

CAPSTONE: AP SEMINAR
MRS. AYLIFFE R. HANSEN
CLASS EXPECTATIONS: 2020 – 2021 SCHOOL YEAR

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WEBSITE: <https://www.pearlandisd.org/Domain/945>

SCHOOL TELEPHONE: 281-412-8800

CONFERENCE: 2nd period

Tutoring: Monday & Wednesday – the last 15 minutes of each class & in TEAMS from 11:47am-12:22pm

Class Structure: This class is reading and writing intensive. Students will be reading complex college-level material as well as scholarly works. Homework may consist of readings with required annotations and analysis. However, if students can work diligently and efficiently in class, their homework will be limited to completing assignments they did not finish in class.

Late Work: **NO LATE WORK will be accepted in AP Seminar.** The student will receive a **ZERO** on the assignment if they do not turn it in on time. Assignments that are not turned in **may not be reassessed**.

- This policy applies to both daily and test grades!
- Keep up with the calendar to prevent issues. Online submissions will include specific times they are due – please keep up!

Make-up/Absent Work: If you have are absent, it is **YOUR** responsibility to make up the work you missed. If your absence is excused, you have as many days you were absent to make up the work.

- If you are absent and unable to turn in an assignment on its due date, a zero will be put in Skyward until you are able to turn in your work. Upon completion, the grade will be entered for full-credit if completed during the time allowed in accordance with PISD policies.
- If you are absent for a school sponsored event (athletics, band, choir, clubs, etc.), it is **YOUR** responsibility to get your work **BEFORE** the date of the absence. If you will be missing a timed-writing, you need to schedule an alternate time to come in.
- The best time to speak to me about make-up assignments is during my tutorial times OR via email.
- College Board's due dates are **FINAL**. If you miss the upload date for College Board, your work will not be scored.

Calendar: A 9-weeks calendar will be given to all students at the beginning of each grading period. The calendar will also be posted in my classroom and available on my Canvas course page. Students will be notified of any changes during class, and the online calendar will be updated.

Canvas: Students will use the Canvas learning portal to complete all assignments throughout the year. Occasional small assignments will need to be completed at home using internet access through Canvas.

- Please do not use the message feature in Canvas for official communication with me. I do not check this feature; use my PISD email address instead.
- If for some reason you are unable to submit an assignment to Canvas by its due date and time because of a technical issue, please email me a copy of the assignment before it is due or email me about the technical problem and bring a printed copy of the assignment to class the next day.

Skyward: Grades will be updated to Skyward. Please understand that due to the nature of this course, your child will have less grades than in other classes. Also, because so many of the assignments are in-depth research and writing projects, it will take more time for me to grade them and give students productive feedback.

- Assignments without a grade marked * are not zeroes. The grade has not been entered yet.
- Daily grades: 40% of average – long-term assignment checkpoints, analysis sheets, Socratic seminar assignments, etc.
- Test/Major grades: 60% of average – timed-writings, long-term writing assignments, major presentations, etc.

School Policies: Students will be expected to follow all DHS and PISD student policies in my classroom. This includes dress code, ID rules, and the tardy policy. Please review the student handbook for descriptions of these policies.

- Time that must be spent correcting dress code, ID, and tardy issues will take away from worktime students have in class. This could lead to homework!

Academic Honesty Policy: Please see the Dawson High School policy posted on our school's website. There are severe consequences for cheating, and it will not be tolerated. Note that the College Board plagiarism policy is that any student or team that fails to properly acknowledge sources or authors, or who incorporates falsified or fabricated information will earn a zero for their submission. No exceptions.

- **Attempts to submit a previously graded assignment as a new assignment will be considered an act of academic dishonesty.**

Technology Note: All the work for this class will be completed electronically.

- **ALL** work must be saved in the student H-drive folder.
 - The H-drive can ONLY be accessed from a district computer or from virtual desktop. To access virtual desktop, students need to go to vdi.pearlandisd.org and login as if they were using a district laptop.
- Students may also choose to save work on a personal flash drive to continue work at home, but a copy of all assignments should be kept on the H-drive to prevent issues.
 - This drive is backed up by the district each night and is the safest place to store student work.

Supplies: You are required to bring basic supplies to class every day. Coming to class prepared is extremely important! If you are repeatedly arriving to class without supplies, expect your parents to be contacted. You will need the following supplies for AP Seminar:

- 2 – 3 blue or black ink pens for daily assignments (*this year will be online, so this is optional*)
- 1 – 2 red or other colored ink pens for peer review (*this year will be online, so this is optional*)
- Highlighters (students will need one of each – blue, orange, pink, and yellow) – (*mandatory*)
- Ear buds or headphones for class (*mandatory*)
- Flash drive (*optional*)

CONDUCTING RESEARCH FOR AP SEMINAR:

- The inquiry-based nature of the Seminar course requires activities and assessments from a variety of resources (library/Internet research, audio/video equipment, etc.).
- Students will be expected to use technology to access and manage information from online databases (e.g., Google Scholar, EBSCO, GALE) that grant access to secondary and primary sources.
- As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board of the content, ideas, or values expressed in the material.

