

AP Capstone Program AP Seminar

Ms. Lisa Fuss M.Ed.

Overview:

Welcome to AP Capstone Seminar Course! This is an inquiry-based course that aims to engage you in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Your goal by the end of the course, should you choose to accept it, is to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

Goals:

The goals of an AP Capstone Seminar course include:

- Engaging students with rigorous *college-level* curricula focused on the skills necessary for successful college completion.
- Extending students' abilities to synthesize information from multiple perspectives and apply skills in new situations and 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 while exploring relevant topics that appeal to their interest and curiosity.

Expected 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, 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.

Text: Palmquist, M. (2015). *The Bedford Researcher* (5th ed.). Boston; Bedford/St. Martin's.

Instructional Resources:

To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources that the instructor might deem appropriate. Enrichment supplements will include material from the following:

- *New York Times* Room for Debate (<http://www.nytimes.com/roomfordebate>)
- For Argument's Sake, *Florida Collections*, Houghton Mifflin Harcourt (<http://hmfhyi.com/for-arguments-sake>)
- Research Handbook
- Graff, G, and Birkenstein, C. (2014). *They Say, I Say* (3rd ed). New York; W.W. Norton & Co. Inc.
- Heinrichs, J. (2017). *Thank You for Arguing* (3rd ed.). New York; Three Rivers Press.
- Jacobus, L. (2013). *A World of Ideas* (9th ed.). Boston; Bedford/St. Martin's.
- EBSCOhost resource database: <http://bit.ly/APCapstoneEBSCO>

Required Course Supplies:

BCHS will use a common binder system for the 19-20 school year. The supplies needed for a complete binder system are listed below. Binders are **required** and may be purchased in our school store.

The Binder section for AP Capstone Seminar will be divided into three tabs with the following labels:

- a. **SYLLABUS and COURSE INFORMATION** – This includes the course syllabus, Performance Task Rubrics, and informational course documents describing elements of each stage of the course.
- b. **NOTES** – This includes all notes taken in class as well as pre-printed note sets distributed in class, and other items as identified in class.
- c. **GRADED WORK** – This includes bell work and any other assignments that are returned to you after they have been graded.

- College-ruled loose-leaf paper, Pens/Pencils, highlighters
- Planner (with 2020-21 calendar)
- Flash Drive (4G+ capacity)
- Home computer/Internet access (* please notify teacher in advance if this will be an issue)

Course Assessments:

During Seminar, students will complete the following AP Capstone Performance Based Assessments: two through-course performance assessment tasks and a written exam. The assessments are summative and will be used to calculate a final AP score using the 1-5 scale.

Performance Assessment Task #1 – Team Project and Presentation

Scheduled: February 10-12, 2021
Counts as 20% of Final AP Score

Task Overview:

Students work in teams of three to four to identify, investigate, analyze, and evaluate an academic or real-world problem, question, 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.

Individual Research Report (1200 Words).....	College Board Scored
Team Multimedia Presentation and Defense (8-10 minutes plus defense questions).....	Teacher Scored (Group Score)

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

Scheduled: April 13-21, 2021
Counts as 35% of Final AP Score

Task Overview:

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 read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose 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 incorporate at least one of the provided sources. The release date for the source material is on or about Jan. 2. Students are given at least 30 school days to complete their research, compose their essays, and develop their presentations.

Individual Research Report (2000 Words).....	College Board Scored
Individual Multimedia Presentation (6-8 minutes).....	Teacher Scored
Oral Defense of Presentation (two questions from the teacher).....	Teacher Scored

Assessment Task #3 – End-of-Course Exam (2 hours)

Scheduled: May TBA, 2021

Counts as 45% of Final AP Score

Task Overview:

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of four items (three short-answer and one essay question). The three-short answer questions assess analysis of an argument in a single source or document. The essay question requires the students to perform close reading of four documents and perform a synthesis to create an evidence-based argument. The written exam will take place on May TBA, 8 a.m. during the AP Exam administration window.

End-of-Course Exam.....College Board Scored

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Evaluation and Grading:

| Skill-based assessments will include but not be limited to: | Grading Scale |
|--|-----------------|
| 1. Inquiry-based assessments | A: 90 and above |
| 2. In-class timed writings – analysis, argument, synthesis | B: 80-89 |
| 3. Reflections | C: 70-79 |
| 4. Team projects – team-buildings, cooperative learning, group presentations | D: 60-69 |
| 5. Writing activities and assignments | F: 59 or below |
| 6. AP Exam preparation – skill-based activities, practice essays | |
| 7. Online portfolios | |

