

SAMPLE SYLLABUS C

AP[®] Seminar

Offering AP Seminar as an English 10 course

An AP course with no prerequisites, AP Seminar helps a wide range of students develop critical thinking, analytic writing, collaboration, and academic research skills on topics of the teacher's and student's choice. AP Seminar is a course with project-based assessments and is a core course of the [AP Capstone Diploma program](#).

More than half of current AP Seminar teachers are part of their school's English department, though this course can be offered through any academic department.

This syllabus was created by an AP Seminar teacher using the course for grade 10 English/Language Arts instruction. **This syllabus offers an example of connecting longer works read over the summer to shorter texts (including artistic works) based on thematic links.**

Descriptions of the Big Ideas, Learning Objectives (LO), and Essential Knowledge statements (EK) can be found in the [AP Seminar Course and Exam Description](#).

Educators interested in offering AP Seminar at their schools must complete an [online form](#) and then register the AP Seminar teacher(s) for required summer [professional learning](#).

AP Seminar Syllabus Sections

Course Description

Unit 1: Summer Reading

Unit 2: Introduction to Argument and the QUEST Framework

Unit 3: Ethics

Unit 4: Student Choice / Theme and Perspectives

Unit 5: Performance Task 1

Unit 6: Performance Task 2

Unit 7: End-of-Course Exam

Course Description

AP Seminar is a year-long foundational course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning 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.

Textbook

Shea Renée Hausmann., et al. *Advanced Language & Literature: for Honors and Pre-AP English Courses*. Bedford, Freeman & Worth, 2016.

Materials

- Chromebook (school provided, 1:1)
- Access to internet
- Access and manage information from databases
- Canvas Access
- Highlighters
- Writing Utensils (pens and/or pencils)

Goals

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend students' abilities to **synthesize** information from **multiple perspectives** and apply skills in cross-curricular contexts and in new situations.
- Empower students to **collect and analyze** information with accuracy and precision.
- Cultivate students' abilities to **craft, communicate, and defend** evidence-based arguments.
- Provide opportunities for students to practice disciplined and **scholarly research** skills applied to **relevant topics** of their interest and curiosity.

AP Seminar Assessment Structure

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.

Format of Assessment

Team Project and Presentation | 20% of AP Score

- Individual Research Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation | 35% of AP Score

- Individual Written Argument
- Individual Multimedia Presentation
- Oral Defense

End-of-Course Exam (2 Hours) | 45% of AP Score

- Understanding and analyzing an argument (3 short-answer questions); suggested time 30 minutes
- Synthesizing information to develop an evidence-based argument (evidence-based argument essay); suggested time 90 minutes

Overview of Pedagogical Framework

Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topic through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives. The process is recursive, non-linear and this process allows students to go back and forth between the different stages of inquiry as they encounter new information

Big Idea 1 Q → Question and Explore

Big Idea 2 U → Understand and Analyze

Big Idea 3 E → Evaluate Multiple Perspectives

Big Idea 4 S → Synthesize Ideas

Big Idea 5 T → Team, Transform, Transmit

Guidelines for Written Assignments

Students will be taught how to write papers and cite sources using MLA (Modern Language Association) Style. All typed assignments should be in MLA format. They should be written in Arial or Times New Roman size 12pt font and black ink. Each page should have the student's last name as well as a page count. At the end of each student paper, there should be a word count.

Plagiarism Policy

Plagiarism We will sign the Academic Integrity Agreement within the first week of school. Students are expected to compose essays and projects of their own thoughts, ideas, and words. When referencing the words or ideas of others, students are to quote or paraphrase, giving credit to sources; otherwise, it is stealing (plagiarism), and it will result in no credit for the assignment. Bottom line: plagiarism is unacceptable.

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

“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.”

Classroom Core Values

The four core values that influence the vision and purpose of our class are: curiosity, credibility, connection and perseverance. We will be curious as we approach each task and text with an open mind, keep track of our questions while close reading a text, and seek to understand multiple perspectives of a topic. We will live the values of credibility and connection as we work to see how texts and ideas are related, analyze the link between our perspective and others, obtain trustworthy information, and cite it to support our arguments. Additionally, we will listen to our peers and collaborate with them. Perseverance will be evident as we believe we will achieve our goals, no matter the obstacles, as we use our curiosity to revisit ideas, ask more questions, dig deeper, and develop and practice a process that makes big tasks manageable.

