

AP Seminar Course Syllabus

Chilton High School

Mrs. Samantha Meyers

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Mrs. Meyers Prep Time: Semester 1 - Periods 4, 5, and 6

Semester 2 - Period 4

Also available during homeroom, after school until 4:00, or by appointment

Theme: Pursuing Happiness

Course Description

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Skills and Proficiencies

The skills and proficiencies to be acquired during the AP Capstone Seminar course include:

- Identifying the main idea in arguments, analyzing the reasoning, and evaluating the validity of the conclusions
- Evaluating the credibility and relevance of sources and the evidence they present
- Developing a well-reasoned argument clearly connecting the thesis, claims, and evidence
- Understanding the complexity of a problem or issue and connecting arguments to the broader context in which they are situated
- Comparing and interpreting multiple diverse perspectives on an issue to understand its complexity
- Choosing and employing effective written and oral communication techniques, considering audience, context, and purpose
- Choosing and consistently applying an appropriate citation style and effective conventions of writing
- Working constructively with others to accomplish a team goal or task
- Articulating challenges, successes, and moments of insight that occur throughout the inquiry process

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 frameworks that allow 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, and personal accounts; and artistic works and performances. The wide variety of academic sources will provide the opportunity to gain a rich appreciation and 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.

Course Texts and Resources

- *Everything's An Argument* by Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters
- *Writing from Sources* by Brenda Spatt
- Other various, multi-disciplinary sources that examine multiple perspectives of the theme of "Pursuing Happiness."
- School-Issued Computer

How AP Capstone™ Works

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. 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™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

AP Seminar Assessment Overview

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP Score using the 1-5 scale) for AP Seminar.

*Team project and Presentation---- 20% - **Team Presentations on February 11***

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. No individual feedback can be given by any adult.

Individual Research-Based Essay and Presentation --- 35% - Individual Presentations on April 8

The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme. Students will 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. No individual feedback can be given by any adult.

End of Course Exam (3 hours) –45% (College Board Scored) - Exam on May 12

The exam consists of five items (three short-answer answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the author's arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Mature Content Disclaimer

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, or the instructor, of the content, ideas, or values expressed in the material.

Chilton High School Plagiarism Policy

As this is an AP course, plagiarism will be treated under a zero tolerance policy. An INC will be given for any assignment found in violation of the Plagiarism Policy and will warrant a visitation to administration that may result in a code violation. In addition to the aforementioned consequences, the AP Capstone Plagiarism Policy will also be applied...

AP Capstone Plagiarism Policy

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.

AP Seminar Course Layout

- Week 1
 - Overview (intro terms, ACE, QUEST, etc)
- Weeks 2-4
 - Pursuing Happiness subtheme 1
- Weeks 5-7
 - Pursuing Happiness subtheme 2
- Weeks 8-10
 - Pursuing Happiness subtheme 3
- Weeks 11-14
 - Practice PT 1 and 2
- Weeks 15-23
 - Performance Task 1
- Week 24
 - Work on Stimulus Material
- Weeks 25-31
 - Performance Task 2
- Weeks 32-35
 - Prepare for and take End of Course Exam

Home work/Late work

It is crucial that you keep up with the reading and partake in the activities assigned, however they will not be graded. They may affect your ability to participate in the next day's discussion or activity.

It is your responsibility to find out what you missed while you were absent or away from class. Check with Mrs. Meyers to get any information you may need.

Extra Help

If you find yourself falling behind or are having difficulty with a concept or chapter, do not be afraid to ask for help. You can get help from another student or me during HR or before/after school.

Cell Phones

There will be a station for your cell phone with individual pockets. Your phones MUST be silenced and put in your assigned pocket BEFORE class starts. We will follow the school-wide [smart device policy](#) in class.

- *Step #1 (First offense): Device will be confiscated. Regardless of the time of day, the device stays with the teacher until the end of that day and it must be turned in to the*

teacher the following day by 8:00am and to be picked up by the student at 3:10pm. If the device is not turned in according to the statement above, the consequence moves to step #2.

- *Step #2 (Second offense): Device will be confiscated. Step #1 is repeated for a total of 5 consecutive school days. (Excused absences are exempted. Unexcused absences add an additional day.)*
- *Step #3 (Third offense): Device is confiscated. The consequences of step #2 are repeated along with the serving of an office-assigned detention and a letter being sent home to parents/guardians. If the detention is not served within a week of the offense then consequences move to step #4.*
- *Step #4 (Fourth offense): Parent meeting with an administrator to discuss and enact additional consequences.*

Missed Assessments and Reassessments

If you miss an in-class assessment for any reason, you will be expected to complete that assessment the next day you are present in class. If you think this is unreasonable in your specific case, as long as the absence was excused, we can discuss this when you return and agree upon a time to take the assessment. If the absence was unexcused, this discussion does not apply, and you will take the reassessment as soon as you are back.