BE RESPONSIBLE:

The nature of this course is designed to have you work in groups/teams frequently. As such, some of the graded work you do in this class will require you to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to my attention immediately. **DO NOT** wait for your grade to suffer before you inform me of any issues.

BE ENGAGED:

This course requires your active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. You will be expected to be on task at all times and to respect the thoughts and opinions of your classmates. Cooperative groups, discussions, debates, and projects involve daily participation. **PLEASE BE HERE** and **BE ON TIME**. Absences will adversely affect your grade; time management is very important.

2ND CHANCE POLICY

- During our practice units in the first semester, students will be allowed to resubmit their first annotated bibliography, first individual written argument, and first individual research report for 85% credit! This means that any student that earns below an 85 on their first submission will be able to earn a higher grade.
 - I want my students to learn from their mistakes, and this will allow them to do that!
 - This will ONLY apply to the first time we complete an assignment, so annotated bibliographies for the rest of the year will not receive a second chance.
- In order to receive a second chance, students must:
 - Request a second chance within 1 day of the entry of grade (it is the student's responsibility to request the second chance)
 - Meet with me during tutorials to go over their first submission.
 - Rewrite their assignment to correct mistakes and submit the assignment within one week of the grade being entered into Skyward.
 - Late resubmissions will not be accepted under any circumstances.
 - Submit a copy of their first assignment with their edits highlighted and their first, graded submission attached.
- If the original submission was incomplete, students cannot have a second chance.
 - Incomplete work would mean that instead of four annotated bibliography entries, only three were submitted. This could also mean that a student did not submit the full word count requirement in their papers.
- If the original submission is clearly not the correct assignment, students cannot have a second chance.
- This is a privilege, not a right! I will take away the second chance policy if students abuse the system or are dishonest.
- Second chance submissions are not guaranteed to receive a higher grade than the original submission. The highest grade out of the two will be entered into Skyward.

AP SEMINAR YEAR AT A GLANCE

First Semester

- Unit 1: Skills Unit
 - Cover the skills necessary to be successful throughout the course
 - Introduce argument, analysis, research skills, lenses/perspectives, etc.
 - Major grade: EOC part A timed writing
- Unit 2: Practice Team Presentation
 - Students will conduct individual and team research, craft research questions, and practice presentation skills
 - Major grades: individual annotated bibliography, team multimedia presentation
- Unit 3: Practice Individual Written Argument
 - Students will conduct individual research to create a 2000 written argument.
 - Major grades: annotated bibliography, individual written argument
- Unit 4: Practice Full Team Project
 - Students will complete a mock performance task 1, including an individual research report (1200 words) and a team presentation.
 - Major grades: annotated bibliography, individual research report
 - Final Exam: Team presentations will count as students' semester exam grade.

Second Semester

- We will be completing the first two pieces of the AP Seminar Portfolio during the second semester of the class.

AP SEMINAR COLLEGE BOARD GRADING SYSTEM

*** During the Seminar, students will complete the following AP Capstone Performance Based Assessments: two through-course performance assessment tasks and a written exam.

The following assessments are summative and will be used to calculate a final AP Score (using the 1-5 scale) for AP Seminar. This score will not factor into the student's grade for local credit through Pearland ISD.

Component	Weight	Scoring
Performance Assessment Task #1 Team Project & Presentation <u>JANUARY - FEBRUARY</u>	20% of score	
<u>Task Overview</u> <ul style="list-style-type: none"> • Students work in teams of three to five 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 written report and multimedia presentation to communicate its conclusion, solution, or recommendation. 		
Individual Research Report (approximately 1,200 words)		College Board scored 50% of 20%
Team Multimedia Presentation (8-10 minutes) with defense questions		Teacher scored 50% of 20%
Performance Assessment Task #2 Individual Research-Based Essay & Presentation <i>Cross-curricular Stimulus Material Provided</i> <u>MID-FEBRUARY - MARCH</u>	35% of score	
<u>Task Overview</u> <ul style="list-style-type: none"> • The College Board's AP Program will annually release cross-curricular source materials (texts) 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. • Student inquiry must be based on a thematic connection between at least two of the stimulus materials. This thematic connection must be evident in the final paper. • The final paper must fully integrate at least one of the stimulus documents as part of the student's response. • Students will be given at least 30 school days from the date the sources are published in their digital portfolio to complete this task. 		
Research-Based Argumentative Essay (approximately 2,000 words)		College Board scored 70% of 35%
Individual Multimedia Presentation (6-8 minutes)		Teacher scored 20% of 35%
Oral Defense of Presentation (two questions from the teacher)		Teacher scored 10% of 35%
Assessment Task #3 End-of-Course Exam (3 Hours) <u>MAY</u>	45% of score	
<u>Task Overview</u> During the AP Exam administration window, students will take the AP seminar written exam. The exam consists of five items: <ul style="list-style-type: none"> ➤ Part A: Three Short Answer Questions → 30% of 45% (analysis of argument in a single source or document) ➤ Part B: Essay Question → 70% of 45% <ul style="list-style-type: none"> ▪ Students will build their own arguments using at least two of four provided sources. 		College Board scored