

**AP SEMINAR**  
**2019-2020**  
**Henry M. Jackson High School**  
**SYLLABUS AND EXPECTATIONS**

**AP Seminar**

**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 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. In year two, students continue to use these skills in the **AP Research** class where they focus their research on one topic in depth.

Complete details and information about AP Capstone (and all AP courses) are available online (AP Central): <https://apcentral.collegeboard.org/courses/ap-seminar?course=ap-seminar>



Since **AP Seminar** is a through-course assessment-based class (assessments occur throughout the year), ***all students are required to pay for the AP test.*** This year, the cost is **\$142**. Please see your teacher or counselor if you have any questions. **Payment Deadline: Thursday, September 26, 2019.**

**The QUEST Framework**

In the **AP Capstone** program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. **AP Capstone** gives students the following pedagogical framework (“**QUEST**”) to develop, practice, and hone critical and creative thinking skills needed for making connections between various issues and their own lives:

- **Question and Explore:** Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one’s curiosity, leading to an investigation that challenges and expands the boundaries of one’s current knowledge.
- **Understand and Analyze Arguments:** Understanding various perspectives requires contextualizing arguments and evaluating the authors’ **claims** and **lines of reasoning**.
- **Evaluate Multiple Perspectives:** Evaluating an issue involves considering and evaluating multiple perspectives both individually and in comparison to one another.
- **Synthesize Ideas:** Synthesizing others’ ideas with one’s own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one’s perspective.
- **Team, Transform, and Transmit:** Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of one’s message based on audience and context.

Note: Your teachers will help you understand that this process is **recursive**, rather than linear. This recursive process allows students to go back and forth between the processes as they encounter new information.

## **Specific Learning Objectives - QUEST**

### Big Idea 1: Questioning and Explore

- EU 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient productive, and credible.
- LO1.3A: Accessing and managing information using effective strategies.
- EK1.3A1: Information used to address a problem may come from various secondary sources and/or primary sources.
- EK1.3A2: Online databases and libraries catalog and house secondary and some primary sources.
- LO1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.
- EK1.4A1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions.
- LO1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- EK1.1B1: Strong research questions are open-ended and lead to an examination, taking into account the complexity of a problem or issue.
- EK1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.
- LO1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.
- EK1.2A2: A variety of tools can be used to illustrate, organize, and connect ideas.
- EK1.2A3: Research confirms or challenges one's existing understandings, assumptions, beliefs and/or knowledge.
- LO1.3A - Accessing information using effective strategies.
- EK1.3A1: Information used to address a problem may come from various secondary sources and/or primary sources.
- LO1.3C: Evaluating the relevance and credibility of information from sources and data.
- EK1.3C1: The scope and purpose of research and the credibility of sources determine the validity and reliability of the conclusion(s).
- EK1.3C2: Credibility of an argument is established through the use of sources and data that are valid and reliable.

### Big Idea 2: Understand and Analyze

- LO2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
- EK2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.
- EK2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.
- LO2.1B: Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplifications.
- EK2.1B1: The main idea of an argument is often state in the thesis statement, claim, or conclusion, or implied throughout a work.
- EK 2.1B2: Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic is critical to understanding its aims.
- LO2.2A: Explaining and analyzing the logic and line of reasoning of an argument.
- EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

- EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal).
- EK2.2A3: Inductive reasoning uses specific observations and/or data point to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.
- LO2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
- EK2.2B1: Writers use qualitative and/or quantitative evidence to support their claims.
- EK2.2B2: Authors strategically include evidence to support their claims.
- EK2.2B4: Evidence may be used to identify and explain relationships and/or patterns and trends.

### Big Idea 3: Evaluate

- LO3.1A: Identifying and interpreting multiple perspectives on or arguments about an issue.
- EK3.1A1: An individual's perspective is influenced by his or her background, assumptions, and world view, as well as by external sources.
- LO3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
- EK3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions.

