Everett High School

*AP Capstone Seminar*

*Joshua Melum A331*

jmelum@everettsd.org

*425-385-4526*

*Office hours: 7am – 7:25am*

*Or by appointment*

**Course Description:**

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 (AP Capstone 2016 Course Overview).

**Plagiarism Policy (via College Board)**:

 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.

To receive credit for Advanced Placement via College Board, students must successfully complete three separate assessments during second semester which consist of several components. Students will receive a score between 0 and 5 calculated through College Board. In order to receive college credit for the course, students must score a 3 or higher (although this depends upon the college or university). For more information on AP scores: <https://apscore.collegeboard.org/scores/about-ap-scores/>

These three assessments are weighted as follows:

* Performance Task One – Individual Research Report, Team Multimedia Presentation, Oral Defense (20% of AP score)
* Performance Task Two – Individual Written Argument, Individual Multimedia Presentation, Oral Defense (35% of AP score)
* End-of-Course Exam – May 12th Analyze an Argument, Construct an Evidence-Based Argument (45%)

**Course Materials**

* District-provided laptop: bring daily, charged
* Composition book or notebook
* Writing materials: pen and/or pencil
* *Everything’s an Argument* (Lunsford, Ruszkiewicz, Walters)
* *The Craft of Research* (Booth et al)
* *Readings for Writers* (McCuen-Metherell and Winkler)
* Newspaper articles, essays, scholarly articles, research studies, foundational and historical texts (supplied via instructor or individually acquired via research)
* Internet access

**Grading**

The EHS purpose for grading is to communicate information about student proficiency on content standards. Students and parents can access grades online through the LMS system. Grades should be checked weekly for most current class status. For information or to log in, go to <http://lmsinfo.everettsd.org>

In this course, students will receive a standard grade as well as an AP score (0-5) calculated by College Board.

*Standards-Based Grading Scale*

*A = 3.8-4.0*

*A-=3.7-3.6*

*B+ = 3.4-3.5*

*B = 3.3-3.1*

*B-=2.9-3.0*

*C+ = 2.8-2.7*

*C = 2.4-2.6*

*C-=2.2-2.3*

*D= 1.5-2.1*

*F = 0-1.4*

***Weighting***

*70%* Summative: Tests, essays, quizzes, and projects

*25%* Formative: Class assignments, homework, and group work

*5%* Formative 2: Participation, classwork, notebook entries

**Late work policy**

It is the student’s responsibility to submit daily assignments, homework, and summative writing assignments to the instructor in a timely manner in accordance with classroom expectations. These are clearly communicated.

However, I understand that life can throw us a curveball from time to time. For that reason, I will accept late work up to a certain threshold.

Late work will be accepted under following circumstances:

* It is an assignment that can be recreated or continues to be valuable in terms of the learning that can be gained or showcased as a result of that assignment. Some grades (an in-class discussion) by their nature are not possible to recreate.
* We are still within that same Unit, meaning the Embedded Assessment or final Summative Assessment that assignment is in preparation for has not yet occurred.
* It is understood by the student and their parent/guardian that late work, because it is late, will be graded AFTER work that has been submitted on time.
	+ *To be clear: Late work goes to the bottom of the pile.*I will grade the current/most recently collected work before getting to your late assignment. Be patient with me--I am allowing you the chance to submit something after the due date. I need you to allow me to grade the assignment we're currently on before going back to grade yours.

**Formative assessments:** 5% deducted per day with a maximum of 20%. Formative assessments need to be submitted ***before*** the end of the unit in which they were assigned. They will not be accepted after the unit assessment under normal circumstances.

**Summative assessments:** 5% deducted per day with a maximum of 20%. I ***will*** accept these until the end of the semester in which they were assigned.