Late Work Policy

Other AP and college credit courses at our school have consistent late work policies on long-term assignments. If the assignment is one day late, it is a 10% deduction. Two days late is a 20% deduction. A weekend is considered two days late. This policy is malleable based on unforeseen circumstances (i.e. death in the family, illness).

Grading Scale

A: 90 and above

B: 80-89

C: 70-79

D: 60-69

F: 68 and below

Participation in Class

Participation begins with attendance. We operate from a belief that sharing perspectives increases the depth of understanding on a topic or issue. Your point of view shared in a variety of formats, becomes essential for the class as a whole. Often times we will be working in partners or groups and this requires discussion and listening skills. Part of your grade and feedback will be centered around the contributions you make in group settings (comments, ideas, questions).

Make-Up Work

It is both of our responsibilities to communicate with each other when an absence occurs. There are many ways you can contact me outside of school hours (i.e. remind, email, instagram, other students) and we can work to get you caught up. If you know of an absence ahead of time, it is most important to communicate that to me and I can get you the work needed. I am also available before and after school, and during our Slicer Resource Time throughout the week.

Teacher Expectations

In a rigorous class where much is expected of its participants, the same can be said for the instructor. You can anticipate that I will embody our four core values with the presentation of information, the activities we encounter, and our daily interactions. You can assume a spiraling of skills on which you will receive timely feedback and many opportunities to practice. Also, you can count on an incredible amount of support as someone who is completely invested in your success.

Interpreting Your AP Score

The extensive work done by college faculty and AP teachers in the development of the course and the exam throughout the scoring process ensures that AP exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

AP Score / Recommendation

- 5 → Extremely well qualified
- 4 → Well qualified
- 3 → Qualified
- 2 → Possibly qualified
- 1 → No recommendation

Additional Resources

collegeboard.org

Unit 1: Summer Reading

August

Key Terms: argument, thesis, claim, persuasion, conclusion, evidence, issue / theme, characterization, plot, introduction techniques, MLA format.

Unit Focus: Students will analyze their chosen summer reading text utilizing their dialectical journals and share ideas in a group setting. Then they'll be given three additional texts which center around a certain theme connected to their novel, and synthesize the messages. Ultimately, students will be evaluating the summer reading book for significance and relevance of the topics explored and take a stand on whether or not students should be required to read it. Students will receive feedback throughout the process of creating their presentation/ essay from teachers and peers. Post production, students will reflect on the process and their learnings.

Activities

- **Reflection on Values**
 1. List, define and reflect on personal values
 2. Discuss and develop classroom values: curiosity, connection, credibility and perseverance
 - **Group discussions**
 1. Identify favorite passages
 2. ABC chart detailing key events, characters, conflicts, ideas within foundational text
 3. Re-create the plot of the book with dominos. Each domino represents a plot point. Symbolically arrange dominos into a shape that represents something from the text
 4. Use metaphorical thinking by comparing objects to characters, conflicts, themes, writing style, etc.
 5. Create a thematic triangle comparing and contrasting the foundational text to others with common themes.
Reflect on the worldly theme and its prevalence.
 - **Dialectical journal**
 1. Share and discuss 20 annotations made in dialectical journals
 2. Reflect on similarities and differences among group members' entries
 - **Analysis of claims and evidence**
 1. Identify the foundational texts' and the article's main claim
 2. Explain the line of reasoning within the foundational text and the article
 3. Evaluate the effectiveness of the foundational text and the article
 - **Animated Video**
 1. How does literature create empathetic audiences?
 2. What is the difference between empathy and sympathy
 3. Which characters in our foundational texts do we feel sympathy and/or empathy for--why?
 - **Art Post-It Analysis**
 1. List the objects you see in the art / what colors are used the most / what words would you use to describe the painting / how would you describe the people and the places
 2. What sounds would the painting make if it could / Rename the painting / If you could ask the artist any questions what would you ask?
 3. What are possible messages of the painting / what connections can you make between the painting and your foundational text?
 - **Posters illustrating understanding and analysis of foundational and additional texts**
 1. Mind-mapping main ideas
 - **Sample Mentor Texts for Introduction Techniques**
 1. Look at different samples of introductions to essays and speeches
 2. Teacher samples the thought process of a few techniques
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Activities (*Continued*)

