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AP Seminar

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Room C105

AP Seminar

Overview

AP Capstone Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

The goals of AP Capstone Seminar 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 and in new situations
- Empowering 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 to their interest and curiosity

Expected Student Learning Outcomes

Throughout the program, students consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows students to develop, practice, and hone their critical and creative-thinking skills as they make connections between issues and their own lives.

While helping students to develop and strengthen their critical and creative-thinking skills, students will learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process will expose students to a variety of primary and secondary print and non-print sources such as articles, research studies; foundational, literary, and philosophical texts; speeches; broadcasts; personal accounts; and artistic works understanding of issues as students collaboratively or independently analyze and evaluate the evidence to consider options, alternatives, solutions, or resolutions of real-world or academic problems.

AP Capstone Seminar Plagiarism Policy [CR4]

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.



Big Ideas

- #1 **Q**uestion and Explore
- #2 **U**nderstand and Analyze
- #3 **E**valuate Multiple Perspectives
- #4 **S**ynthesize Ideas
- #5 **T**eam, Transform, and Transmit

Skills Developed Through Inquiry Units

Introduction to Critical Thinking

Quarter 1 / Quarter 2: Various themes to acclimate students to synthesis

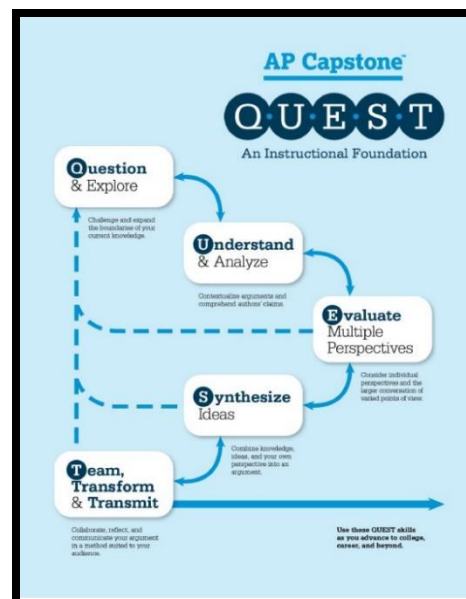
Skills:

- Identify and conceptualizing a problem or issue
- Accessing information using effective strategies
- Using technology to access and manage information
- Evaluating the relevance and credibility of information from source data
- Employing appropriate reading strategies and reading critically for specific purpose
- Identifying and interpreting multiple perspectives or arguments on an issue
- Working both as an individual and with a team to plan, produce, and present a cohesive argument
- Communicate an argument in an engaging oral presentation that uses effective techniques of design delivery.
- Evaluating the validity of argument
- Formulating a complex and well-rounded argument
- Proposing resolutions and/or solutions based on evidence, considering consequences and implications
- Communicating an argument in a research-based written essay
- Evaluating objections, implications, and limitations of an alternate, opposing, or competing perspective or argument
- Interpreting, using, and/or synthesizing data/information from various perspectives and sources (primary, secondary, print, and non-print).

[CR1] Students explore complexities of one or more themes by making connections within, between, and /or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical).

[CR2] The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process (Question and Explore, Understand and Analyze Arguments, Synthesize Ideas, Team, Transform, and Transmit).

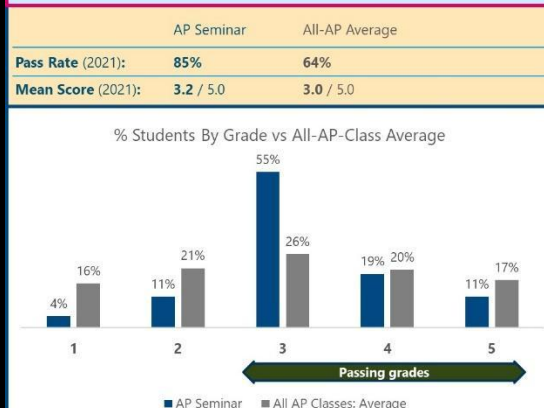
[CR3] Students gain a rich appreciation and understanding of the issues through the following activities: reading articles, and research studies, reading foundational, literary, and philosophical texts: viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic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



Below are some of the 140+ colleges that have endorsed AP Capstone for its challenging interdisciplinary curricula. Also, over 100 colleges have developed credit policies – a few are below outlined in green.



