

AP Seminar 2018/2019

Ms. Bolinger

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Conference Period: 2nd hour

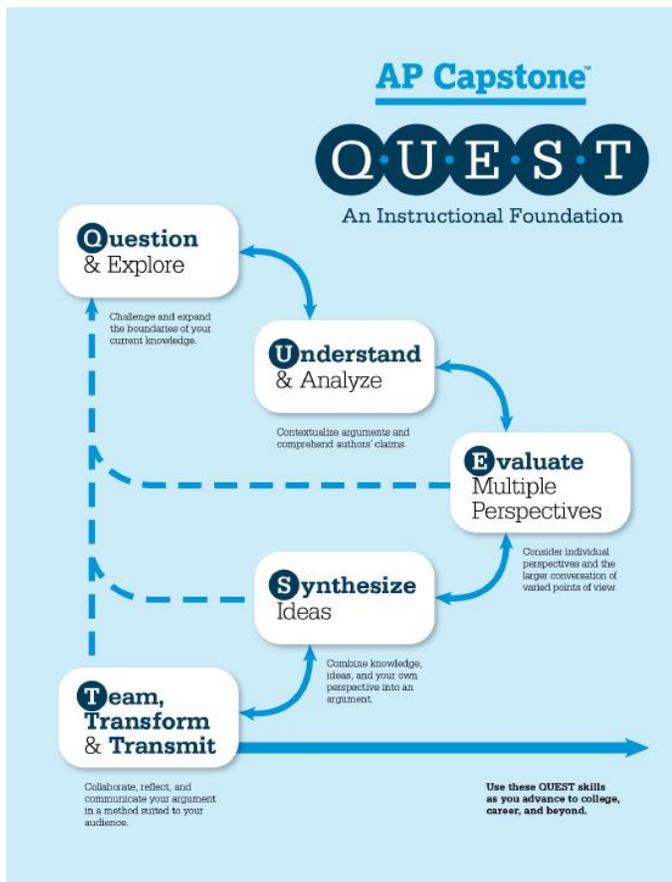
AP Seminar: “How do we build our Identities?”

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 research-based 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. (CollegeBoard)

Course Materials and Requirements

Materials

- You will need regular access to the Internet (home, the library, computer labs, AV, etc.).
 - The inquiry nature of this course requires activities and assessment from a variety of resources (e.g., library research, internet research, etc.). Information used to assess a problem may come from various print and non-print primary and secondary sources. Students will be expected to use technology to access and manage information from databases that grant access to these sources.



Unit 1. Intro to Course: Identity and High School

- What factors make up your identity? Who are you?

Focus: Course Introduction

- Team building
- Introduce lenses/perspectives
- Asking good questions
- Introduce EBSCO & other search engines

Assessment: In groups, students will identify a problem with developing your identity in high school. Team members will select a lens to focus their support to the defined problem. Students will then individually submit their unique perspective and create a combined team presentation that summarizes their beliefs and findings.

Unit 2. Identity and Class/Status

- How does your class impact your identity?

Focus: Research Skills

- Assessing sources
- RAVEN
- APA citations
- Interacting with texts
- Reading skills
- Socratic seminar

Assessment: Annotated Bibliography and Group Presentation

- The summative assessment will be divided into four parts. Each part will reflect a portion of the unit and the **AP Seminar End-of-Course Exam**.
 - Part 1 – In class writing evaluation: Students will be given a document and asked to identify the main idea, line of reasoning, and evaluate the evidence.
 - Part 2 – Document validation: Students will be provided a document and asked to identify & critique the author's work. Students will be given the RAVEN technique & list of fallacies to help in the process.
 - Part 3 – Research: You will submit your research question **based on an identity influencer in an era of 20th/21st century America**.

Unit 3. Identity and Culture

- How does culture, race, gender, religion, family shape identity?
- How does background and culture shape one's view of the world?

Focus: Argumentative Skills

- Structure of an Argument
- Deduction v. Induction
- Fallacies (weak logic)

Assessment: Practice Performance Task 2

Identity Influencer Essay, & Personal Presentation

1. 500- to 750-Word Essay: Students will ask a research question, research multiple sides of the issue, and defend a claim **that argues the impact of a cultural identity influencer**. Students will cite sources using APA format and provide a bibliography.
2. Students will record a 2-minute presentation of their essay and post it to GoogleClassroom.
3. Students will use GoogleClassroom to post questions about each other's presentations.

Unit 4. Identity and the Future

- To what extent can we control a person's biology & influence identity? Birth order? Nature v. nurture
- How will future technologies impact our identities?
- How has the digital world shaped how we build identity?

