

AP Seminar 2019-2020

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Franklin High School
Rooms: M-223, M-239 (office)
Office Hours: Tutorial, or by appointment

AP Seminar is an interdisciplinary course focused on not only promoting critical thinking across the curriculum, but also developing students' ability to research and explore complex academic and real-world topics and issues. Additionally, students will develop argument, synthesis, collaboration, and presentation skills that they will need to be successful in their post-high school lives (academic or professional).

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

THE GOALS OF THE AP SEMINAR COURSE INCLUDE:

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

CURRICULUM FRAMEWORK:

The class is organized around the QUEST cycle's five "big ideas" and all learning objectives (LO) and essential knowledge (EK) are tied to these ideas.

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

DISCLAIMER:

From the AP Seminar Course and Exam Description:

"As the AP Program engages students in college-level work, the AP Seminar course may contain 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."

OVERVIEW OF UNITS:

Unit 1: Introduction to AP Seminar, Joining the Conversation: Art and Ownership (Weeks 1-3, 7 Days)

Unit 2: Justice (Weeks 3-8, 11 Days)

Unit 3: Mock Performance Task 1: Home (Weeks 8-13, 13 Days)

Unit 4: Mock Performance Task 2: Perception (Weeks 13-16)

Unit 5: Performance Task 1 (Weeks 16-22) - see description in following section

Unit 6: Performance Task 2 (Weeks 23-30) - see description in following section

Unit 7: End-of-Course (EOC) Exam Practice (Weeks 31-33) - see description in following section

Unit 8: Bridging to Research (Weeks 33-36)

THREE 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 4.

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

[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 summative assessments are used to calculate a final AP Score (1-5 scale) for AP Seminar. See table below for percentage breakdown of all of the components.

Performance Task 1: Team Project and Presentation—20% of AP Seminar Score		
Component	Scoring Method	Weight
Individual research report (1,200 words)	College Board scored	50% of 20%
Team multimedia presentation and defense (8–10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%
Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score		
Component	Scoring Method	Weight
Individual written argument (2,000 words)	College Board scored	70% of 35%
Individual multimedia presentation (6–8 minutes)	Teacher scored	20% of 35%
Oral defense (2 questions from the teacher)	Teacher scored	10% of 35%
End-of-Course Exam (2 Hours)—45% of AP Seminar Score		
Component	Scoring Method	Weight
Understanding and analyzing an argument (3 short-answer questions); Suggested time: 30 minutes	College Board scored	30% of 45%
Evidence-Based argument essay (1 long essay); Suggested time: 90 minutes	College Board scored	70% of 45%

Performance Task 1: Team Project and Presentation (completed in class)

Task Overview - Students work in teams of four to five 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.

Performance Task 2: Individual Research-Based Essay and Presentation (completed in class)

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.

End-of-Course Exam: Written Exam (completed on Exam Day)

Task Overview - During the AP Exam administration window, students take the AP Seminar written exam. The exam consists of four items (three short-answer and one essay question).

REQUIRED CLASS MATERIALS/SUPPLIES:

- 3-Ring Binder and Dividers with Tabs
- Loose-leaf paper
- Blue, black, and other colored ink pens
- Post-its and highlighters for marking text
- Active Multnomah County Library Card
- FHS ChromeBook: Provided during class time
- Google Classroom Account or PPS Google Drive
- AP account and AP Seminar Digital Portfolio (we will instruct students on this)
- Optional: Extra folder for readings/materials

GRADING, PARTICIPATION, AND ATTENDANCE:

Grades will be calculated in the following way:

60%: Major Assessments – Practice Performance Assessments - Writing and Presentations, etc.

40%: Minor Assessments – In-class writings and activities, reflections, assignments, group work, etc.

Attendance/Tardiness/Discipline

The school policies will be followed and enforced. If you are working on a team, you will be responsible for contacting team mates in advance about an absence and for completing assigned team tasks prior to next meeting. Missing too many days of school may jeopardize your ability to complete required AP Seminar assessments (especially the team performance task 1) and can result in your removal from the class for 2nd semester.

Responsibilities

You are responsible for the materials needed for this course and for the completion of all reading and assignments. You will also be responsible for any and all work missed due to excused absences. Late work and unexcused absence work will be penalized. No late work in a unit of study is accepted after the unit assessment.

Organization

You will be responsible for collecting handouts, taking notes, and keeping all these materials organized. You will keep them in a binder that is well-labeled for teacher and teammates to be able to find materials.

Participation

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

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. See also the information below on Plagiarism.