### Big Idea 4: Synthesize Ideas

- LO4.1A - Formulating a complex and well-reasoned argument.
- EK4.1A1: Arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.
- EK4.1A4: An argument may acknowledge other arguments and/or respond to them with counter arguments.
- EK4.1A5: The line of reasoning is a clear, logical, sequential path leading the audience through the reasons toward the conclusion.
- EK4.1A6: The logic and reasoning of an argument may be deductive or inductive.
- EK4.1A8: Claims and supporting evidence are arranged to convey reasoning and relationship.
- EK4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
- LO4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources.
- EK4.2A2: Compelling evidence is used to support the claims and reasoning of an argument. Evidence should be sufficient, typical, relevant, current, and credible to support the conclusion.
- LO4.2B: Providing insightful and cogent commentary that links evidence with claims.
- EK4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, trends or relationships.
- LO4.4A: Offering resolutions, conclusions, and/or solutions based on evidence while considering the consequences and implications.
- EK4.4A1: When proposing a solution, the advantages and disadvantage of the options and alternative should be weighed against the goal within its context.
- LO4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- EK4.3A1: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own.
- EK4.3A2: Source material should be introduced, integrated or embedded into the text of an argument.

- EK4.3A3: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. (Quoting = using the exact words of others; paraphrasing = restating an idea in your own words.)
- EK4.3A4: Academic disciplines use specific style guides for citing and attributing sources.

#### Big Idea 5: Team, Transform, and Transmit

- LO5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media.
- EK5.1A1: An argument may include the following elements, thesis, reasons, evidence, commentary, counter argument, concession, refutation, rebuttal, conclusion, bibliography.
- EK5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating a relationship between the elements and ideas.
- LO5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.
- EK5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, modifiers, and consistency of tense.
- EK5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.
- LO5.1C: Communicating information using effective techniques of design.
- EK5.1C1: Effective organizational and design elements may aid in audience engagement and understanding by calling attention to important information and or creating emotional response in an audience. Ineffective use or overuse of these elements disrupts audience engagement and understanding of text, purpose, and audience.
- EK5.1C3: Effective communication requires choosing appropriate media according to context, purpose, and audience.
- LO5.1D: Adapting an argument for context, purpose, and or audience.
- EK5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, medium, and purpose.
- LO5.1E: Engaging an audience by employing effective techniques of delivery or performance.
- EK5.1E1: Speakers vary elements of delivery to emphasize information, convey tone, and engage their audience.
- LO5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.
- EK5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.
- LO5.2B: Fostering constructive team climate resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
- EK5.2B1: Teams are built around tasks. Low-risk team-building activities and simulations enhance a team's performance.
- EK5.2B2: Team function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.
- LO5.1B: Communicating an argument in an evidence-base written essay adhering to established conventions.
- EK5.1B1: A writer or speaker expresses tone or attitude about a topic through word choice, sentence structure, and imagery.
- EK5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, modifiers, and consistency of tense.
- EK5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.
- EK5.1B4: Spelling and grammar errors detract from credibility.

## Course Outline

## Semester 1 Theme: The Future of Humanity

### Unit 1: Introduction to AP Seminar (Sept / Weeks 1-4)

#### Theme

- ❖ Overpopulation

#### Lessons/Activities

- ❖ Introduction to assessments and terminology
- ❖ Understanding the QUEST research process
- ❖ Analyzing and annotating arguments
- ❖ Understanding and evaluating perspectives
- ❖ Identifying, explaining, evaluating claims, line of reasoning, & credibility in arguments
- ❖ Group forming and norming
- ❖ Socratic Seminar

#### Key Texts/Readings

- ❖ AP Seminar – Course Overview
- ❖ AP Seminar – Course and Exam Description
- ❖ *#47-The Solution to Overpopulation is Population Control*, by Walter E. Williams
- ❖ *An Uncomfortable Truth*, by Colin Feltham
- ❖ *We are destroying Rain Forests so quickly they may be gone in 100 years*, by John Vidal
- ❖ *Climate wondering how much it has to change until humans notice*, by Ian Macintyre
- ❖ *Jackson High will stay crowded until at least Fall 2020*, by Joseph Thompson
- ❖ Final HSGMPC Recommendation – Everett Public Schools, March 2019