** Coursework:

This course will require you to complete a number of tasks in preparation for AP Capstone formal assessments. It is expected that you will thoroughly complete all work assigned in this course. Grades will be based on the percentage of total points earned on in-class writings, homework assignments, participation and reflections. **During second semester, the focus will be on completing your *Performance Tasks* and preparing for the *EOC*. There will be no course grades assigned for work related to these official AP Seminar Performance Tasks or the final EOC. Grades second semester will be based on supplemental lessons and review exercises.**

Participation in Class Discussion:

Class participation is extremely important. This includes:

1. Attendance – including punctuality (Online attendance counts as class attendance should this be necessary)
2. In-class or online reading comprehension activities, reflections, taking research notes, first drafts, peer review, etc.
3. In-class (or online) team meeting sessions – Evaluation of these will be based on how your participation (comments, ideas and questions) helped to enhance and/or advance our overall collective understanding through critical discussion and listening.
4. Because of the need to be engaged, absences will negatively affect your grade
PLEASE BE HERE (in person or digitally) and BE ON TIME!

Be Engaged:

This course requires active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. You will be expected to be on task at all times and to **respect the thoughts and opinions of your classmates**. This is essential. *Comments and constructive criticism of peer work must be phrased in a way that is gently presented, without personal agenda, and based on a desire to help one's peers.*

The following criteria will be used to assign the participation component of your overall grade:

| | | |
|----------|-------------------------------------|---|
| A | Highly Effective Participant | Insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material. |
| B | Consistent Participant | Thoughtful questions and comments; clearly does the reading |
| C | Occasional Participant | Regularly attends class; sporadic involvement in discussions; contributions to discussion often based on personal opinion rather than analysis of class material. |
| D | Observer | Regularly attends class but does not get involved in class discussions. |
| F | Occasional Observer | Sporadic attendance; no participation in class. |

Other Information:

| Expectations for Academic Success | Additional Requirements/Resources |
|--|--|
| <ol style="list-style-type: none">1. Respect yourself, others, and materials2. We will work bell to bell3. Arrive to class on time and be prepared to work4. Stay current with reading assignments5. Actively participate in class discussions | <ol style="list-style-type: none">1. Online resources – posted on teacher web page2. Good communication with your team3. Active engagement with student Portfolio site |

AP Seminar students will be instructed in the high standards of academic honesty and research ethics. As an additional safeguard against plagiarism, AP Seminar work will be submitted to the Turnitin program.

College Board Policy on Plagiarism, Falsification and Fabrication:

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.

Be Responsible:

The nature of this course is designed to have you work in groups/teams frequently. As such, some of the graded work you do in this class will require you to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to my attention immediately. Do not wait for your grade to suffer before you inform me of any issues!

Stay Focused and Adhere to Deadlines:

Your grade for this course will be based on several assignments for each quarter of the school year. Given the nature of these assignments, each takes on increased importance. Each assignment will be given a due date; no credit will be given for work not submitted on its due date.

It is your responsibility to make arrangements for any missed work outside of class time. If you have an excused absence, you will be allowed to turn in the missed assignment and will be given another day for any work assigned and due while absent **EXCEPT WHEN THE DUE DATE IS FOR ONE OF THE PERFORMANCE TASKS!** Please see the BCHS absence/makeup work policy for specifics.

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Revision to District Policy 5420.03 Final Examinations

Students are required to take a first semester exam for AP courses. This will be in the format of a practice AP EOC exam with both exam components.

An AP exam will be taken in lieu of a teacher developed final (semester 2) exam in this course. The student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period. In the event that the student does not sit for the AP exam accompanying the coursework during the school year, a final exam grade of zero (0) will be entered. For AP exams administered after the last day of the school year, final grade for the course will be determined within one day of the exam date.

Boca Ciega High School Advanced Placement Exam Acknowledgement Contract 2020-21

Congratulations on rising to the challenge of taking an Advanced Placement (AP course). By taking an AP course you are setting your path to college and you have an opportunity to earn college credit at no expense. We know you will work hard and, as a result, you have the potential to be very successful in this course!

Students who take an AP course should be aware of several important pieces of information as outlined below:

1. School Board policy requires that students who do not sit for the AP exam are assigned an F as their final exam grade.
2. The Performance Tasks second semester, as well as the EOC in May, count as the entire AP Score. The exam fees are as follows:
 - a. The cost of each AP Exam is \$94, except for Capstone courses which are \$142. Assuming a student meets their requirement to sit for the AP exam, this expense is paid by Pinellas County Schools.
 - b. AP Exams ordering deadline is November 8, 2020. Orders cancelled after November 8, 2020 and before February 28, 2021 will incur a \$40 cancellation fee that must be paid by the student. This fee must be paid before a student drops an AP class.
 - c. AP Exams cancellation deadline is February 28, 2021. After February 28, 2021, the full exam fee (\$94 or \$142) will be charged to a student who does not sit for his/her AP exam.