***A pattern of late work will include, but not be limited to, student, parent, counselor, and/or administrative interventions.***

*Additional support is always available after school or by individual appointment*

**Everett High School Reassessment Policy**

* All students will have the opportunity to retake summative assessments. Formative assessments and assignments may be redone at the discretion of the teacher.
* Retakes may not apply to long-term, multi-step assessments such as research papers, projects or presentation. In many of these cases, students receive feedback on each step of the process and have multiple opportunities to redo portions of the paper or project before final submission.
* Prior to a reassessment, students must provide evidence that relearning has occurred by completing a reassessment plan including the required formative and corrective work as determined by the teacher.
* Students must complete reassessments within a reasonable amount of time allowing for reteaching/relearning to take place. Reassessment plans (departmentally developed) should be complete within 7 school days of the original assessment and prior to the last two weeks of the current term.
* Students may be reassessed on a portion of the summative assessment, the entire summative assessment, or in a completely different format as determined by the teacher.
* The higher of the two grades will be recorded.
* All laws, statutes and policies pertaining to IEP or 504 accommodation plans remain in place and must be followed.

***English Language Arts:***

Embedded Assessments/Summative essays can be revised and resubmitted for a new score so long as the revision/resubmission takes place **within two weeks** after the essays have been given back/the grade has been received by the student. When the student chooses this option, he/she needs to:

1. Turn in both the original (and the rubric) and the new-and-improved essay.
2. All changes on the revised essay need to be HIGHLIGHTED
3. Include a paragraph that explains your thinking and rationale for why you made the changes you did, and how and why it made your essay stronger than it was before.

**Absence/Make-up Policy**

School rules regarding absences and excessive absences will be enforced.

*No skipping or else!*

**Tardies:** Students are expected to be engaged in instruction when the bell rings. Students who miss five or more minutes of class will be marked absent. Students who show a pattern of tardiness will need to make up missed class time after school in detention.

If a student is absent, he or she will have the same number days he or she was absent to make up the work after the deadline. It is the student’s responsibility to contact the instructor during non-instructional time for any missing work or class notes. Most notes and assignments are available in the OneNote Class Notebook and will be regularly updated.

**Classroom Expectations/Management Plan**

The purpose of the Behavior Management Guidelines is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

***Be present, be kind, and be productive.***

***Electronic devices may only be used with teacher’s permission.***

***Put your phones away: no charging, no texting***

**Cellphones have become increasingly distracting for students and teachers. You are here to learn. Your phone does not help you accomplish your goals. Put them away: pocket, backpack, etc. Or, better yet, leave them at home.**

**See Everett Public Schools’ Policy 3248: Personal Electronic Devices:**

The use of cell phones and personal electronic devices (PED) in the classroom can distract students from instruction, yet can be important to have accessible in case of emergency. With this in mind, the district has adopted a new personal electronic device [policy 3246](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocushare.everett.k12.wa.us%2Fdocushare%2Fdsweb%2FGet%2FDocument-46801%2F3246%2520Use%2520of%2520Personal%2520Electronic%2520Devices.pdf&data=02%7C01%7CJMelum%40everettsd.org%7Cff86832999db4fc792cb08d7308ba93e%7Ca6158ef04f854b0da599925097f77b3d%7C0%7C0%7C637031248729223910&sdata=GKUNv3YSKuGuGOA5BIflgDhsQz9qH9%2BfUj7itH9z3Co%3D&reserved=0) and [procedure 3246P](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocushare.everett.k12.wa.us%2Fdocushare%2Fdsweb%2FGet%2FDocument-46802%2F3246P%2520Personal%2520Electronic%2520Devices.pdf&data=02%7C01%7CJMelum%40everettsd.org%7Cff86832999db4fc792cb08d7308ba93e%7Ca6158ef04f854b0da599925097f77b3d%7C0%7C0%7C637031248729233909&sdata=iG6XsmIOjqzJTkVPatdIByciB2RPHPcbkHNx8gtuqBQ%3D&reserved=0) which prohibit cell phone use in the classroom while still providing access for students in case of emergency.

High school students who choose to bring cell phones and other PEDs to school may only use them during transition periods, at lunch, and before/after the school day. Students are expected to silence and put away their cell phones and other PEDs before entering a classroom.

There is an exception for students having an IEP, 504 Plan, or Individual Health Care Plan (IHP) that includes specific accommodations for assistive technology, following the process outlined in the student’s IEP, 504 Plan, or IHP.