- **Peers read aloud essays to another group and/or time groups for speech practice**
 1. Students will reflect on transition, development of ideas, strengthening their argument
 - **Partner presentation or partner essay**
 1. Create an argument that our foundational text should be a part of the summer reading requirements by synthesizing the video, article and art into our argument.
 - **Individual and group reflection / feedback**
 1. Reflect on struggles and strengths of each stage of the process (analyzing text, synthesizing information, creating a final product, taking a stance, presentation, etc.)
 2. Why did the group / individual choose a speech or essay?
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Readings / Resources:

(All students) theRSAorg. “Brené Brown on Empathy.” *YouTube*, YouTube, 10 Dec. 2013, www.youtube.com/watch?v=1Evwgu369Jw. (**animated speech - video**)

Summer Reading Options:

1. *American Born Chinese* by Gene Luen Yang (**foundational text**)
(Prejudice / Discrimination)
 - Fuchs, Chris. “Behind the ‘Model Minority’ Myth: Why the ‘Studious Asian’ Stereotype Hurts.” *NBCNews.com*, NBCUniversal News Group, 22 Aug. 2017. (**article**)
 - Yellow Peril Advertisement - 1882 (**artistic work - advertisement**)
 2. *Long Way Down* by Jason Reynolds (**foundational text**)
(Gun Violence)
 - Wan, William. “Tenacious New Gun Researchers Are Determined to Break Cycle of Mass Shootings.” *The Washington Post*, WP Company, 24 Mar. 2018. (**article**)
 - “The Persistence of Memory” by Salvador Dali (**artistic work - painting**)
 3. *Love Hate and Other Filters* by Samira Ahmed (**foundational text**)
(Islamophobia)
 - Litchblau, Eric. “Hate Crimes Against American Muslims Since Post 9/11 Era.” *The New York Times*. 16 Sept. 2017 (**article**)
 - “Greater Than Fear” by Shepard Fairey (**artistic work - political poster**)
 4. *American Street* by Ibi Zoboi (**foundational text**)
(Immigration)
 - Grinberg, Emanuella. “They treated us as though we were animals’: Letters from inside an immigration detention facility.” *CNN*. 4 July 2018. (**article**)
 - “Self Portrait Between the Borderline of Mexico and the United States” by Frida Kahlo (**artistic work - painting**)
 5. *Scythe* by Neal Shusterman (**foundational text**)
(Population Control)
 - Sheehan, Matt. “The Five Biggest Questions about China’s New Two-Child Policy.” *Huffington Post*. 30 Oct. 2015. (**article**)
 - “The Scream” by Edvard Munch (**artistic work - painting**)
 6. *Not if I See You First* by Eric Lindstrom (**foundational text**)
(Disabled Rights)
 - Stamberg, Susan. “Blind Art Lovers Make the Most of Museum Visit with ‘Insight’ Tours.” *National Public Radio*. NPR. 5 Jan. 2017. (**article**)
 - “The Butler” by Jack Vettriano (**artistic work - painting**)
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Learning Objectives:

Big Idea 1: Question and Explore

LO 1.5A: Identifying the information needed for the context of the inquiry (EK1.5A1)

Big Idea 2: Understanding and Analyze

LO 2.1A: Reading Strategies (EK 2.1A2+ 3)

LO 2.1B: Summarizing and Explaining Main Idea (EK 2.1B1+2)

Big Idea 3: Evaluate Multiple Perspectives

LO 3.1A: Identifying, Comparing, and Interpreting Multiple Perspectives (EK 3.1 A1+2)

Big Idea 4: Synthesize Ideas

LO 4.1A: Formulating a Well-Reasoned Argument (EK 4.1A1, 2, 5, 7 + 9)