#### Assessments

- ❖ Part A Practice #1 and #2
- ❖ Socratic Seminar
- ❖ Team Research & Presentation (mini Mock PT1)
  - Mini IRR
  - Mini Presentation

## **Unit 2: Mock PT1 + Part A Practice (Oct-Nov / Weeks 5-11)**

### **Theme**

- ❖ Technology & Progress

### **Lessons/Activities**

- ❖ Analyzing and understanding AP Rubric terminology
- ❖ Argument/Text annotation and synthesis
- ❖ Educational research using data bases
- ❖ Explanation/evaluation of line of reasoning & credibility
- ❖ Identifying & evaluating real world solutions
- ❖ Collaborating & presenting arguments in teams (both written and oral)
- ❖ Socratic Seminar

### **Key Texts/Readings**

- ❖ AP Seminar – Performance Task 1 Description, Rubric, Student Handouts, Sample IRRs w/ annotations, & Sample TMPs
- ❖ *The Meaning of Friendship in a Social-Networked World*, by Dr. Alex Pattakos
- ❖ *Social Media and Teen Anxiety*, by Leah Shafer
- ❖ Multiple articles on technological advancements – student directed research
- ❖ *How to Paraphrase: Avoid Plagiarism in Research Papers with Paraphrases & Quotations*, by David Taylor (YouTube)
- ❖ *Top 10 Logical Fallacies (2018)*, Mometrix Academy (YouTube)
- ❖ *How to Give an Awesome PowerPoint Presentation*, Wienot Films (YouTube)

### **Assessments**

- ❖ Part A Practice #3 & #4
- ❖ Socratic Seminar
- ❖ Mock Performance Task 1
  - Mock IRR
  - Mock TMP

### **Unit 3: Mock PT2 + Part B Practice (Nov-Dec / Weeks 13-17)**

#### **Theme**

- ❖ Space Travel & Exploration

#### **Lessons/Activities**

- ❖ Analyzing and understanding AP Rubric terminology
- ❖ Argument annotation and synthesis
- ❖ Educational research using data bases
- ❖ Explanation/evaluation of line of reasoning & credibility
- ❖ Identifying & evaluating real world solutions
- ❖ Presenting arguments as an individual (both written and oral)
- ❖ Socratic Seminar

#### **Key Texts/Readings**

- ❖ AP Seminar – Performance Task 2 Description, Rubric, Student Handouts, Sample IWAs w/ annotations, & Sample IMPs
- ❖ *We have to go to Space*, by Jeff Bazos
- ❖ *There is only ONE way for Humanity to survive*, by Simon Worrall
- ❖ *The Ethics of Space Exploration*, by Liz Miller
- ❖ *Forget Mars: Here's Where We Should Build our First Off-World Colonies*, by David Warmflash
- ❖ *Secrets from The Science of Persuasion*, by Robert Cialdini and Steve Martin (YouTube)
- ❖ *The Art of Rhetoric: Persuasive Techniques in Advertising*, by Matt Rosenau (YouTube)

#### **Assessments**

- ❖ Part B Practice #1
- ❖ Socratic Seminar
- ❖ Mock Performance Task 2
  - Mock IWA (transforming Part B to IWA)
  - Mock IMP

### **Unit 4 & 5: Exam – Performance Tasks + EOC (Dec-May)**

#### **Performance Assessment Task 1**

- Summative: Individual Research Report (**IRR**)
- Summative: Team Outline + transcript of presentation (PPT)
- Summative: Team Multimedia Presentation (**TMP**)
- Summative: Individual Oral Defense – 1 Question per group member (**OD**)

#### **Performance Assessment Task 2**

- ❖ Summative: Individual Written Argument (**IWA**)
- Summative: Individual Multimedia Presentation (**IMP**)
- Summative: Oral Defense – 2 Questions (**OD**)

#### **End-of-Course Exam (EOC): May 12, 2020 – 8:00am**



## **Unit 6: Literary Analysis (May-June)**

### **After AP Exam (May 13 - June 16, depending on annual end date)**

In an effort to give students a holistic English experience in AP Seminar, we designed the post AP End-of-Course exam time (approximately five weeks) to encompass *literary* understanding, analysis, interpretation, connecting, and extending as these skills will help students discern author's intent, bias, and overall message(s) to the reader. These evaluative literary skills will be added to students' already developed skills used for informational texts they encountered this year, and will aid the students next year in their research from different sources and perspectives in their AP Research class.