It is important to us to know that you have received this information early in the school year. We want you to be committed to being successful in this course and to understand that your commitment includes taking the AP exam. **For AP Capstone Seminar students, this includes the two Performance Tasks second semester as well as the EOC in May.** Students who are invested from the beginning of the year have much higher success rates in these courses. The contract to be signed will be distributed as a separate document.

Course Sequence:

Semester 1 – Skills Development

- AP Boot Camp
- Introduction to the AP Capstone Seminar Course and QUEST
- Intro to the APA style guide
- Intro to all relevant Seminar Performance Task skills
- Unit 1: Education in American Society – Is college worth the cost?
- Unit 2: Exploring New Media – Is internet addiction a threat to teenagers?
- Midterm Exam/Practice Assessments

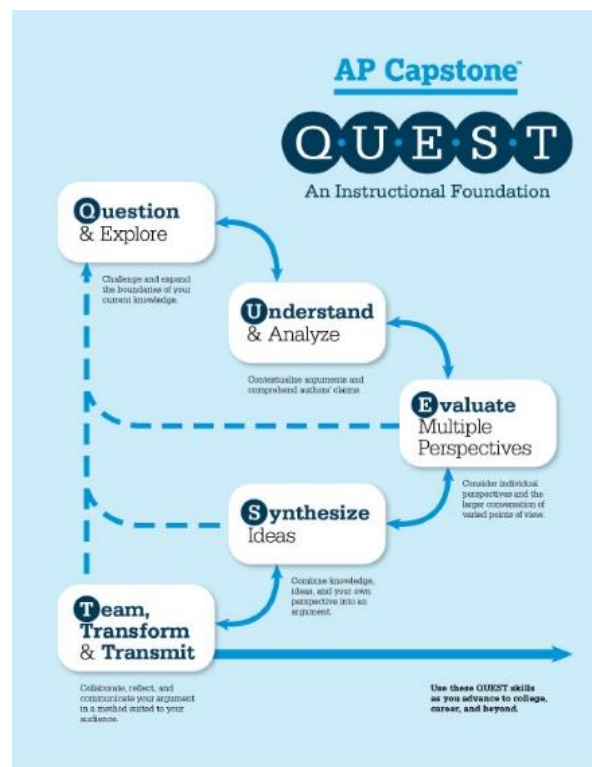
Semester 2 – Formal Assessments

- Team Project and Presentation (February 10-12)
- Individual Research-based Essay and Presentation (April 13-21)
- AP Capstone Written Examination (TBA)

| Date | Focus |
|-------------|---|
| 8/25 | Introduction to Research Methods and Guidelines |
| 8/27 | APA Style Info and Practice |
| 8/31 | Line of Reasoning and Argumentation |
| 9/2 | Research Question Development |
| 9/4 | Exploring New Media – Is internet addiction a threat to teenagers? – Resource Intro |
| 9/9 | Exploring New Media – Individual Written Arguments (IWAs) |
| 9/11 | Exploring New Media – Individual Written Arguments (IWAs) |
| 9/15 | Exploring New Media – Individual Written Arguments (IWAs) |
| 9/17 | Exploring New Media – Individual Written Arguments (IWAs) |
| 9/21 | Exploring New Media – Individual Multimedia Presentation (IMPs) - Intro |
| 9/23 | Exploring New Media – Individual Multimedia Presentation (IMPs) |
| 9/25 | Exploring New Media – Individual Multimedia Presentation (IMPs) |
| 9/29 | Exploring New Media – Individual Multimedia Presentation (IMPs) |
| 10/1 | Individual Multimedia Presentation (IMPs) Practice |
| 10/5 | MOCK PT#2 and Individual Multimedia Presentations |
| 10/7 | Individual Written Argument DUE |
| 10/9 | Team Development Process and Research Question Formulation |
| 10/12 | Education in American Society – Is college worth the cost? – Resource Intro |
| 10/14 | Education in American Society – Individual Research Reports (IRRs) |
| 10/16 | Education in American Society – Individual Research Reports (IRRs) |
| 10/20 | Education in American Society – Individual Research Reports (IRRs) |
| 10/22 | Education in American Society – Individual Research Reports (IRRs) |
| 10/28 | Education in American Society – Individual Research Reports (IRRs) |
| 10/30 | Education in American Society – Individual Research Reports (IRRs) |
| 11/3 | Team Multimedia Presentation Intro – Presentation Guidelines |
| 11/5 | Team Meeting Sessions – Team Multimedia Presentation (TMP) Development |