LO 4.2A: Interpreting, Using, Synthesizing Information (EK 4.2 A1 + 2)

LO 4.2B: Providing Insightful and Cogent Commentary Linking Evidence and Claim (EK 4.2B1)

Big Idea 5: Team, Transform, Transmit

LO 5.1C: Communicating Information Through Appropriate Media Using Effective Techniques of Design (EK 5.1C1, 2, +3)

LO 5.2A: Providing Individual Contributions to Overall Collaborative Effort to Accomplish a Task or Goal. (EK 5.2A1)

LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes (EK5.3A1+2)

Unit 2: Introduction to Argument and the QUEST Framework

End of August / Early September

Key Terms: argument, line of reasoning, rhetoric, claim, bias, ethos, pathos, logos, counterargument, logical fallacies (ad hominem, bandwagon appeal, either-or-fallacy, hasty generalization, slippery slope), figurative language, allusion, parallelism, rhetorical question.

Unit Focus: The next two weeks will serve as an overview of the course and the processes students will employ in order to be successful with argumentation. Students will become familiar with the basic components of rhetoric and argument and be able to analyze those strategies in works in order to determine how the speaker uses them to achieve his or her purpose. Students will also start using some of these techniques and making deliberate choices with their own writing. Throughout the unit, students will reflect art of persuasion.

Activities

- **Class / group posters**
 1. Define each element of the course framework and present the idea to the class with an anchor chart for continuous reference.
 2. Reflect on how we went through all of these steps in unit 1
 3. Reflect on how these skills are useful for not only this class but future academic endeavors and being an active, engaged citizen
 - **Zoom activities - emphasis on teamwork**
 1. Zoom by Istvan Banyai
 2. Reflection: What did we learn about teamwork and communication?
 3. Re-Zoom by Istvan Banyai
 4. Reflection: How was this activity different / similar the second time around?
 - **Journal responses**
 1. Whose rhetorical strategies / abilities do you admire? Discuss their reputations / credibility
 2. How can we identify credible sources?
 3. Watch “The Power of Words”
<https://www.youtube.com/watch?v=QYcXTIGLUgE#action=share> - react with thoughts, questions, connections
 4. Watch “Malala’s Story” (BBC Broadcast) and journal about the power of her words
 5. What can strengthen an argument and what can weaken an argument?
 - **Note-taking strategies**
 1. Cornell
 2. Sketch Notes
 3. Mind-Mapping
 4. Reflect on which note-taking strategy works for each student
 - **Breakout room (using rhetorical appeals)**
 1. Practice analyzing ethos, pathos and logos with a series of tasks that build towards one team “escaping” the room
 - **Analysis of speeches, articles, cartoons, advertisements**
 1. Identify claims
 2. Identify appeals
 - effective?
 3. Identify rhetorical techniques
 4. What are the explicit and implicit messages? What perspective is missing?
 5. Create two FlipGrids with groups to discuss allusions and repetition
 - **Matching Game**
 1. Match examples of logical fallacies to their definitions with speed and accuracy
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Activities (Continued)

▪ **Fishbowl discussions**

1. Read and discuss chapter from *Thank You for Arguing*
 - Which appeal is most persuasive for you? Does that change depending on the speaker and context?
 - How did Heinrich's (the author) kid beat him in the argument of wearing shorts vs. pants (recount this event in the story and your reaction to it...) Why is "because I said so..." unsatisfying when it comes to persuasion?
 - Define a "concession" in an argument...why is it so powerful? (The author calls concession a "Jedi knight" than Rambo--what does he mean by this?)
 - What parts of the body does the author attribute to ethos, pathos and logos? Explain how the phrase "gut feeling" plays into this analysis? (examples of strong "gut feelings" in different situations)
 - How do people lose credibility (ethos) in your eyes? (This can be anyone...from friends, to significant others, family, politicians, teachers, etc.)
 - How and why is sympathy a powerful persuasive tool? Is there a danger / warning that comes with OVER sympathizing? What do understanding and sympathizing sound like in an argument?