### **Students will engage in the following skill building activities:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors)
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as well as interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text

### **Instructional Resources & Technology**

#### **Resources:**

- Various essays from many sources, including Jacobus, Lee A. *Everything's an Argument*; Bedford/St. Martins, 2013, and specific essays exploring the current course theme
- Purdue Owl <https://owl.english.purdue.edu/owl/section/1/>
- EBSCO and other peer reviewed data bases
- GALE in Context: Opposing Viewpoints
- GALE in Context: Global Issues

#### **Other Important Notes:**

- Regular access to the internet and technology, including but not limited to libraries, internet research, online databases, and interviews
- The inquiry nature of this course requires activities and assessments from a variety of resources (library/internet research, interviews, etc.). Information used to assess a problem may come from various print and non-print primary and secondary sources. Students will be expected to use technology to access and manage information from databases that grant access to these sources.



## AP Scoring & Performance Task Breakdown– AP Seminar

### 20% Performance Task 1 (PT1)

- ☐ Individual Research Report (IRR) – 10%
- ☐ Team Multimedia Presentation (TMP) – 10%

### 35% Performance Task 2 (PT2)

- ☐ Individual Written Argument (IWA) – 24.5%
- ☐ Individual Multimedia Presentation (IMP) – 7%
- ☐ Oral Defense (OD) – 3.5%

### 45% End of Course Exam (EOC) – May 12, 2020 @ 8am

- ☐ Analyze an Argument – Part A – 13.5%
- ☐ Build an Argument – Part B – 31.5%

## Assessment Descriptions and Key Dates

### Task 1: Individual Research Report (IRR) and Team Multimedia Presentation (TMP)

**IRR:** Students create a report of research conducted individually about the topic decided by their group.

**TMP:** Then, students work in teams of four to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches and develops a multimedia presentation to communicate its conclusion, solution, or recommendation. This task consists of two parts: an individual research report and a team multimedia presentation and oral defense.

**RQ:** Research Question: A nuanced question that must be answered by the end of the **TMP** or **IWA** by using multiple lenses and perspectives.

### Task 2: Individual Written Argument (IWA) and Individual Multimedia Presentation (IMP)

**IWA:** The College Board will release cross-curricular source materials representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least two of the provided sources.

**IMP:** Students present their IWAs in an 8-10 minute multimedia presentation. This process is similar to the **TMP**'s from PT1, but is done so individually and must incorporate evidence from the stimulus pack.

*The release date for the source material is in **January**. Students are allowed **30 school days** to prepare, research, write their IWA's and film their IMP's in class.*

### Task 3: End-of-Course Exam (May 12)

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of three parts: (1) Understanding and analyzing an argument (3 short-answer questions); (2) Evaluating and comparing the effectiveness of arguments (essay); (3) Synthesizing information to develop an evidence-based argument essay (evidence-based argument essay).

## AP Capstone Plagiarism Policy

### AP Capstone Plagiarism Policy

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 coursework. 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 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 score which will apply to **all** group members.

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 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.

No appeals in cases of plagiarism will be received or receive further adjudication by the College Board; Everett Public Schools and Jackson High School administration will furthermore **not** be hearing appeals in possible cases of plagiarism involving AP Capstone students.

### Submission Standards

For each submission of student work, the student must make marginal notations (Brackets ok, but NO underlining, please!), identifying each essay component which is to be scored (e.g., thesis, evidence, analysis, cont.). See the relevant components for each assignment.

