
AP Capstone Seminar: Modern Myth & Urban Legends Syllabus

Course Information

Course Location	Smith 1009	Instructor	Ms. Ashley King
Course Days/Time	M-F 3:30-4:20	Phone	(336) 370-8580
Tutorial	By appointment only	Email	kinga3@gcsnc.com kinga3gcsnc@gmail.com (for Google Drive sharing ONLY)
Communication Times	M-F 8:30 AM-4:45 PM	Remind	Text @kingapcs19 to 81010
		AP Classroom Join Code	K44D7P

Course Overview

The AP Capstone program allows students to develop and practice reasoning processes that help them make intentional, strategic decisions. 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. (College Board Course Description, 2016).

The course is designed around the QUEST thinking framework, which includes the following:

Question and Explore by challenging and expanding the boundaries of your knowledge

Understand and Analyze by contextualizing arguments and comprehending claims

Evaluate multiple perspectives by considering larger conversations from various points of view

Synthesize ideas by combining knowledge, ideas, and your own perspectives in an argument

Team, Transform, & Transmit by collaborating, reflecting, and communicating in a method that is best suited to your audience

We will also work within the framework of design thinking, which requires students to engage in processes of empathy, ideation, iteration, and reflection. While a variety of terminology will be used, you will consistently be engaged in designing thought provoking research questions, exploring resources and curating valuable and credible sources, and crafting arguments using multiple perspectives on a topic.

AP Capstone Seminar requires students to participate in collaborative research, writing, and verbal presentation and defense throughout the course. Most of the assessment in this course comes from performance-based tasks that require individual responsibility, participation, and presentation. It is important that students recognize that the work that they do in the course often does relate directly to their possible AP score. The performance tasks completed in class make up approximately 55% of the overall AP score. Performance task presentations will be recorded. Public speaking comprises a significant portion of the course grade.

Course Objectives

At the end of AP Capstone Seminar, students will be able to:

- Identify the main idea in arguments, analyzing the reasoning, and evaluating the validity of conclusions
- Evaluate the credibility and relevance of sources and the evidence they present
- Develop a well-reasoned argument clearly connecting the thesis, claims and evidence
- Strategically choose evidence to effectively support claims
- Understand the complexity of a problem or issue and connecting arguments to the broader context in which they are situated
- Compare and interpret multiple diverse perspectives on an issue to understand its complexity
- Choose and employ effective written and oral communication techniques, considering audience, context, and purpose
- Choose and consistently apply an appropriate citation style and effective conventions of writing
- Work collaboratively with others to accomplish a team goal or task
- Articulate challenges, successes, and moments of insight that occur throughout the inquiry process

Instructional Materials

Students will be provided with access to the following items throughout the course:

Kirszner, L. G. & Mandel, S. R. (2014). *Practical Argument*. Bedford/St. Martins: Boston, MA. Additional readings provided electronically or hard copy via Canvas

Students should have the following items on the first day of school:

1.5-2 inch binder OR notebook
 Loose Leaf Notebook Paper
 Highlighters
 Pens (blue or black ONLY)
 Pencils

Students will have access to the internet on campus, but should also be prepared to work online with materials outside of school time. *Reliable internet access is required for this course. Students are required to actively engage with the Canvas Learning Management System to succeed in this course.*

Grading Policies

Grade Calculation

This course uses additive grading, which means all students begin at a **0** and earn their way toward a higher grade. Your grade will be calculated by doing the following: **total points earned/total points possible x 100**. The number of points possible for the school year is 2,000 points. There are no category weights for this course. All assignments contribute to the total number of points each student may earn.

Quarter grades will be reported based on how many points a student has earned in relation to how many points were possible at that point in time.

Grades will be calculated based on the following

Performance Tasks*	800 pts
Mock Performance Tasks	400 pts
Exam Practice Assignments	200 pts
Reflection Essays	100 pts
Classroom participation	100 pts
<u>Final Exam</u>	<u>400 pts</u>
	2,000 pts

*These grades ARE NOT the same as those that are assigned in AP Digital Portfolio. Students will not receive these grades until AFTER April 30.