▪ **Practice exam**

1. Give students a sample AP test (part 1)
2. Grade Test with AP Rubric
3. Give students the opportunity to re-write after looking at high score samples and reflecting on their own
4. Create anchor charts with reminders for how to structure and what to include in responses

Readings / Resources:

1. AP Capstone Descriptions of Big Ideas of Quest
 2. "How to use Rhetoric to get What you Want" by Camille A. Langston (**Ted Talk: broadcast**)
 3. Bedford Textbook - Chapter 3: Thinking about Rhetoric and Argument pg. 55-86 (**foundational text**)
 - Joseph-Nicolas Robert-Fleury, *Galileo before the Holy Office* 1847 (**artistic work - painting**)
 - Statue of Lincoln and Harriet Beecher Stowe and Rachel Carson testifying before Congress in 1963 (**artistic work - photographs**)
 - Pat Bagley / Cagie Cartoons, Malala Yousafzai 2012 (**artistic work - political cartoon**)
 - Excerpts from Nobel Prize Speech, by Elie Wiesel (**speech**)
 - American Academy of Pediatrics - Immunizations Ad (**artistic work - advertisements**)
 - Whole Foods Advertisement: Healthy Food Does Good (**artistic work - advertisement**)
 - 1911 Argument Against Senate Constitutional Amendment No. 8 / J.B. Sanford (**informational flyer**)
 4. "Save the Northwest Tree Octopus" <https://zapatopi.net/treeoctopus/> (**false website**)
 5. Oprah Winfrey's Acceptance Address for the Cecil B. DeMille Award (**speech**)
 6. Excerpt from *Thank You for Arguing* by Jay Heinrichs (**foundational text**)
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Learning Objectives:

Big Idea 1: Question and Explore

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic (EK1.2A2)

LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry (EK 1.4A2)

Big Idea 2: Understanding and Analyze

LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument (EK 2.3B1)

LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration (EK 2.2B2, 4, + 6)

LO 2.2C: Evaluating the validity of an argument (EK2.2C1)

Big Idea 3: Evaluate Multiple Perspectives

LO 3.2A: Evaluating objections, implications and limitations of alternate, opposing, or competing perspectives or arguments (EK 3.2A1)

Big Idea 4: Synthesize Ideas

LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration (EK 4.1A4)

LO 4.2 A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspective and sources (e.g.; primary, secondary, print, nonprint) to develop and support an argument (EK 4.2A3+4)

LO 4.3A: Attributing knowledge and ideas accurately and ethically using an appropriate citation style (EK 4.3A2)

Big Idea 5: Team, Transform, Transmit

LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems (EK 5.2B1+3)

Unit 3: Ethics

September–October

Key Terms: (all terms before and...) lenses/perspectives, frames, issues, bias, juxtaposition, conclusions, logic, counterargument, allusions, tone, evaluate, in-text citations, works cited, putting texts in conversation, argument by analogy.

Unit Focus: The goal will be to increase students' world view on topics with the focus revolving around "right" vs "wrong." How do we tell right from wrong? To what extent does age, culture and other factors affect our ethical decisions? When making ethical decisions, whose needs should be most important?

These are some essential questions that we'll explore throughout the unit. Our class will narrow our ethical conversation around the topic of cheating and how that can be applied in many contexts.

Ultimately, students will produce an essay examining their stance on cheating in our culture synthesizing at least two sources we cover in the unit.

Activities

▪ Discussions

1. Students will take a minute to think about their personal response, then we'll take a few minutes to discuss in small groups; finally, students will share whole class on the following topics:
 - a. *Is it considered stealing to take pens from a bank? What about extra napkins from a fast-food restaurant?*
 - b. *If someone tells an offensive joke, is it my responsibility to speak up about it?*
 - c. *Is it okay for parents to check in on their children's email / social media / text messages, etc.?*
2. Reflect on what bias we bring to situations and how listening to others can help us see a bigger picture
3. React to Ted-Ed trolley video and share interpretations and justifications for decisions

▪ Journals

1. Define ethics and list some ethical issues that you are passionate about? Why do you feel so strongly on these topics?
2. "Imitation is the sincerest form of flattery" - In what context would you agree and disagree with this sentiment? How does it pertain to our topic of cheating?
3. Find a modern example of juxtaposition in a modern text (photography, movie, quote, etc.) and explain what two things are being compared and what effect it has
4. Create a group FlipGrid video discussing the use of juxtaposition in the article "Is Human Enhancement Cheating?"