At Everett High School, we will spend the first week and half introducing the new expectations to teach students how to manage their PEDs. Students will be reminded up to three times during class to Respect, Engage, and Prepare (REP) their PEDs (see chart below).

|  |  |
| --- | --- |
| **Respect**  |        I control my phone.        I use cell phones and other Personal Electronic Devices (PED) during   lunch and passing time.   |
| **Engage**  |        I use my school device in class.         Save my battery! I leave my phone off or silenced in my pocket or bag.  |
| **Prepare**  |        I let people know I am at school and will not be available until lunch or passing period.         Nobody knows I have a phone while I am in class.   |

**Course Objectives**

Students will “develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives” in accordance with the AP Capstone Seminar QUEST Framework:

* Question and Explore
* Understand and Analyze Arguments
* Evaluate Multiple Perspectives
* Synthesize Ideas
* Team, Transform, and Transmit

This course aligns with the Common Core Standards in the areas of reading literature, reading informational text, writing, speaking, listening, and using language. The complete standards can be found online: <http://www.corestandards.org/ELA-Literacy>

**Course Topics**

Unit I: What is AP Capstone?

Unit II: Perception and knowledge

Unit III: Perception and freedom

Unit IV: Perception and technology

**Course Schedule**

**UNIT I: WHAT IS AP CAPSTONE? WHAT IS AP SEMINAR?**

*This is an introductory unit that aims to provide information to students about what to expect in the AP Capstone program, specifically in AP Seminar. Students will be provided with course information and an overview of what to expect in semesters one and two. Students will be engaging in team-building exercises to acclimate to and foster a culture of teamwork and support in a learning-conducive environment. Students will practice concepts and skills required in AP Seminar by collaborating in groups to conduct further research on topics related to the class readings, culminating in a group presentation.*

**WEEKS ONE and TWO: Introduction to the course and the QUEST framework, team-building exercises, development of class expectations and norms, practice of levels of questions as well as the basics of academic research.**

QUEST Learning Objectives:

* LO 1.1 A: Identifying and contextualizing a problem or issue.
* LO 1.3 A: Accessing and managing information using effective strategies.
* LO 1.3B Using technology to access and manage information.
* LO 4.2 C: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
* LO 5.2 A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.
* LO 5.2 B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
* LO 5.3B Reflecting on personal contributions to overall collaborative effort.

Learning Strategies/Activities

* Group activities, ice-breakers (six line memoir, ZOOM pictures, murder mystery) and reflections
* Classroom norms/goals formulation
* Formulation of small groups for work with Thompson’s “Why Surveillance…”
* Research task based on follow-up questions from initial reading
* Introduction to QUEST
* QFT practice

Assessment

* Group presentation based on issues stemming from Derek Thompson’s “Why Surveillance is the Climate Change of the Internet”

Text

* Derek Thompson’s “Why Surveillance is the Climate Change of the Internet” *The Atlantic*
* Booth’s *The Craft of Research,* Chapters one and three

**UNIT II: PERCEPTION, SURVEILLANCE, AND TRUTH**

**WEEKS 3 – 6**

*In this unit we build off of our introduction to the QUEST framework* *and explore timely concepts via the foundational texts of Plato, Bentham, Foucault, as well as news articles and research. Using the QUEST framework of AP Seminar, students will formulate their own questions regarding the problems and implications of surveillance, perception, and truth both classically and in our modern world. Students will explore and build skills in close reading, metacognitive marking, annotating text, understanding and analyzing line of reasoning, Toulmin argumentation, and ultimately synthesis in order to build their own arguments via academic research.*

**WEEK ONE: introduction and development of close reading and annotation strategies, line of reasoning, creation and development of questions from a complex text**

QUEST Learning Objectives:

* LO 2.1A Employing appropriate reading strategies and reading critically for a specific purpose
* LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.
* LO 2.2A Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

ELA CCS Standards Addressed: RL 1: Inference and Evidence, RL 4: Diction Meaning and Impact, RL 9 (11-12): Foundational Texts

Essential Questions: How do we thoughtfully engage with a text? What strategies will help us get the most out of our time and energy?

Learning Strategies/Activities

* AVID Previewing the text strategy
* Metacognitive markers review
* Close reading strategy
* OPTIC visual literacy

Assessment

* Annotations
* QFT
* Short response

Text

* *Readings for Writers* Chapter One

**WEEK TWO: introduction of Toulmin analysis as well as core paragraph structure (claim, evidence, analysis/commentary), close reading and annotation strategies, logical fallacy.**

QUEST Learning Objectives

* LO 2.2A Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
* LO 4.2A Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.