Help

Check with your teacher. They are often available during tutorial time. You are strongly encouraged to meet with the teacher to discuss any problems you are having in this course. You can also get help from our school librarian who is available throughout the day and familiar with the course components. You will be given clear instructions on what you cannot get help with during the Performance Tasks.

PLAGIARISM POLICY: (See Academic Honesty Policy for more specific information)

This course adheres rigorously to the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:

“Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.”

“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.” [CR4b]

FRANKLIN HIGH SCHOOL - AP SEMINAR ACADEMIC HONESTY POLICY:

Statement of Purpose

Franklin High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, respect, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine the sincerity of our actions and the steadfastness of our beliefs. To help advance the development of such values, an Academic Honesty policy has been established for all Franklin High School students. This code will exist to uphold and reinforce values that are central to our tradition of excellence.

Definitions

Academic dishonesty includes these three main violations:

1. **Plagiarism** is submitting the words, ideas, images, or data of someone else as one's own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and followed by in-text citation; and any words that are paraphrased must be clearly and accurately referenced. Student work must include appropriate citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.
2. **Cheating** can take many forms, such as:
 - Using disallowed notes, copying/paraphrasing homework, and looking at someone's paper during an exam.
 - Giving or receiving confidential information about assessments, including allowing someone to copy your homework or other assessment.
 - Discussing tests from previously taken courses or class periods with someone who has not yet taken the test
 - Attempting to improve one's grade through any deceitful means, including acquiring test questions ahead of time, using disallowed sources online or receiving "unreasonable" assistance – as determined by the classroom teacher – from anyone, including a parent or tutor.
3. **Failure to notify** is having knowledge of dishonorable conduct by other students and failing to disclose this information to a faculty member or administrator. In order to maintain the highest levels of integrity at Franklin, it becomes everyone's responsibility to ensure that cheating of all kinds is reported and addressed fairly.

Consequences

All instances of *cheating*, *intentional* and *unintentional* plagiarism (as determined by the classroom teacher) will result in an **automatic zero** on the assignment and a call or email to parents. If it is a first offense, then the student will be required to complete an alternate assignment that illustrates that the student can demonstrate the skill that is being assessed in the original assignment. The student will complete the alternate assignment in a manner, and at a time and place, determined by the classroom teacher. If a student chooses not to redo the work within the time period and in the manner prescribed, no credit will be awarded. If it is a second offense in the class, the student will not be given an alternate assignment, and they will receive an automatic zero. Parents will be notified of cheating and intentional plagiarism. The teacher will also follow school rules regarding academic dishonesty and write a referral if indicated.

CELL PHONES:

Turn off and/or silence and put away once the bell rings. Headphones and earbuds must also be put away. I will designate those times of usage. If a student has a device out when it should be put away, they will be given one warning to put it away. If warning is ignored, it will be confiscated and you can pick it up at the end of the day at the school office. For further details, please see Student Handbook.

HALL PASSES:

Do not ask to go anywhere in the first and last 15 minutes of class. Do not ask to use the pass during direct instruction, class discussions, or activities. Since AP Seminar is a demanding course and most of the class period is spent on direct instruction, class discussions and activities, and individual research, I expect you to stay in class for the full period. Please go to the bathroom during passing time or lunch.

If you *must* leave class for an emergency, please ask Ms. Wong first (I need to know where you are going.) If you really need to use the bathroom during direct instruction or class discussion, simply head toward the pass by walking in the back and along the sides of the room (not the front). Make sure you make eye contact with me and take the pass quietly and leave. You should not be gone for longer than 5 minutes.

You are expected to carry an official Franklin HALL PASS when you are out of class; you may be asked to trade your phone to use the hall pass.

FOOD:

Food (dry) and drink (in closed containers, but really water is best!) are acceptable, within reason. If eating/drinking causes a mess or a distraction this privilege will be revoked. Food waste must be disposed of in a garbage can OUTSIDE of the classroom.

SEATING:

At the beginning of the year, I will rotate the seating chart because it is important to interact and work with a variety of perspectives. As the year progresses, seating varies depending on the activities in class. Sometimes seats will be assigned; sometimes it will be students' choice. See me if you need to sit up front.