Grades are awarded based on the following scale:

Letter Grade	Percentage	Point Value
A	90-100	1800-2000
B	80-89	1600-1799
C	70-79	1400-1599
D	60-69	1200-1399
F	<59	<1200

This course carries an AP Score which is calculated using the following components:

Performance Task 1: Individual Research Report & Team Multimedia Presentation (20%)

Performance Task 2: Individual Written Argument & Individual Multimedia Presentation (35%)

End of Course Written Exam (45%)

Both performance tasks require oral defense questions. These questions will not be provided to students prior to the presentation.

Students will be provided copies of rubrics, task directions, stimulus packets, and other necessary information via Canvas throughout the course. Note that rubrics that provide a grade for STEM for performance assessments are different than those that provide an AP Score. AP scoring for all performance assessments will be provided to students via the Digital Portfolio on or after May 1. All performance task components are required in the Digital Portfolio by April 30 for AP Credit.

During the year, students will take part in a variety of team activities designed to build skills in team dynamics and collaboration, public speaking, evidence curation and evaluation, and writing. These groups are fluid and are not finalized until Performance Task 1 begins.

Grading will be done based on College Board provided rubrics or rubrics that are derived from released rubrics. All rubrics will be made available to you at the time of assigning a project. **No grades for the Performance Tasks or their components will be entered into the gradebook until AFTER April 30.** All grades are final as they are reported.

Late Work Policy

NO LATE WORK IS ACCEPTED. Ample notice will be provided for students to complete assignments. Hard copy assignments are due at the beginning of class. Digital assignments are due at the designated time. Submissions time stamped *after* the deadline will receive a zero.

Submissions through email ARE NOT accepted without prior WRITTEN approval.

Students who arrive to class tardy for any unexcused reason (i.e. it was NOT because of a late bus, doctor's appointment, or being with another teacher with an appropriate note) will be required to complete the assignment during their assigned lunch period.

Students who are absent should check the Absent Notebook for missed or returned assignments. The student is responsible for getting any missing information from a classmate. Students will be excused from ONE missed lab. Additional missed labs must be scheduled before/after school and completed within one school week. Failure to do so will earn a zero.

Homework Policy

Homework is an important part of preparing for learning. It is absolutely necessary that students complete homework assignments in order to be able to make the most of their in class time. Students should expect to spend approximately 45 minutes ***every night*** for preparation work. Part of homework is taking personal notes from textbooks and/or video lectures. It is vital that students do this for themselves.

Attendance Policy

Good attendance is essential for student achievement and success. Students must attend a 45 minute extra help session for each unexcused absence over 3 in a class period in a nine weeks period. For students who have 5 or more absences in a class period in a nine week period, parents/guardians must request a waiver to avoid the student receiving a NC/65 for the class due to attendance.

It is the responsibility of the student on the first day of his/her return to school following an absence to arrange for make-up time and/or work. ***All assigned make-up work will be completed outside of regular class time within 3 school days (except in the case of consecutive multiple absences).*** Quizzes that are missed due to an unexcused tardy must be rescheduled and completed by the student within 48 hours.

Policies & Procedures

Arriving on time to class is a sign of preparation and respect for me and for your peers. It reduces lost time and distractions. “On time” means being in your seat and ready to begin at the designated start time of class.

While electronic devices can be useful and make our lives easier, they are also a distraction when used improperly. Please turn your devices off so that no ringers, alarms, buzzing, or lights distract your classmates. A pouch will be provided for you to store your cell phone during class.

Know yourself and when/where you need help. It’s always better to ask than to struggle in silence. If you need something (documented accommodations, a tutor, etc.), let me know as soon as possible so I can help you be the best you in this course.

Be familiar with the schedules and the guidelines in this syllabus. This is your guide for the year!

Correspond with me and your peers in an effective and respectful manner. Always include a subject in your emails and sign them with your name. And don’t say anything in writing that you wouldn’t say if they were standing in front of you.

Participate fully, even when you don’t think you know something. Failure is the path to growth. If you aren’t failing, you aren’t learning.

Behave at all times with respect, responsibility, and integrity. You are judged by your character, and only you control that. Own up to mistakes, work honestly, lose with grace, and treat others as you want to be treated. You only get one opportunity to establish your character with someone—establish the best one you can.