AP Seminar 2021 **pass rate was 85%, much higher than other AP classes**



Source: College Board score distribution data, 2021
ExamStudyExpert.com/Is-AP-Seminar-Hard-Easy



Quarter 3 / Quarter 4: AP Seminar Assessments for College Board / [CR5] [CR6]

Performance Tasks

During quarters 3 and 4 of the AP Seminar course, students complete the following performance assessments: two through-course performance tasks and end-of-course exam, while adhering to the AP College Board policies to ensure the validation of their scores. Both performance tasks will be completed after Quarter 2. [CR5] [CR6]

[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 assessments are summative and are used to calculate a final AP Score (using a 1-5 scale).

Performance Task #1: Team Project and Presentation [CR5]

[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.

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 (IRR) / 1,200 word report {10%}
- Team Multimedia Presentation and Defense (8-10 Minutes, plus defense questions) {10%}

Weight: 20% of AP Score

Performance Task #2: Individual Research-Based Essay and Presentation [CR6]

[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 (stimulus documents) 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 (IWA) / 2,000 word research based essay {24.5%}
- Individual Multimedia Presentation (6-8 Minutes, plus defense questions) {10.5%}

Weight 35% of AP Score

End of Course Exam

- Part A: Analyze an argument {13.5%}
- Part B: Construct an evidence-based argument {31.5%}

Weight 45% of AP Score



Course Texts and Enrichment Supplements*

To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included, as the instructor deems appropriate.

In class readings of literary works will include *Macbeth* (Shakespeare) and *The Canterbury Tales* (Chaucer)

Enrichment supplements include material from the following:

Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's an Argument with Readings* (8th ed.), Boston: Bedford/St. Martin's (2019).

Palmquist, Mike. *The Bedford Researcher* (7th ed.), Boston: Bedford/ST. Martin's, (2021).

*The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., library/internet research, audio/video equipment, etc.).

*Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analysis, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews).

*Students will be expected to use technology to access and manage information from online databases (e.g., SIRS, GALE, Google Scholar) that grant access to secondary and primary sources.

Use of Themes, Topics and Sources

As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial. 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, readings, and other source material is not intended as an endorsement by the instructor, Mountain Ridge High School, Deer Valley Unified School District, or the College Board of the content, ideas, or values expressed in the material.

Course Rules: I have the following expectations of my classroom.

1. **Be Respectful:** Please remove your hat when entering a building and enjoy all food and beverages outside of class. **Please remember being respectful includes using technology in class only when appropriate and in a manner that does not detract from the learning environment.**
2. **Be Responsible:** Take ownership of the choices you make as well as the rewards and consequences that come with those choices.
3. **Be Open-minded:** This class encourages you to share your opinions and respond respectfully to the opinions of others.
4. **Be Prepared:** Have your materials for this class with you each day. Having a notebook, and a pen/pencil will ensure your initial success in class daily. Additionally, you are expected to have your school-issued iPad with you and charged each day.
5. **Be Positive:** Listen when others are speaking, share your ideas with your peers and with your teacher, ask questions and always speak respectfully towards others. Refrain from using profanity and put-downs.

Disciplinary Consequences:

If you are unable to abide by the course rules, your consequences will follow suit in a succeeding manner: verbal warning, conference with teacher and/or parent phone call, or administrative referral and parent phone call. Major violations will warrant an immediate referral.

Grading:

■ Grades are based on a percentage of all possible points: (100%-90%=A, 89%-80%=B, 79%-70%=C, 69%-60%=D, 59% and lower=F).

■ Grades are cumulative for the semester. The first and second semester grades will be weighted as follows: 80% assessment, 20% coursework.

■ Per district mandate, no extra credit will be given.

Power School Online Access:

Grades and attendance may be accessed 24 hours a day online with your Power School access code. Access codes are available in the Counseling Office or Front Desk Monday – Friday 7:00 AM– 3:30 PM. You may check student progress regularly on the PowerSchool site using the same login for one or more students. For Mountain Ridge parents/guardians without home computer access, a computer with guest login capability is available in the Counseling Conference Room.