### Late Work

Your teacher establishes the lead times for your submissions prior to final deadlines set by the College Board (aka, the CB). College Board sets all of the final deadlines, not me. **NO LATE WORK WILL BE ACCEPTED BY THE COLLEGE BOARD AFTER DEADLINES, AND NO APPEALS MAY BE MADE TO THE COLLEGE BOARD FOR SCORES OF "ZERO" BASED ON LATE SUBMISSIONS. *This factor alone makes Capstone different from any other course you have taken to date.***

**Note on Grading:** Your course grade book score *may* vary from the College Board's score for similar assignments based on late submissions. **Your final exam(s) will mimic the College Board exam format.**

**The AP Exam will be administered on May 12, 2020 @ 8:00am.**

## Essential Supplies

- ✓ Electronic Device/Tablet (all students will receive a device in September)
- ✓ Pens & pencils
- ✓ Highlighters
- ✓ Post-it notes (annotations & in-class activities)
- ✓ College-ruled paper or Composition Book (notes, scratch paper, & in-class activities)

## Attendance

- Please be aware that **any absence** can have a potential negative impact on a student's progress. Absences are not only detrimental to learning because work made up outside of class is not as effective as the actual classroom experience, but also **many classroom experiences cannot be replicated**, such as class discussions and performances.
- Please minimize restroom and drinking fountain trips during class - class time is important.
- Students are responsible to obtain class notes and to complete readings & activities that was missed while absent or out of class. If an absence is extended (a week or more), it would be beneficial to conference with the teacher to set goals for work completion.
- A student is tardy (TU) if not in his/her seat when the bell rings. After half the class period, students are considered absent (AU) per Everett School District policy.

## Classroom Norms and Expectations

It is very important to create a classroom climate that promotes a **positive learning environment**. I would like all students to agree to a **COMMITMENT TO KINDNESS**. We can work together on our commitment to kindness in many ways, including the following:

- **Mutual Respect** – Mutual respect is a foremost expectation. I respect you as students, and as people with diverse opinions, learning styles, and backgrounds. I expect the same. Therefore, any negative or disrespectful comments, especially about race, class, sexual orientation, etc., will not be tolerated, under any circumstances. A safe and positive learning atmosphere will make this year enjoyable, exciting, and successful.
- **Positive Attitude** – A positive attitude is the key to success, and generally makes the class enjoyable.
- **Present & Prepared** – Be present mentally and physically. Your best and most attentive self is key to establishing great relationships and rapport – and helps foster a positive climate. Be prepared to actively participate and effectively collaborate on a daily basis.
- **Responsible use of Technology** - "The people will not revolt. They will not look up from their screens long enough to notice what's happening" - George Orwell (1984). While cell phones and other electronic devices have become a "normal" part of modern society, they are not always appropriate to have out in the classroom setting.



- The use of **cell phones** 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 [policy 3246](#) and [procedure 3246P](#) which **prohibits 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 personal electronic devices to school ***may only use them during transition periods, at lunch, and before/after the school day.*** Students are expected to silence their cell phones before entering a classroom.

## Communication

**Canvas / Online Access** – The **course calendar** and **assignments** can be viewed any time of day through Canvas. Daily activities, classwork, homework, quizzes, assessments, and tests are posted in Canvas. ***This is an effective way to keep up with the class if you are absent and for parents to stay updated on course content and activities.***

**Teamwork** – Each student has the responsibility to take charge of his or her learning. When questions arise regarding a student's learning, the expectation is that together we will work to seek resolution/understanding. Parent/teacher communication will occur after, if necessary.

**Email** – I will answer emails as soon as possible. Please do not hesitate to use email to ask questions, communicate an anticipated absence, or to send an assignment if that is necessary. ***\*\*\*This is the quickest way to communicate questions or concerns\*\*\****

**Phone** – I aim to respond to a phone call or voicemail message in the timeliest manner possible, usually within 24 hours (or on the next school day).

## Grading

Grades will consist of the following:

- Summative work (tests, essays, seminars, projects, presentations) = 70%
- Formative work (activities, quizzes, vocabulary, homework) = 30%

In order to use grades to communicate to the student as a learner the skill or knowledge level demonstrated in his/her work, all assignments are assessed on a 4-point scale. The grade a student receives on an assignment indicates his/her level of specific skill mastery or knowledge demonstrated by that assignment or assessment.