Check Canvas often. Information that is important to you will be posted here. It’s also where all of your quiz/homework assignments will be listed!

Students are responsible for complying with and are expected to be familiar with the GCS Code of Student Conduct and School Board policies governing student behavior and conduct. All Code of Student Conduct policies are contained in the GCS Student Handbook and

the STEM Early College Handbook, which is distributed to all students and parents at the beginning of each school year. If there is a conflict between the rules expressed in this syllabus, the GCS Code of Student Conduct policies shall take precedence. Any violation in the code of student conduct will result in disciplinary actions outlined in your student agenda.

Academic Integrity

Any student who engages in or attempts to engage in plagiarism, falsification, violation of software copyright laws, or violations of computer access may be subject to disciplinary action and will receive zero on the assignment. Cheating includes giving or receiving any unauthorized assistance of academic work. Plagiarism includes copying the language, structure, or idea of another and representing it as one's own work.

Academic integrity is an important part of success and character. Students will be held to a high standard for academic integrity and behavior. A violation of academic integrity includes (but is not limited to) the following:

- Cheating on a test
- Taking pictures of an online quiz and sharing them with another student
- Copying the notes of another student instead of doing the work yourself
- Using someone else's work without giving them proper credit (citation)
- Copying from another student and submitting that work as your own original work
- Using unapproved sources or modes of information for an assignment
- Falsifying or lying about one's behavior in regards to an academic assignment

This class has a tiered policy in regards to academic integrity violations. Various violations are organized based on the severity of punishment.

Tier 1: Improper or missing citations in a paper (May be the result of negligence)

1st offense: Student is given a written warning/explanation of the offense to be signed off by student and parent, student-teacher conference to discuss the offense, parent notification.

2nd offense: Student must schedule a time before or after school to complete an alternative assignment in the teacher's presence for 50% credit, parent meeting requested, and student must complete an academic integrity project/presentation.

3rd offense: Student receives a zero on the assignment and is given a disciplinary referral. Parent notification is also made.

Tier 2: Using unapproved sources or modes of information on an assignment, copying from another student and presenting that work as your own original work, copying the notes of another student instead of doing the work yourself, taking pictures of online

assignments and sharing them with another student, informing subsequent classes of pop quizzes (Is the result of a deliberate choice to gain or give an advantage to another)

1st offense: Student is given a written warning/explanation of the offense to be signed off by student and parent, student-teacher conference to discuss the offense, parent notification, and a zero on the assignment in question.

2nd offense: Student receives a zero on the assignment and is given a disciplinary referral. Parent notification is also made.

Tier 3: Cheating on a test, falsifying or lying about someone's behavior in regards to an academic assignment (Is the result of a deliberate choice to gain an advantage by deception)

1st offense: Student receives a zero on the assignment and is given a disciplinary referral. Parent notification is also made.

Please note that this DOES NOT mean that you can get caught cheating 6 times. Repeated academic integrity violations will result in disciplinary referrals. This isn't a pick-and-choose menu where you can do two from tier 1 and one from tier 2 without a disciplinary referral. Three strikes and you're out.

Academic integrity violations are compounding, meaning that if a student has one teacher for multiple courses, violations add up. A student who is found in violation of the academic integrity policy in class A and in class B is not at a 1st strike in both classes. He or she is at a 2nd strike in both.

Two Party Rule

The person who ALLOWS the copying/asks for information is just as guilty as the person who DOES the copying

Additionally, the College Board indicates that there are consequences attached to engaging in plagiarism and falsification in regard to AP score reporting and performance. Students should be aware of the following:

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.

Engaging in any form of plagiarism or falsification of information can and will lead to a zero from the College Board for concerned tasks. Regarding Team Presentations, if *ONE* student engages in plagiarism and/or falsification within the presentation, the *ENTIRE* team is at fault and will receive a group score of a zero.

The Depends Clause

Based on our experiences together during this course, we may establish new policies, procedures, expectations, or class norms. We will work through these together with mutual respect, understanding, and communication. Any changes will be shared in writing.