Academic Assistance/Office Hours:

In addition to the Academic Prep times built into our schedule each week, additional assistance/tutoring is provided on a weekly basis both by MRHS and individually by instructors. These office hours will be posted in my classroom, website, and/or Canvas at the start of each week. Additionally in March, April and May additional office hours will be added to support students as they prepare for their AP test.

Test Retakes: If re-assessment is approved, the student will complete another assessment addressing the same learning targets. The assessment to be retaken may be in the same format or a different format and will be at the same difficulty level. The higher of the two scores will be entered in the gradebook.

To earn a retake opportunity, a student must complete all of the following:

- Consult with the teacher within 5 school days of the assessment score being posted.
- Teacher and student create a reassessment plan, if required by the teacher
- The reassessment plan may include all formative coursework related to the content/skill assessed

Classwork Policy: In-class assignments may be due by the end of the class period with no late work accepted.

Late Assignment Policy: Mountain Ridge students have within the current unit of study to turn in assigned work for full credit, as determined by the teacher level, and or department (a unit is typically 1 week in length).

AP Seminar Performance Task Assessments / Late Work Policy:

In quarter 3 and 4 (spring semester) **Performance Task 1 (Team Project & Presentation)**, late points of 10% per day (up to 4 days) will be taken on all assignments due to the necessity of the team being at the same point throughout the project and the project reflecting the entire team's AP score. No assignments will be scored if turned in more than 4 days late. If a student turns in more than 2 assignments late, he/she will be removed from the team and therefore ineligible for the Team Multimedia Project (10% of AP Score) portion of the AP score.

Absences: After an absence, a student has one school day for each day missed to make up work/tests, regardless of the number of days absent. If many days were missed, please schedule an appointment with me to formulate a plan for the completion of make-up work. Make-up work for extended absences (over 3 days) may be requested through the Counseling Office and picked up there.

Long-term projects are due on the published due date even if you are absent. Failure to turn in the long-term assignment on-time, may result in adverse grading.

Classwork Policy: In-class assignments may be due by the end of the class period with no late work accepted.

Test Retakes: Summative tests only with teacher discretion and requirements in place.

Make-Up Quizzes and Tests:

If you have an excused absence on a quiz or test day, you must reschedule with me upon returning to class. If you do not schedule a day and time to make up the missed test/quiz the day you get back, you may be required to complete an alternative assessment. My office hours are posted weekly in class and on my website.

Daily Device Use (iPads):

Students should come to school with their iPads charged and ready to use in each class every day. Devices may not be used to record or take photos of other people without their consent. Consequences for classroom disruptions and misuse of devices will follow a progressive discipline model, beginning with a phone call home and progressing to office referrals for repeated or more serious offenses. See the Student Rights and Responsibilities consequence chart in the handbook for more specific descriptions of infractions and consequences.

AP Seminar Test Fee:

The Fee for the AP Seminar Test is **\$143**. The fee is charged as soon as any document is submitted by the student to the Digital Portfolio of College Board. If a student does not plan to take the AP Test, he or she must still complete Task #1 (Team Project) and Task #2 (Individual Project); those assignments will be graded as tests in PowerSchool. Students not taking the test will not sit for the AP EOC test on **Tuesday, May 7, 2024 at 12:00p.m.**

Homework:

Since this is a rigorous college preparatory course, performance expectations are appropriately high and the workload is challenging. Students (depending on their skills, work ethic, and additional commitments) could be expected to commit to working on assignments and long-term projects outside of class. Often, this work involves long-term research-based writing and reading assignments; effective time management is crucial.

Recommended Supplies for this Course:

- Standard materials, including paper / blue or black pens ONLY / highlighters - at least three colors / pocket folder
- It is recommended that you have a binder specifically dedicated to AP Seminar to store work throughout the year.
- DVUSD issued iPads

Please Note: Students should download the MRHS app on their iPad and/or cell phone to access the MRHS Handbook and other important school documents and resources.





AP Seminar



I have read and understand all of the guidelines set forth in the syllabus for AP Seminar. I consent to allowing my child to read the books outlined in the syllabus and I understand the grading policies and expectations of the course.

Student Printed Name:_____ Student Signature:_____

Parent / Guardian Signature:_____ Date:_____

Parent/Guardian Email:_____ Cell#:_____