You will have the opportunity to reassess any standard in this class. In order for this to happen, you will need to schedule a meeting with me to discuss your preparation, understanding, and clarification of any other questions you may have. It is your responsibility to schedule these meetings and to complete the reassessment form prior to the meeting. Further work may need to be done after this meeting based on my discretion.

Your first reassessment meeting must be scheduled within **2 weeks after the assessment date**. The following needs to be completed for the reassessment:

- *All outstanding work must be completed.*
- *Reassessment form has been completed.*
- *Teacher assigned review will be determined based on the standard and the student's performance on the assessment:*
 - *Possible review activities: corrections on assessments, meeting with the teacher, review assignment, review videos, etc.*

Academic or Behavioral Difficulty

At any point, if your overall score in AP Seminar is an INC, you will be removed from extra-curricular activities until you rectify that score. You will spend the time after school until 4:00 in my room working on the standards that are causing your grade to be INC. Parents, coaches, and school administration will be notified.

If you are not in extra-curriculars, any time your overall score drops to an INC, I will notify you and give you a list of what needs to be done. I will also require you to work with me during homeroom time until that INC is rectified. If this becomes a problem and you just aren't taking care of your work, I will also contact parents and school administration to notify them of any issues.

Any student who needs additional help or resources will receive that from me. If my help and resources just aren't enough, I will contact parents and school administration to develop a plan to ensure your success. If you work hard, I will do everything in my power to help you succeed.

Opportunities for Additional Growth

- Forensics
- *The Prowler*
- Optimist Oratorical Contest
- Optimist Essay Contest
- Editing for other students during homeroom and/or after school
- Tutoring other students in English concepts during homeroom and/or after school

Scoring Policy

AP Seminar will follow a standards-based learning policy. You will be scored on the AP Seminar Standards, which are listed on the next page. We will follow this tiered scoring system:

- 3 - Meeting Expectations
- 2 - Approaching Expectations
- 1 - Attempting Expectations
- INC - Incomplete

On all assessments, you will receive one of the scores above. ANY Chilton or Learning Standard at an incomplete MUST be completed or you will NOT pass the class.

To pass the class, you need to have an overall score higher than a 2.08, with no Chilton or Learning Standards less than Approaching Expectations.

You will receive one final score for this course, at the end of the year.

Employability Skills Scoring

AP Seminar will report on the Employability Skills. This is Chilton Standard #5 on the AP Seminar Standards listed on the next page. We will follow the tiered system described above.

These skills WILL NOT be included in the final score for the class; they will be reported separately. You will receive a score on both Respect and Responsibility at the conclusion of each term, resulting in four scores for each.

AP Seminar Standards



1. I will analyze sources and evidence.

- 1.1. *Understand and Analyze Argument:* I will identify the main idea in arguments, analyze the reasoning, and evaluate the validity of the conclusions.
- 1.2. *Evaluate Sources and Evidence:* I will evaluate the credibility and relevance of sources and the evidence they present.



2. I will construct an evidence-based argument.

- 2.1. *Establish Argument:* I will develop a well-reasoned argument, clearly connecting the thesis, claims, and evidence.
- 2.2. *Select and Use Evidence:* I will strategically choose evidence to effectively support claims.



3. I will understand context and perspective.

- 3.1. *Understand and Analyze Context:* I will understand the complexity of a problem or issue and connect arguments to the broader context in which they are situated.
- 3.2. *Understand and Analyze Perspective:* I will compare and interpret multiple diverse perspectives on an issue to understand its complexity.



4. I will model interpersonal and intrapersonal communication skills.

- 4.1. *Engage Audience:* I will choose and employ effective written and oral communication techniques, considering audience, context, and purpose.
- 4.2. *Apply Conventions:* I will consistently apply MLA citation style and effective conventions of writing.
- 4.3. *Collaborate:* I will work constructively with others to accomplish a goal or task.
- 4.4. *Reflect:* I will articulate challenges, successes, and moments of insight that occur throughout the inquiry process.