▪ Close Readings

1. Students will produce notes, written pieces and collaborative discussions, analyzing texts for allusions, claims, reactions, new vocabulary, tone, juxtaposition, ethical issues, credibility of author
2. Reflect on how the topic of cheating can be seen from many perspectives (sports, education, video games, military, photo manipulation)
3. Choose one of the altered photographs and write an argument about why it out to be considered cheating. Who exactly is cheated and who benefits through the manipulation?
4. Students will work in groups and discuss and analyze the text "Cheating is Good for you" – groups will have to present one of their questions and answers to the class

▪ Synthesis Essay

1. Work in groups to complete a chart detailing each text's main claim, key issues and relevant quotes in order to put the texts in conversation with one another
2. Take an individual stance on the pervasiveness of cheating in our culture and whether or not it could or should be eliminated
3. Mini lessons on in-text citations, works cited, and analogies
4. Students will conduct their own research that supports their stance
5. Reflect on the new skills in this unit: in-text citations

▪ Practice exam

1. Give students a sample AP test (part 1)
 2. Grade Test with AP Rubric
 3. Reflect on the difficulty of the text and task and how each student executed it
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Readings / Resources:

1. Bedford Textbook - Chapter 7 Ethics pg. 410-533 (**foundational text**)
 - “Would you sacrifice one person to save five” Trolley Problem by Eleanor Nelsen (**Ted-Ed video**) https://www.youtube.com/watch?v=yg16u_bzjPE#action=share
 - Lance Armstrong and Oprah Interview (**ABC news broadcast**) <https://www.youtube.com/watch?v=ZxkULBtpF3s#action=share>
 - “A Contribution to Statistics” by Wislaw Szymborska (**literary text-poem**)
 - “Cheating is Good for You” by Mia Consalvo (**article**)
 - Calvin and Hobbes (**artistic work - cartoon**)
 - “Cheaters Never Win” (**article**)
 - “Is Human Enhancement Cheating?” by Brad Allenby (**article**)
 - “Cheating Upwards” by Robert Kolker (**article / research studies**)
 - The Ethics of photo manipulation / analyzing originals vs altered (**artistic work -photographs**)
 - Altered portrait of Lincoln
 - 1917 Cottingley England - fairy photos
 - Joseph Stalin removing Leon Trotsky
 - Time Magazine - May 4 1970 John Filo at Kent State University
 - 1994 OJ Simpson Newsweek cover vs. Time Magazine cover
 - 09 11 01 photo hoax
 - 2002 George Bush visiting George Sanchez Charter School
 - 2008 Iranian missile photoshop
 - 2007 Redbook photo enhancement of Faith Hill
 - Paul Hansen, *Gaza Burial* - 2012 World Press Photo of the Year Award

Learning Objectives:

Big Idea 1: Question and Explore

LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent or contradictory perspectives (EK1.1B2)

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic (EK1.2A1+3)

LO 1.4A: Evaluating the relevance and credibility of the source of information and date in relation to the inquiry (EK 1.4A3)

Big Idea 2: Understanding and Analyze

LO 2.2A1: Explaining and analyzing the logic and line of reasoning of an argument (EK2.2A1+2)

LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration (EK2.2B5)

Big Idea 3: Evaluate Multiple Perspectives

LO 3.2A: Evaluating objections, implications, and limitations of alternate opposing, or competing perspectives or arguments (EK 3.2A2)

Big Idea 4: Synthesize Ideas

LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration (EK 4.1A1,2+6)

LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument (EK 4.2A4)

LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style (EK 4.3A3 + 5)

Big Idea 5: Team, Transform, Transmit

LO 5.1A: Planning, producing, and presenting cohesive argument considering audience, context and purpose (EK 5.1A1+2)

LO 5.1B: Adhering to established conventions of grammar, usage, style and mechanics (EK 5.1B1+4)

Unit 4: Student Choice / Theme and Perspectives

End of October–November

Key Terms: (build on previous terms) perspectives, lenses, themes, online databases, scholarly articles, boolean logic, scope and purpose, line of reasoning, audience, presentation tips.