Course Schedule of Topics

A tentative schedule is attached to this syllabus. It is your responsibility to be aware of what preparation work and major assignments are required as you will not always be given a reminder in class. It is a good idea to check Canvas daily to ensure that you have completed all preparation assignments needed for the day. If we miss a day of school due to weather, you are responsible for completing the assignments as they are assigned. Due dates for Task Performance components *may* be adjusted related to the amount of time lost.

UNIT 1: Introduction to the Course & Seminar Skills

- 1.1-Overview of QUEST framework and focus on Performance
- 1.2-Overview of AP scoring and expectations
- 1.3-Importance of Time Management, Team Collaboration, and Feedback
- 1.4-Can you do that? Student-teacher expectations
- 1.5-Citation, plagiarism, and collaboration

UNIT 2: Perspective, Argument, & Evidence

- 2.1-Defining Concepts in AP Seminar
 - 2.1.1-Identifying different terms essential to the rubric
- 2.2-Identifying perspectives and lenses
- 2.3-Identifying arguments and line of reasoning within an argument
- 2.4-The CRAAP test and identifying valid sources
- 2.5-Evaluating evidence using credibility and line of reasoning
- 2.6-Components of arguments and Logical Fallacies

UNIT 3: Mock Session 1 (Sept. 30-October 31)

- 3.1-Overview of Performance Task 1 Expectations
- 3.2-Understanding the Rubrics
- 3.3-Evaluating Samples
- 3.4-Understanding the importance of the team collaboration
- 3.5-Topic selection and question generation
- 3.6-Defining appropriate scope
- 3.7-Writing the Individual Research Report (MOCK)
 - 3.7.1-Giving and receiving Constructive Feedback on written work
- 3.8-Presenting the Team Multimedia Presentation (MOCK)
 - 3.8.1-Giving and receiving Constructive Feedback on presentation work

UNIT 4: Performance Task 1 (Oct. 28-Jan. 10)

- 4.1-Overview of timeline for Performance Task 1
- 4.2-Team Assignment & Topic Selection
- 4.3-Research Question & Lens Development
- 4.4-Research and writing of Individual Research Report
- 4.5-Development and presentation of the Team Multimedia Presentation

UNIT 5: Mock Session 2 (Jan. 6-Feb. 14)

- 5.1-Overview of Performance Task 2 Expectations
- 5.2-Understanding the Rubrics
- 5.3-Evaluating Samples
- 5.4-Identifying themes in source materials
- 5.5-Writing the Individual Written Argument (MOCK)
- 5.6-Presenting the Individual Multimedia Presentation (MOCK)

UNIT 6: Performance Task 2 (Jan. 27-April 2)

- 6.1-Overview of timeline for Performance Task 2
- 6.2-Stimulus material review & Topic Selection
- 6.3-Research Question & Argument Design
- 6.4-Research and writing of Individual Written Argument
- 6.5-Development and Presentation of the Individual Multimedia Presentation

UNIT 7: Exam Preparation (April 14-May1)

- 7.1-Overview of Exam Expectations
- 7.2-Understanding the Rubrics
- 7.3-Exam Part 1 Practice
- 7.4-Exam Part 2 Practice

FINAL EXAM: Last Day of Class

During the AP Exam administration window, students will take the AP Seminar End-of-Course 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 assesses students' skills in synthesizing and creating an evidence-based argument.

The end-of-course exam will take place in May during the AP Exam administration window.

Important Dates

Performance Task 1

October 29	Team Formation
November 8	Annotated Bibliography Due
November 15	Individual Research Report 1 st Drafts Due
November 22	Individual Research Report 2 nd Drafts Due
January 6-10	Team Presentations
	Final papers to Canvas AND Digital Portfolio by Presentation Date

Performance Task 2

January 24	Stimulus Pack Release
February 28	Annotated Bibliography Due
March 13	Individual Written Argument 1 st Drafts Due
March 20	Individual Written Argument 2 nd Drafts Due
March 30-April 2	Individual Presentations
	Final papers to Canvas AND Digital Portfolio by Presentation Date

AP Exam

Tuesday, May 12, 2020 at 8 AM