Focus: Presentation & Synthesis Skills

- Slide design & using notes
- Synthesizing & presenting researched argument

Assessment: Practice Performance Task 1

Team Discussion and Individual Reflection

1. Argument: Create an argument surrounding the future **impact of science/technology on identity**.
2. Annotated Bibliography: Students will be assigned a specific lens or role to support, counter, and defend within the debate. The annotated bibliography should outline the individual perspective in the overall argument.
3. Team Discussion: Students will conduct a class discussion.

APTest Components

Performance Task 1: Team Project & Presentation

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.

This task consists of two components:

1. Individual research report and
2. Team multimedia presentation and defense.

Performance Task 2: Individual Research-Based Essay & Presentation

The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. 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.

This task consists of three components:

1. Individual written argument,
2. Individual multimedia presentation
3. Individual oral defense.

The release date for the source material is January 2. Students are allowed 30 school days to prepare the written report and multimedia presentation. Students have 30 school days to complete their research, compose their essays, and develop their presentations.

Task 3: End-of-Course Exam

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components:

- A. Students are asked to analyze an argument using evidence and
- B. Students are asked to build their own arguments using at least two of the four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.

Classroom Expectations

Student Responsibilities

1. Read critically.
2. Write consciously.
3. Speak clearly.
4. Take intellectual risks.

Classroom Procedures

Seating Chart

We are expected to sit in our assigned seat every day, unless otherwise instructed. We will receive a tardy or absence if we are not sitting in our assigned seat when the bell rings (or actively trying to get to our seat).

Personal Device Policy

Technology both supports and hinders instruction. Teacher permission must be obtained prior to using a technological device of any kind in class. Taking pictures without permission is prohibited and violates the academic integrity code.

Honor Code and Honesty

I have high expectations for students, and hope that students have equally high standards for themselves and their classmates. Students are reminded that all work that they do must reflect their own efforts and ideas. Work from other sources – whether from research or your classmates--must be credited accurately.

Plagiarized or copied work, in ANY part of an assignment, will receive a grade of 0/E for the entire assignment and a disciplinary referral. All assignments are to be done individually unless instructions indicate otherwise.

Late Assignment Policy

No assignment turned in late will receive full credit. However, we will be able to receive partial credit. For homework assignments turned in up to one week late, we can receive 50% credit. For major assignments, our grade will be reduced by 10% for each day it is late. If we are in the building at ANY time on the day that a major assignment is due but we are not in class, the assignment is still due on the assigned due date. If the assignment is turned in the next day, it will be considered late.

Attendance

Academic Expectations and Grading

Calculating Grades: Grades will be based on a total points scale. I will follow the grading policies laid out by Rochester Community Schools. Semester Grades will be calculated using the following percentages:

Marking Period 1: 45%

Marking Period 2: 45%

Final Exam: 10%

The grading scale for this class is the same as the Rochester Community Schools High School Grading Policy.

100-93 is an A
92-90 is an A-
89-87 is a B+
86-83 is a B
82-80 is a B-
79-77 is a C+

76-73 is a C
72-70 is a C-
69-67 is a D+
66-63 is a D
62-60 is a D-
59-0 is an E

Our Group Norms

1. You can always ask for help.
2. Your explanation/reasoning is more important than the “right” answer.
3. You can always change your ideas based on evidence and reasoning.
4. You can always connect to someone else’s idea.

If you miss class because of family trips, sports tournaments, field trips, college visits, etc. you will NOT receive extra time to make up work. Your junior and senior years are full of fun events, but they do not exempt you from your responsibilities in this class. Plan ahead so that you have time to do your assignments AND have fun too.

Late work because of absences will ONLY be accepted following the district guidelines. Those guidelines, which are also listed in the student planner, state:

1. It is imperative that the individual student contacts each teacher on the first day after an absence to receive/review make-up work.
2. A student absent only on the day of a quiz/test should be prepared to take it the next day unless the teacher chooses to administer it at a later date.

3. Assignments will not be accepted after an **UNEXCUSED ABSENCE**. Tests and quizzes may not be taken after an **UNEXCUSED ABSENCE**. (This means that if you skip class on the day a paper is due, you will receive a ZERO on that paper!)

4. Pre-announced special assignments, tests, quizzes, and homework are due on the day scheduled, even if a student is absent the day before assignment is due.

5. If a major assignment is due, and a student is present any part of the day, the student is responsible for seeing that the major assignment is turned in to the teacher on the due date. (This means that if you get “called out” for an hour, you still have to turn your work in!)