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| 11/9 | Education in American Society – TMP Development |
| 11/11 | Education in American Society – TMP Development |
| 11/13 | Team Meeting Sessions – Team Multimedia Presentation (TMP) Practice |
| 11/17 | MOCK PT#1 Team Multimedia Presentations – Further info TBA as per school situation |
| 11/19 | Education in American Society – Individual Research Reports DUE |
| 11/21-29 | Thanksgiving Break |
| 11/30 | Introduction to Performance Task #1/Team – Choosing Teams and Research Questions |
| 12/2 | Performance Task #1/Team – Research Question Work |
| 12/4 | Performance Task #1/Team – Research Question Work |
| 12/8 | Performance Task #1/Team – Research Question Work |
| 12/10 | Performance Task #1/Team – Begin IRR (cont. during break) |
| 12/14-18 | Midterm Exams (Practice EOC) |
| 12/19-1/3 | Winter Break |
| 1/4 | Team Meeting Session Focus: Writing IRR – Planning – Update of work done during break |
| 1/6 | Team Planning: Performance Task #1 |
| 1/8 | Session Focus: Writing IRR |
| 1/12 | Session Focus: Writing IRR |
| 1/14 | Session Focus: Writing IRR |
| 1/21 | Team Planning: Performance Task #1 – IRR check-in |
| 1/25 | Session Focus: Writing IRR |
| 1/27 | Session Focus: Writing IRR |
| 1/29 | Team Planning: Performance Task #1 – IRR check-in and collaboration |
| 2/2 | Team Meeting Session Focus: Team Multimedia Presentation Planning |
| 2/4 | Team Meeting Session Focus: Team Multimedia Presentation Planning |
| 2/8 | Team Meeting Session Focus: Team Multimedia Presentation Practice |
| 2/10 | Performance Task #1: Team Multimedia Presentations |
| 2/12 | Individual Research Reports DUE |
| 2/17 | Introduction: Performance Task #2: Individual Written Argument – Stimulus Materials |
| 2/19 | Performance Task #2: Individual Written Argument – Stimulus Materials |
| 2/23 | Planning: Performance Task #2: Individual Written Argument – 300 words |
| 2/25 | Planning: Performance Task #2: Individual Written Argument – 600 words |
| 3/1 | Planning: Performance Task #2: Individual Written Argument – 1000 words |
| 3/3 | Planning: Performance Task #2: Individual Written Argument – 1250 words |
| 3/5 | Planning: Performance Task #2: Individual Written Argument – 1500 words |
| 3/9 | Planning: Performance Task #2: Individual Written Argument – 1800 words |
| 3/11 | Planning: Performance Task #2: Individual Written Argument – 2000 words |
| 3/13-21 | Spring Break |
| 3/23 | Individual Written Argument Peer Review |
| 3/25 | Individual Multimedia Presentation Development |
| 3/29 | Individual Multimedia Presentation Development |

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| 3/31 | Individual Multimedia Presentation Development |
| 4/5 | Presentation Practice Session |
| 4/7 | Individual Multimedia Presentation Peer Review |
| 4/9 | Presentation Practice Session |
| 4/13 | Performance Task #2: Individual Multimedia Presentations BEGIN |
| 4/15 | Continuation of Individual Multimedia Presentations |
| 4/19-21 | Individual Written Argument DUE |
| 4/23 | EOC Prep/Revisiting Critical Thinking Skills |
| 4/27 | EOC Prep/Revisiting Critical Thinking Skills |
| 4/29 | EOC Prep/Revisiting Critical Thinking Skills |
| 5/3 | EOC Prep/Revisiting Critical Thinking Skills |
| 5/5 | Reflection and Introduction to Capstone Research |
| 5/7 | Reflection and Introduction to Capstone Research |
| 5/11 | AP Seminar End-of-Course Exam |
| 5/13 | Annotated Bibliographies preparation for AP Capstone Research |
| 5/17 | Annotated Bibliographies preparation for AP Capstone Research |
| 5/19 | Annotated Bibliographies preparation for AP Capstone Research |
| 5/21 | Annotated Bibliographies preparation for AP Capstone Research |
| 5/25 | Annotated Bibliographies preparation for AP Capstone Research |
| 5/27 | Annotated Bibliographies due |
| 6/1 | TBA |
| 6/3 | TBA |
| 6/7-9 | TBA |



AP Capstone Seminar Course Agreement and Contact Information

****** Please return this portion for 10 points by the stated deadline. Parents should include an active email address and phone number that the instructor will use throughout the school year for contact.**

I have read and understand all the objectives, requirements and expectations for AP Capstone Seminar stated above and posted online at bocaciega.org. I agree to strive for success by following the course guidelines.

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| Student name (printed): | |
| Student signature: | |
| Date: | |
| Parent Name (printed): | |
| Parent Signature: | |
| Date: | |
| Parent Email Address: | |
| Parent Phone Number: | |