5. **I will demonstrate employability skills.** (Reported separately from the overall course score)

5.1. Respect: I will demonstrate respect for myself, others, and my school.

5.1.1. I will clean up after myself.

5.1.2. I will demonstrate a positive attitude.

5.1.3. I will follow classroom expectations.

5.1.4. I will collaborate and work productively with my group members in a polite manner.

5.2. Responsibility: I will take responsibility for myself and for my actions.

5.2.1. I will listen to and follow directions.

5.2.2. I will come to class prepared and on time.

5.2.3. I will meet deadlines.

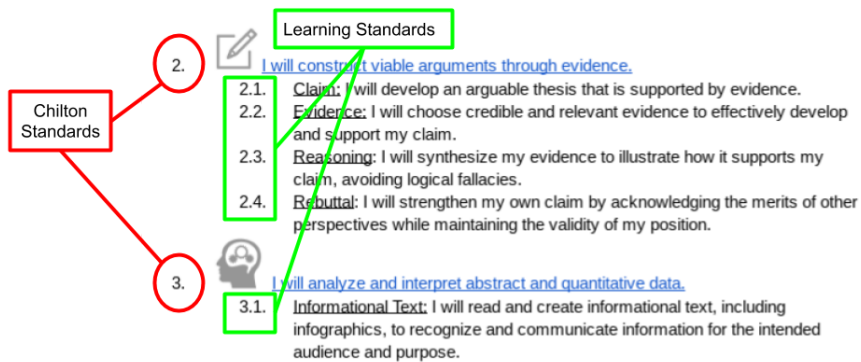
5.2.4. I will actively participate in classroom activities.

5.2.5. I will use my device productively as instructed.

5.2.6. I will use my work time effectively as instructed.

Score Reporting

- At CHS, we have Chilton Standards, followed by Learning Standards:



- Scores will be reported on a spreadsheet. I have chosen to do this because it is much easier for you to get all the information you need in one place than it is on PowerSchool.
- To access your spreadsheet the first time, login to PowerSchool.
 - Click on your overall score for AP Seminar.
 - In the Comments box, you should see something like this:

Teacher Comments: [click for SBL spreadsheet](#)

- Click the link and it will open your spreadsheet.
- Bookmark this spreadsheet, and then in the future, you won't need to go through PowerSchool to access it.

- This is what your spreadsheet will look like. I've highlighted the main points here:

Overall Class Score: This is calculated from the AVERAGE of the Chilton Standard scores. If an INC or a 1 appears as any standard score, this will automatically default to INC.

Chilton Standard Scores: This is calculated from the AVERAGE of the Learning Standards under each Chilton Standard. If an INC appears anywhere under this standard, it will default to an INC.

Learning Standard Scores: These are calculated using MODE, the most common score for each standard. If there is a tie for the most common score, it will AVERAGE those tied scores until a mode is established.

Am Stud SCORE	CHILTON STANDARD SCORES												Learning Standard Scores															
	CHILTON STANDARD WEIGHTS												Learning Standard Scores															
	1	2	3	4	5	6	7	8	9	10	11	12	Inquiry	Analys	Claim	Evid	Reas	Rebutt	Eval	C & E	Pattern	Info	T	Conv	Format	Cite	Or	
Annotations																												
Assessment 1																												

Assessment List: Here is where you will find a list of all assessments and their due dates. You will also be able to see if the assessment was turned in on time and whether it was reassessed.

Individual Standard Scores: Here is where you will find the individual standard scores for each assignment. I input these scores directly.

- PLEASE** let me know if you have any questions. I would be more than happy to sit down with you and walk you through the spreadsheet.

Teacher/Student/Parent Effective Environment Compact

All of us need to be aware of the classroom rules and guidelines expected of us respectively in order to have a positive and productive year.

By signing below, I verify that:

- I have read and understand the syllabus.
- I agree to what is expected of me.
- I am aware of the scoring policy for my academic and employability skills scores.
- I am aware that my scores will be reported on the spreadsheet.
- I am aware of the AP Seminar Standards.
- I understand the basics of AP Seminar as a course.
- I have read and made note of the dates for both presentations and the exam.
- I understand the mature content disclaimer.
- I am aware of both plagiarism policies.
- I understand that once I begin working on my official performance tasks, no adults, including Mrs. Meyers, can give me any individual feedback on my work, including a grade.
- I will contact Mrs. Meyers with any questions that arise throughout the course as soon as they arise so we can work through them together.

Return this by Friday with your signature as well as one of your parent's signatures.

Mrs. Meyers

Teacher, Mrs. Meyers

Student

Parent

email or phone #

**Parent or Guardian, please put the email address and/or phone number where you can best be reached. Feel free to contact me anytime as well. Email is the best method to contact me.

Thanks- Mrs. Meyers