

Weight: 45 percent of the score

Dear Parents and/or Guardians:

Your child, \_\_\_\_\_, received handouts today including a course description, a list of needed supplies, class procedures, grading criteria, and discipline procedures as well as the College Board's requirements for receiving possible college credit for this course. Please review this information so that we can work as a team to ensure the best possible results for your child. The policies, procedures, and guidelines you will find with this packet are in effect at all times and are designed to help you understand the expectations I have for academics and behavior. Please review this with your son or daughter and sign below.

Our signatures below will acknowledge that we have thoroughly discussed these expectations in class and at home and that you have received this information. **Please detach this signature sheet and return it to me by Friday, August 16th.**

Please feel free to contact me with questions or concerns at [heather.duncan@estl189.com](mailto:heather.duncan@estl189.com).  
You can also reach me through the RemindApp by using the code: @CAP189Dunk  
Please include a phone number and a convenient time for me to call you.

Thank you for your time, care, concern, and cooperation. Working together, we will be able to create an atmosphere of cooperation and collaboration that will allow your child to grow, thrive, and receive the best education possible.

I look forward to meeting you personally during the many functions throughout the school year.

Sincerely,  
*Mrs. Heather Duncan*

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Student's Name PRINT

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Student's Signature

\_\_\_\_\_  
Parent Name PRINT

\_\_\_\_\_  
Parent's Signature

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(Home telephone)

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(Parent Work phone)

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(Parent cell phone)

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(Parent's E-mail address)