ELA CCS Standards Addressed: RI 2: two or more central ideas of a text, RI 10: read and comprehend nonfiction texts, SL 1A: prepare to discuss, SL 1C: reasons and evidence

Essential Questions: To what extent can perceptions be manipulated and to what purpose? Should we trust our own perception of reality?

Learning Activities/Strategies

* Paragraph analysis
* Backwards design of argument
* Logical fallacy skits
* QFT
* Harkness Discussion

Assessment

* Short article analysis essay
* Harkness self-assessment and reflection

Texts

* Plato’s “Allegory of the Cave”
* *Everything’s an Argument,* Chapter four
* Elpidorou’s “The Quiet Alarm”

**WEEK THREE: Steps for evaluating sources for reliability and credibility, how to recognize and describe a line of reasoning.**

QUEST Learning Objectives

* LO 1.3C Evaluating the relevance and credibility of information from sources and data.
* LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.
* LO 2.2B Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
* LO 3.1A Identifying and interpreting multiple perspectives on or arguments about an issue.

ELA CCS Standards Addressed: W 4: Clear, coherent writing for purpose, W 8: Assessing Sources

Essential Questions: Is it right to manipulate the perception of the masses in order to serve the public good? What does freedom mean under the gaze of power?

Learning Activities/Strategies

* RAVEN
* Argument Analysis Template
* Reverse Outlining
* “What’s my bias?” skits

Assessment

* Article analysis: bias, line of reasoning, credibility (summative)

Texts

* Bentham’s “Panopticon”
* Booth’s *The Craft of Research*, Chapter 7

**WEEK FOUR: Methods for accessing and synthesizing multiple lenses to create a robust understanding, synthesis of sources in one’s own writing**

QUEST Learning Objectives:

* 1.1 A: Identifying and contextualizing a problem or issue.
* 5.2 A: Providing individual contributions to overall collaborative effort.
* 5.2 B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
* 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
* 1.4 A: Identifying alternatives for approaching a problem.
* 2.2 A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
* 4.2 A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.

ELA CCS Standards Addressed: RL 2: Central Themes and Summary, RL 9: Use of Source Material, RL 10: Reading Range and Complexity; W 10: Write for Tasks

Essential Questions: What does the panopticon and panopticism mean today? Is social control via institutional structure ethical? How do panoptic concepts affect modern citizens?

Learning Activities/Strategies

* Argument Analysis Template
* Reverse Outlining
* “Finding Perspectives” game
* Venn Diagram activity
* Incorporating multiple sources outline

Assessments

* Three source synthesis essay with prompt (summative)
* Multiple perspective research activity

Texts

* Michel Foucault’s “Panopticism”
* *Readings for Writers,* Chapter 3
* *Everything’s an Argument,* Chapter 6

**Unit III: PERCEPTION, SURVEILLANCE, AND FREEDOM**

**Weeks 7-12**

*Students will build off of the foundational and philosophical texts in order to understand implications of the surveillance state from multiple perspectives such as the ethical, futuristic, cultural, political, and scientific. Students will explore credibility, legitimacy of argument, and build upon line of reasoning. Students will explore multiple points of view within each lens via essays, news articles, peer-reviewed research and philosophical texts. This will culminate with a mock TMP including IRR and annotated bibliography.*

**WEEK ONE: Argumentative structure, multiple perspectives, defining and analyzing reasons and evidence, student-led discussion**

QUEST Learning Objectives:

* LO 2.1A Employing appropriate reading strategies and reading critically for a specific purpose.
* LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.
* LO 3.1A Identifying and interpreting multiple perspectives on or arguments about an issue.
* LO 4.2B Providing insightful and cogent commentary that links evidence with claims.

ELA CCS Standards Addressed: RI 2: two or more central ideas of a text, RI 10: read and comprehend nonfiction texts, SL 1A: prepare to discuss, SL 1B: Democratic discussions, SL 1C: reasons and evidence

Essential Questions: What is the role of government? Does the scope of this role include surveillance on citizens? What are the implications of allowing the state this right?