Unit Focus: Students will work in groups of 3 or 4 on creating presentations around a certain theme. The class will be given a list of possible themes to choose from, or they can add one of their own. Once groups have decided on a theme of interest, they will layer that theme with lenses and brainstorm different research avenues. Students will then have to gather their own research and establish their own perspective on a topic or issue. While each student will explore a certain lens, the group will have to come back together with some conclusions about the topic as a whole.

Activities

- **Debate**
 1. Practice with bringing in contrasting points of view by pairing students and giving them a point of view (affirmative / negative) and giving them a short period of time to research and argue against each other in front of the class
 2. Reflect on how research and support is essential to argument and persuasion
 3. Reflect on the necessity of addressing a counter argument
 - **Brainstorm (themes and lenses)**
 1. Questions for each lens
 2. Each student in the group will choose a perspective to research
 - **Develop Research Questions**
 1. Group narrows research questions
 - **Research**
 1. Each student in the group gathers information on at least 4 different types of sources
 2. Mini lessons on google search and EBSCOhost (academic and scholarly articles)
 - **Note-taking**
 1. Students can choose between cornell, mind-mapping, sketchnotes or combination of them
 2. Students must include a thorough analysis of texts (appeals, devices, tone, claims, line of reasoning, etc.)
 - **Synthesize Evidence with Individual Perspective**
 1. Group sessions will involve a sharing findings, comparing and contrasting the different points of view within their topic and reflecting on the topic as a whole
 - **Presentation [8-10 minutes]**
 1. Create a storyboard
 2. Mini lessons on selective points on slides, keywords, images (pathos), consistent design, clear fonts
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Readings / Resources:

Varied based on students' topics.

The group must analyze a text in each category: (1. article / research study 2. literary / 3. foundational text 4. speech broadcast, personal account, 5. artistic work)

Students must use at least two of these sources in each aspect of their presentation

Learning Objectives:

Reiteration of the QUEST process in preparation for Tasks 1, 2, and 3.

Unit 5: Performance Task 1

December to February

Unit Focus: 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; (2) Team multimedia presentation and defense.

Activities

Individual Work on Team Project

- Questioning
- Research
- Arguments
- Lens
- Refining Research
- Connecting Evidence to Reason
- Developing Line of Reasoning
- Connecting Evidence to Reason
- Finalizing Format: Spelling, Citations, Works Cited

Individual Research Report Due:

Team Work on Project

- Share Team Report
- Developing a group line of reasoning
- Connecting arguments to each other

Group Presentation Due

Unit 6: Performance Task 2

February to April

Unit Focus: 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 or 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.

Activities

Individual Work on Individual Research-Based Essay

- Questioning
- Research
- Arguments
- Lenses
- Refining Research
- Connecting Evidence to Reason
- Developing a Line of Reasoning
- Finalizing Format: Spelling, Citations, Works Cited

Individual Multimedia Presentation with Oral Defense

Unit 7: End-of-Course Exam

April to May

Unit Focus: During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A--Students are asked to analyze an argument using evidence; (2) Part 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 a topic.

Summative Assessment Summary

1. Unit 1: Summer Reading
 - a. Summative: Partner Essay or Partner Presentation
2. Unit 2: Introduction to Argument
 - a. Practice Exam
 - b. Graded Discussion
3. Unit 3: Ethics
 - a. Debate
 - b. Synthesis Essay with Reflection
4. Unit 4: Student Choice
 - a. Team Presentation
5. Unit 5: Performance Task 1
 - a. Individual Research Report
 - b. Team Multimedia Presentation
 - c. Oral Defense
6. Unit 6: Performance Task 2
 - a. Individual Written Report
 - b. Individual Multimedia Presentation
 - c. Oral Defense
7. Unit 7: Exam
 - a. Exam