ABSENCES, DUE DATE AND LATE WORK POLICY:

- All students are expected to turn in completed on the specified due dates. All assignments are **due at the BEGINNING of class on the day specified**, unless otherwise indicated. Computer problems are NOT an excuse. Also, I will not print out student work on my school printer. Please plan ahead and respect this due date expectation.
- Get daily notes from a friend/TA and come to Tutorial and/or office hours by appointment. See me the day you get back in order to work out due dates for any missed work.
- If you are absent on a due date of an essay or assignment, due to an excused absence (sickness, emergency) the assignment is **due the day you return to class** without penalty.
- If you have a pre-arranged absence, please still turn in the assignment that day. For example, send it with a friend, or turn it in to my school mailbox in the main office.
- If you need any extra time for any reason, you need to give me 48 hours notice (2 days) that you will need extra time. If I have noticed that you have not attempted to complete the assignment during the time given in class, you will not receive that extra time. Use any and all time given in class for assignments wisely.
- **For a quiz, in-class assignment, or timed write essay missed due to an excused absence, it is up to you to schedule a time to make it up during Tutorial or after school within a timely manner to exceed no more than 2 weeks.** I cannot return timed writes or assignments for student revision until everyone has completed it.
- Any work that is turned in late may receive partial credit dependent on the lateness and quality of the work.

Open **communication** is the key to your success. If you miss an assignment or simply don't understand the expectations, please **communicate with me**. Also, it is your responsibility to **communicate with me** in order to complete missing work due to absence(s). I expect you to do your best in order to succeed to the best of your ability.

BEHAVIORAL EXPECTATIONS:

At FHS, in addition to following all school rules, we expect staff & students to Strive to be Thoughtful, Respectful, Organized, Neighborly, and Generous. Staff and students are expected to conduct themselves in the classroom with integrity and honesty, with an emphasis on (but not limited to) the following:

- Thoughtful – We are engaged and ready to learn bell-to-bell.
We put time and effort into our work, and process complex issues with care.
- Respectful – We do not use racist, sexist, or homophobic language of any kind.
We respect the diverse learning needs of our peers.
We follow directions and class norms.
We keep distractions, such as electronic devices, put away during class time, unless otherwise directed.
- Organized – We are present, on-time, and bring all necessary for materials.
We keep track of assignments, deadlines, and activities.
- Neighborly – We only leave class when we have a hall pass.
We treat the learning environment with care and clean up after ourselves.
- Generous – We help each other when needed, including sharing supplies, knowledge, resources with others.
We offer a fresh start to staff and ourselves.

CONSEQUENCES:

If minor problems come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

- 1) Warning
- 2) Talk to you (privately, if possible).
- 3) Call/email home.
- 4) Have a conference with you, a school support team, administrators, and your parent/guardian.

DIFFERENTIATION/ACCESSIBILITY STRATEGIES AND SUPPORT:

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, pre-tests, and culminating writing assignments from previous units of study. Formative (on-going) assessments include journal entries, think-pair-share, oral questioning, Socratic Seminar, reading quizzes, and timed writing assessed every week to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, completed notebook checks, final tests that include multiple choice, matching, true/false questions, and essay responses, and a culminating writing piece (narrative, expository, literary analysis, research, persuasive, reflective, summary).

Students who need accommodations: Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

ELL/ESOL: Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

TAG: Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills. Enrichment activities, such as field trips to theaters and museums, vary from year to year depending on local offerings and relevance to academic content.

AP Seminar
&
Academic Honesty Policy
Instructor – Elisa Wong

Student Name (Printed): _____ **Class of** _____

Please review the Syllabus and Academic Honesty Policy with your parent/guardian, read below, and provide the requested information at the bottom of the page.

I have read and accept responsibility for the information given in the course syllabus. I understand what is expected of me in order to succeed in this course.

I acknowledge that I have read and understand our school's academic honesty policies. Further, I recognize that plagiarism is submitting the words, ideas, images, or data of someone else as my own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and include in-text citation, and any words that are paraphrased must be clearly referenced. Student work must include proper citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.

I do hereby resolve to uphold this Academic Honesty policy. I shall refrain from all forms of academic dishonesty, for example: cheating, plagiarism, or other deceitful means of obtaining scores or grades that are not reflective of my current abilities. I recognize that our school is based upon the foundation of freedom, trust, and respect. Academic honesty and integrity are essential to the existence and growth of any academic community. Without maintaining a high standard of honesty and conduct, the reputation of the school is compromised and society is poorly served.

In order to uphold the integrity of the school, I also recognize that it is my responsibility to report any violation of this policy to a faculty member or to the administration.

I understand that inherent in this policy is the responsibility of all members of the community to work to preserve the collective academic integrity of Franklin High School.

(Parent's/Guardian's Printed Name)

Best way to communicate with you (circle one): phone email

Please provide most up-to-date phone number or email address you prefer: _____

(Parent's/Guardian's Signature)

(Date)

Student: I have read, understand, and agree to abide by the course syllabus for AP Seminar, especially the Academic Honesty Policy. I understand that I am equally responsible for my own education, and I will continue to be a STRONG, successful student.

(Student's Printed Name)

(Student's Signature)

(Date)