Learning Activities/Strategies:

* Reverse outlining
* Fill in the commentary
* Fill in the warrant
* Building a case: Slip or trip?
* Dialectic journal
* Student-led discussion

Assessment:

* Student discussion strategy outline
* Slip or trip case (claims, warrants, backing)

Texts

* Locke’s *Second Treatise on Government*
* The Patriot Act
* *Everything’s an Argument*, Chapter 7

**WEEK TWO: Implications and limitations, Introduction to library databases, annotated bibliography, and adherence to MLA structures to avoid plagiarism.**

QUEST Learning Objectives:

* LO 1.1B Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
* LO 1.2A Retrieving, questioning, organizing, and using prior knowledge about a topic.
* LO 1.3B Using technology to access and manage information.
* LO 1.3C: Evaluating the relevance and credibility of information from sources and data.
* LO 4.2C: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

ELA CCS Standards Addressed: RI 1: Inference and Evidence, RI 3: Analyze Ideas, RI 5: Author’s Choices Structure, RI 11: Text Complexity; W 8: Research

Essential Questions: What is the best method to find useful and credible sources for research? What resources do I have available?

Learning Activities/Strategies:

* “What is plagiarism?” presentation
* Library visit (2 days) with librarian Deb Payne
* Presentation: using library databases
* The Annotated Bibliography: whole class activity
* Research question gallery walk (small group)

Assessment:

* “Plagiarism” Quiz
* -Research Sources Perspectives Graphic Organizer
* -Team Question and proposal

Texts:

* Booth’s *The Craft of Research,* Chapters 4 and 5
* *Everything’s an Argument*, Chapter 18

**WEEK THREE: The annotated bibliography, groundwork for group research questions and collaboration**

QUEST Learning Objectives:

* LO 1.1B Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
* LO 1.3 B: Using technology to access and manage information.
* LO 1.5 A: Identifying the information needed for the context of the inquiry.
* LO 2.1 A: Employing appropriate reading strategies and reading critically for a specific purpose.
* LO 2.2 C: Evaluating the validity of an argument.
* LO 4.1 A: Formulating a complex and well-reasoned argument
* LO 4.3 A: Extending an idea, question, process, or product to innovate or create new understandings.

ELA CCS Standards Addressed: W 1: Write Arguments, W 6: Use Technology to Share Writing, W 7: Conduct Research, W 8: Gather Information

Essential Questions: How do I plan my research and address a point of view or perspective on my topic? What is a line of inquiry worth exploring individually and as a group that incorporates one thematic source from AP Seminar?

Learning Activities/Strategies:

* Annotated bibliography guide and presentation
* MLA instruction
* QFT
* Peer feedback exercise
* RAVEN

Assessment:

* Annotated bibliography check-in
* Line of reasoning outline check-in (group)

Texts:

* Plato’s “Allegory of the Cave”
* Bentham’s “Panopticon”
* Foucault’s “Panopticism”
* Locke’s *Second Treatise on Government*
* Peer-reviewed journal articles
* Individual research articles (student supplied)

**WEEK FOUR: Exploring a point of view or perspective, planning a significant argument through collaboration and utilizing multiple perspectives through a shared platform**

QUEST Learning Objectives:

* LO 1.3 B: Using technology to access and manage information.
* LO 1.5 A: Identifying the information needed for the context of the inquiry.
* LO 2.2 C: Evaluating the validity of an argument.
* LO 4.1 A: Formulating a complex and well-reasoned argument
* LO 4.3 A: Extending an idea, question, process, or product to innovate or create new understandings.
* LO 5.1 A: Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis)

ELA CCS Standards Addressed: W 1: Write Arguments, W 6: Use Technology to Share Writing, W 7: Conduct Research, W 8: Research

Essential Questions: Which perspectives will allow for the most thorough answer to our research question? How will the research findings synthesize into a cohesive and significant argument?