- ❖ **Exemplary** (4) = exceeding standard; demonstrates mastery
- ❖ **Proficient** (3) = meeting standard; revision/improvement needed to exceed standard
- ❖ **Emerging** (2) = approaching standard; refining or minor revision needed to meet standard
- ❖ **Incomplete** (1) = lack of understanding and/or failure to demonstrate specified skill (s) and/or knowledge; work that shows a need to revisit instruction and engage in more practice in order to approach standard, and move toward meeting standard in this area

The 4-point grading scale will translate to an overall **course letter grade** as follows...

<b>3.5-4.0 = A</b>	<b>3.33-3.49 = A-</b>	<b>3.16-3.32 = B+</b>	<b>3.0-3.15 = B</b>	<b>2.82-2.99 = B-</b>	
<b>2.66-2.81 = C+</b>	<b>2.50-2.65 = C</b>	<b>2.32-2.49 = C-</b>	<b>2.16-2.31 = D+</b>	<b>2.0-2.15 = D</b>	<b>&lt;2.0 = F</b>

#### ACADEMIC INTEGRITY:

- ❖ It is important to maintain the integrity of individual student work.
- ❖ "Group" or "collaborative" work will be specifically stated in the assignment directions.
- ❖ Safeguards are in place to protect that work, including adherence to the JHS Student Handbook and section 504-25-310 of the State of Washington Administrative Code
  - "...Cheating includes, but is not limited to, communicating improperly with others, especially other students, during tests or the preparation of assignments for classes..."
  - "A student is guilty of complicity in academic dishonesty if he or she intentionally or knowingly helps or attempts to help another or others to commit an act of academic dishonesty of any of the types defined above..."

#### Online Grades

1. Parents will receive information after the start of the school year directly from the district about how to access the LMS online gradebook.
2. Grades will be updated regularly online.
3. Grading categories are color-coded to indicate Formative and Summative.
4. When a student submits a revision, the new grade will replace the original mark.

#### A note on WRITING as a PROCESS

- This year will provide a multitude of thought-provoking writing and reading opportunities to explore the human condition while simultaneously developing necessary writing skills.
- Many tasks completed in this class will be a step in the writing process. Writing is indeed a process, not just a product. Therefore, students are encouraged to revise and re-submit drafts as necessary to meet or exceed standard.
- All independent writing (SUMMATIVE) will be submitted to [www.turnitin.com](http://www.turnitin.com).

#### Teacher Commitment

I want to express my sincere dedication to each student's academic preparation. If a student has a special need, wants help on an assignment, or would like to share a concern, he or she can stop by before or after school, at lunch, or by appointment. In addition, Parent/Guardian/Teacher conferences can be schedule through the counseling office or directly with me by e-mail or telephone. With your help, AP Seminar will be a success!

## Parents/Guardians

Many parents/guardians have asked us how they can help their student succeed in class. Here are a few suggestions:

1. Ask your student each day what he or she learned in class.
2. Check on upcoming assignments and tests online.
3. Spend some study time with your student.
4. Set goals together and establish rewards and penalties.
5. Encourage your student to come in before and after school for help if necessary.
6. If there is a problem, contact your instructor as soon as possible.

**Note: We reserve the right to modify the classroom expectations and policies as needed in order to maintain a positive teaching and learning environment for all students. We want each student to succeed in the course, and to enjoy it as well!**

**AP SEMINAR - Syllabus & Expectations**

**ACKNOWLEDGEMENT AND RECEIPT**

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(Print) **Student's** Name\_\_\_\_\_ Period #\_\_\_\_\_

Student's Signature\_\_\_\_\_ Date\_\_\_\_\_

Home Phone\_\_\_\_\_ Cell Phone\_\_\_\_\_

Student Email Address\_\_\_\_\_

**As a student in my class, is there anything I should know about you? Any comments you would like to make?**

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(Print) **Parent/Guardian's** Name\_\_\_\_\_

Parent/Guardian's Signature\_\_\_\_\_ Date\_\_\_\_\_

Parent Work Number\_\_\_\_\_ Parent Cell Number\_\_\_\_\_

Parent E-mail Address\_\_\_\_\_

**Parents/Guardians, please share any comments or information you think I should be aware of as the year begins:**