

**Lee County High School
AP Seminar Class Syllabus
2020-2021**

Instructor: Deborah Howell

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Course Goals:

Following completion of this course, students will be able to:

- Engage in rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend their abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Collect and analyze information with accuracy and precision.
- Craft, Communicate, and Defend evidence-based arguments.
- Practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

Required Materials:

Folder/Notebook Specific for AP Seminar

Pen (blue or black ink)

Pencils (with erasers)

Highlighters

Earbuds

Grades will be weighted in the following manner:

50% Major Assessments (tests, essays, presentations)

40% Daily Grades (quizzes, homework, writing practice, etc.)

10% Participation/Preparation

****Grades are semester long (no longer two, 9-week grading periods averaged together) and based on class participation, class work, homework, tests, quizzes, formative assessments, and any special project that the classroom teacher may assign. This portion will count for 80% of the semester final average. Final exams or an End of Course Milestones Test will be given at the end of each semester and will count 20% of the semester average. See the LCHS Handbook for the semester exam exemption policy.**

Technology Policy:

The use of technology in the classroom is for educational purposes at the discretion of the teacher. During classroom hours, the use of technology for anything other than academic purposes is an inappropriate use of that technology. For consequences regarding the inappropriate use of technology please review the Lee County Student Handbook.

Recording Consent Statement

****Recording a meeting without the consent of all participants may be illegal and actionable. You should obtain consent to record a meeting from all participants, including external guests and guests who join late.**

Participation and Attendance:

Students are expected to be prompt and prepared for class. **Students will receive a weekly grade based on participation and preparation.** Positive participation and proper behavior are encouraged in order to demonstrate learning as well as to foster intellectual maturation. **Again, participation is ESSENTIAL for success in AP Seminar. Students who have chosen to learn virtually must log in and attend class through Google Meet every day. The expectations for virtual and in person learning are the same.**

Absent/Late Work Policy:

Students are expected to make up any work from an excused absence according to the student handbook. **No late work in AP classes is accepted at Lee County High School.** If for any reason a student is not present the day an assignment is due it may be sent to school through another student or brought to school by a parent. In some cases (check with me), e-mailing work by the time that it is due in class will also be acceptable. All work must be turned in on the day that it is due. Partially completed work is unacceptable in AP classes and will receive a zero. **Daily grades submitted without a student name will also receive a zero.**

In addition, because of the College Board AP Seminar requirements for second semester assignments, deadlines for major assignments such as the Team Investigation and Presentation and Individual Research-Based Essay are NON- NEGOTIABLE regardless of circumstance. Please plan accordingly.

Plagiarism: Please note the plagiarism policy in the handbook. A zero is given for all plagiarized assignments. All students will use the online Turnitin.com subscription which checks for plagiarism (www.turnitin.com). All Major Assessments will be submitted through Turnitin.com. If the submission is not turned in by the deadline, it is considered late, and the student will receive a zero.

In addition, per the College Board, the following also pertains to this class:

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and works 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 bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information will receive a score of 0 on that particular component of the AP Seminar and/ or AP Research Performance Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team report will receive a group score of 0 for that component of the Team Project and Presentation.

****NOTE: 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 of the content, ideas, or values expressed in the material.**

Semester One - August 2020-December 2020

Semester one is divided into three themed units based on the tasks for the final exam in May.

Unit 1: Human Rights

In this unit, the students are exposed to a variety of nonfiction readings to spark questioning and inquiry as well as expose the students to the task of analyzing various arguments. The final assessments will also require research and the understanding of the process for later development of team and individual writings.

Texts/Resources Include but are not limited to:

Night by Elie Wiesel – novel (Literary, Historical, Cultural and Social)

Sold by Patricia McCormick - novel (Literary, Economic, Cultural and Social)

Unit 2: Identity and The Search for Meaning

In this unit, students will take a step further in their analysis of articles with the evaluation and comparison of credibility and reliability by applying the same concepts to web and Internet sources for their purpose and content. Students will compare and evaluate arguments based on the claims presented, the line of reasoning developed, and the credibility of sources. Finally, students will consider the arguments' solutions, implications and consequences in their evaluative comparisons.

Texts/Resources Include but are not limited to:

Oedipus by Sophocles - play (Literary, Cultural and Social, Philosophical, Ethical)

The Metamorphosis by Franz Kafka - novella (Literary, Cultural and Social, Philosophical, Ethical)

Unit Three: Discovery and Transformation

In this unit, students will write their own argument from a variety of sources and genres. They will synthesize the sources provided, produce their own claim, establish a line of reasoning and manifest a conclusion that explores implications and solutions to an issue.

Texts/Resources Include but are not limited to:

The Epic of Gilgamesh – Epic Poem (Literary, Cultural and Social, Ethical, Artistic and Philosophical, Historical)

Fahrenheit 451 by Ray Bradbury - Novel (Literary, Cultural and Social, Ethical, Artistic and Philosophical, Historical)

Semester Two – January 2021-May 2021

Continued Skill Development/Application of Skill/AP Exam

AP Seminar College Board Score

**Even though students' first two performance tasks will be completed during the spring semester and given a preliminary score by the teacher, these grades will not be part of the report card average. The College Board awards the final score based on the tasks listed below. Unlike other courses, however, this score will be determined by three tasks and completed throughout the spring semester.*

Unit Four – January and February

Performance Assessment Task One: Team Project & Presentation (**Counts as 25% of the total AP Score**)

- Students work in teams or 3-4 to decide on a theme, narrow their topic, develop a research question, and research.
- Students write an individual essay (1200 words) with a reflection (800 words).
- Students combine their individual essays into a team essay (3000 words).
- Students create an 8-10-minute team multimedia presentation.
- Students answer defense questions posed by the teacher at the conclusion of the presentation.

Unit Five – March and April

Performance Assessment Task Two: Individual Project & Presentation (**Counts as 35% of the total AP Score**)

- Students work individually, using the sources provided by the College Board, to develop a research questions and find information from a variety of sources.
- Students write an individual essay (2000 words).
- Students give a 6-8-minute multimedia presentation.
- Students answer defense questions posed by the teacher at the conclusion of the presentation.

AP Seminar End of Course Written Exam (Counts as 40% of the total AP Score)

Date: Tuesday May 11, 2021

*****Please use the following codes to sign up for Google Classroom and Remind prior to the first day of class*****

AP Seminar 1st Period Google Classroom Code: **q5nu6ij**

Remind Code: **gbb6g2**

AP Seminar 3rd Period Google Classroom Code: **pedk36b**

Remind Code: **gbb6g2**