Learning Activities/Strategies:

* Unpack the Rubric (Whole Class)
* Students utilize rubric to assess Practice Modeling
* Debrief of strengths/weaknesses of media selections for modeled arguments
* Peer edit of annotated bibliography

Assessment:

* Completed Annotated Bibliography (summative)
* Completed line of reasoning outline (group summative)

Texts:

* Plato’s “Allegory of the Cave”
* Bentham’s “Panopticon”
* Foucault’s “Panopticism”
* Locke’s *Second Treatise on Government*
* Peer-reviewed journal articles
* Individual research articles (student supplied)

**WEEK FIVE: Examining and formalizing a perspective, comprehensively writing and researching a specific topic**

QUEST Learning Objectives:

* LO 1.1 A: Contextualizing and identifying the complexities of a problem or issue.
* LO 1.2 A: Retrieving, questioning, organizing, and using prior knowledge about a topic.
* LO 1.3 A: Accessing and managing information using effective strategies.
* LO 1**.**3 B: Using technology to access and manage information.
* LO 2.1 B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.
* LO 2.2 B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
* LO 2.2 C: Evaluating the validity of an argument.
* LO 2.3 B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.
* LO 3.1 A: Identifying and interpreting multiple perspectives on or arguments about an issue.
* LO 4.2C: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
* LO 4.3 A: Extending an idea, question, process, or product to innovate or create new understandings.

ELA CCS Standards Addressed: W 1: Write Arguments, W 4: Clear, coherent writing for purpose, W 6: Use Technology to Share Writing, W 8: Assessing Sources, W 7: Conduct Research, W 8: Information from various sources

Essential Questions: How do we extensively and accurately present multiple perspectives in the service of answering a research question? How do multiple perspectives or points of view synthesize into a cogent, significant argument?

Assessment:

* Completed mock Individual Research Report and reflection (summative)

**WEEK SIX: Synthesizing comprehensive research from multiple perspectives in order to form an argument. Using effective delivery and conventions to execute a persuasive group presentation.**

QUEST Learning Objectives:

* LO 2.3 A: Connecting an argument to broader issues by examining the implications of the author’s claim.
* LO 4.2 A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
* LO 4.4A Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
* LO 5.1 A: Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis)
* LO 5.1 C: Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.
* LO 5.1 D: Adapting an argument for context, purpose, and/or audience.
* LO 5.1 E: Engaging an audience by employing effective techniques of delivery or performance.
* LO 5.2 A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.
* LO 5.3B Reflecting on personal contributions to overall collaborative effort.

ELA CCS Standards Addressed: SL 2: Integrate Sources, SL 4: Present Findings, SL 5: Use digital media, SL 6: Adapt Speech, W 4: Clear, coherent writing for purpose, W 8: Assessing Sources

Essential Questions: How do we present our research appropriately for our intended audience?

Learning Activities/Strategies:

-Practice Modeling: full sample presentation (teacher and Ted Talks)

-Videotaping for Self-Evaluation and Reflection

-Peer Review of presentations

-Debriefing: What went well? What were challenges?

Assessment:

* Group Mock TMP Presentations and Reflections (summative)

Texts:

* Ted Talks
* Sample presentation videos

**UNIT IV: SURVEILLANCE AND TECHNOLOGY**

**Weeks 13-15**

*Students will explore implications of digital surveillance in the modern world (Patriot Act, Facebook, automated law enforcement, privacy) and ultimately explore the right to privacy through the ethical, political, economic, and cultural perspectives. Students will read scholarly journal articles, research studies, and news articles in order to turn the panoptic eye upon themselves and the world in which they live. How does one negotiate the right to privacy under the gaze of power? How do we reconcile individual freedom with ubiquitous digital surveillance? To what extent should one surrender autonomy and personal sovereignty in the name of security? How does surveillance affect human behavior in an age of spectacle? This unit will culminate in a timed synthesis essay (modeled after the AP SEMINAR EOC).*

**WEEKS ONE AND TWO: Exploring implications of surveillance in the modern world, intertextual conversations**

QUEST Learning Objectives:

* LO 2.1 A: Employing appropriate reading strategies and reading critically for a specific purpose.
* LO 2.1 B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.
* 2.2 A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
* LO 2.3 A: Connecting an argument to broader issues by examining the implications of the author’s claim.
* LO 2.3B Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.
* LO 3.1 A: Identifying and interpreting multiple perspectives on or arguments about an issue.
* LO 4.2 A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.

ELA CCS Standards Addressed: RI 2: two or more central ideas of a text, RI 10: read and comprehend nonfiction texts, SL 1A: prepare to discuss, SL 1B: Democratic discussions, SL 1C: reasons and evidence

Essential Questions: What does the panopticon have to do with Facebook and social media? What are the implications of insulating ourselves in our own electronic allegorical “cave”? How do surveillance practices reconcile with Constitutional protections?

Learning Activities/Strategies:

* Jigsaw research articles
* Argument analysis template
* Reverse outline
* Harkness Discussion (a new text and a foundational text)

Assessment:

* Line of reasoning essay (summative)

Texts:

* “What does the Panopticon Mean in the Age of Digital Surveillance?”
* Hull’s “Successful Failure: What Foucault can Teach us about Privacy Self-Management in a World of Facebook and Big Data”
* Ahmed’s “Panopticism and Totalitarianism Space”
* Fischer-Lescano’s “Struggles for a Global Internet Constitution: Protecting Global Communication Structures against Surveillance Measures”
* Waddel’s “The Strange Way That People Perceive Privacy Online”
* Wood’s “Prison without Walls”

**WEEK THREE: Synthesizing argument from various texts in a timed testing environment**

QUEST Learning Objectives:

* LO 2.1 A: Employing appropriate reading strategies and reading critically for a specific purpose.
* LO 2.1 B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.
* LO 2.2B Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
* LO 4.1 A: Formulating a complex and well-reasoned argument
* LO 4.2 A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
* LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.
* LO 4.3A Extending an idea, question, process, or product to innovate or create new understandings.
* LO 5.1B Communicating an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.

ELA CCS Standards Addressed: RI 2: two or more central ideas of a text, RI 10: read and comprehend nonfiction texts, SL 2: Integrate Sources, W 1: Write Arguments, W 4: Clear, coherent writing for purpose, W 8: Assessing Sources

Essential Questions: What strategies can I use to work quickly in reading and analyzing texts with the purpose of synthesizing a cogent, significant, argumentative essay?

Learning Activities:

* Synthesis Venn Diagrams
* Stimulus material analysis (previous years)

Assessment:

* Timed argumentative synthesis essay (summative)

Texts:

* Released AP stimulus materials
* Released AP EOC testing materials

**PERFORMANCE TASK I: TEAM PROJECT AND PRESENTATION**

Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

TMP Team Question Due: Friday, December 20

IRR Write-Up Due: Wednesday, February 12

TMP Presentations: February 25, 26, 27

**PERFORMANCE TASK II: INDIVIDUAL RESEARCH-BASED ESSAY AND PRESENTATION**

Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

IWA Materials Distribution: Friday, February 14

IWA Question Due: Tuesday, March 10

IWA First Draft Due: Friday, March 27

IWA Final Draft Due: Friday, April 3

Individual Presentation Slides Due: Tuesday, April 21

Individual Presentations: April 22 – April 29

**AP SEMINAR EXAM: TUESDAY, MAY 12**

**AP Seminar**

**Joshua Melum**

**Signature Page**

Parent/Guardian, we look forward to partnering with you in the education of your child. The above information is being provided to you in an effort to increase our communication with you about what is happening in school. It is important to us that you be well informed and therefore an active participant in the educational experience of your son or daughter. Our mission is to graduate all of our students ready for college, career and citizenship, but we cannot do this work alone. Thank you for reading this course syllabus. After reading the syllabus, please sign below and return this page to the teacher.

Student Name (please print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Academic Video Permission Form**There may be a time in class where I will show educational videos and clips that may contain foul language and/or violence. The language and violence will always be in the context of the topic, which we are studying. The videos will not be used as entertainment or to simply fill class time; they will only be used as supplemental learning tools utilized to enhance student learning.

Students who do not turn in the signed form will be given alternative assignments to cover any learning related to the video clips. It is my sincere belief that students not allowed to view the material will miss out on valuable learning opportunities and class discussions.

Please contact me if you have any questions or concerns: jmelum@everettsd.org

Please check**one** of the following boxes and sign and date.

My student is allowed to watch any videos and clips shown in class.

My student is not allowed to watch videos and clips shown in class, please give them an alternate assignment.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_