

AP Seminar is a yearlong course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different 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 (College Board).

This foundational inquiry course utilizes the QUEST framework:

Q	Question & Explore	Challenge and expand the boundaries of current knowledge
U	Understand & Analyze	Contextualize arguments and comprehend claims
E	Evaluate Multiple Perspectives	Consider individual perspectives; larger conversation of varied points of view
S	Synthesize Ideas	Combine knowledge, ideas and own perspective into argument
T	Team, Transform & Transmit	Collaborate, reflect and communicate argument in method suited to audience

This framework focuses on several skills students will practice and proficiencies they will gain throughout the year to establish strong foundations for future courses and endeavors.

Skill	Proficiencies
Analyze sources and evidence	<p>Understand and analyze argument Identifying the main idea in arguments, analyzing the reasoning and evaluating the validity of conclusions</p> <p>Evaluate sources and evidence Evaluating the credibility and relevance of sources and the evidence they present</p>
Construct evidence-based arguments	<p>Establish argument Developing a well-reasoned argument clearly connecting the thesis, claims and evidence</p> <p>Select and use evidence Strategically choosing evidence to effectively support claims</p>
Understand context and perspective	<p>Understand and analyze context Understanding the complexity of a problem or issue and connecting arguments to the broader context in which they are situated</p> <p>Understand and analyze perspective Comparing and interpreting multiple diverse perspectives on an issue to understand its complexity</p>
Communicate (interpersonal and intrapersonal)	<p>Engage audiences Choosing and employing effective written and oral communication techniques, considering audience, context and purpose</p> <p>Apply conventions Choosing and consistently applying an appropriate citation style and effective conventions of writing</p> <p>Collaborate Working constructively with others to accomplish a team goal or task</p> <p>Reflect Articulating challenges, successes and moments of insight that occur throughout the inquiry process</p>

Rigor

AP Seminar is a college preparatory course; the reading, writing and presentations will be rigorous and require diligence and dedication. As Seminar requires students to work both individually and as part of various teams, students are not only accountable for their own learning and success but for that of their classmates as well. AP Seminar includes internal and externally assessed performance tasks designed by the College Board which are integrated into the course content and therefore required. Students will be well-prepared to take the AP Seminar exam in May if they wish, though it is not a requirement to do so.

Content & Controversial Topics

Because of the nature of this course, controversial topics are unavoidable. Fair representation of issues and peoples may occasionally include controversial material (College Board). Thoughtful analysis of these texts is essential, including the larger meaning, purpose, or overall effect of the controversial language and/or ideas in context. AP students should have the maturity, skill and will be guided through thoughtful analysis, discussion and research as required.

Course Unit 1: Learning, Knowledge & Intelligence

Course Unit 2: Human Nature

Course Unit 3: Responsibility

AP Seminar Tasks and Assessments

Performance Task 1: Team Project and Presentation (20% of AP score)

Timeframe: December-January

Students will work in thoughtfully selected teams of three to five to “identify, investigate, and analyze an academic or real-world problem or issue; consider options and alternatives; and present and defend proposed solution(s) or resolution(s).”

The components that comprise this task are:

- Individual Research Report (IRR) - 1200-word academic research report
- Team Multimedia Presentation (TMP) - 8-10-minute group presentation synthesizing research
- Oral Defense - Each student of the team responds to one question regarding the project

Performance Task 2: Individual Research-Based Essay and Presentation (35% of AP score)

Timeframe: February, March, April

Students will engage with source materials released by the College Board around a central idea/theme to develop a relevant inquiry question to guide individual academic research. The results of the inquiry will be reflected in a written argument essay and a presentation. The components that comprise this task are:

- Individual Written Argument (IWA) - 2000-word researched argument essay
- Individual Multimedia Presentation (IMP) - 6-8-minute individual presentation
- Oral Defense (OD) - thoughtful, thorough response to two questions regarding the inquiry process

AP Seminar End-of-Course Exam (45% of AP score)

Students have the option to sit for the End-of-Course Exam in May to have the opportunity to receive college credit at some institutions.

The components that comprise the exam are:

- Part A (EOC-A) - students analyze and evaluate the argument in a provided source using evidence
- Part B (EOC-B) - students develop an argument using evidence from at least two of four provided sources

Materials

All instructional materials will be provided to students. These include:

- texts in various formats
- videos, performances, broadcasts and podcasts
- graphics and art

In addition, students will have necessary access to classroom and library resources to complete readings, research, assignments and assessments.

Supplies

Students will need the following to stay organized and be successful in this course:

- notebook (binder with paper or separate notebook)
- highlighters
- Chromebook (and charger)

Attendance & Participation

As with all courses, attendance is of the utmost importance not only to receive instruction but to benefit from interaction with classmates. Participation each day is essential. This course will be reliant on discussion, presentations and activities to create a strong learning community. Each student is integral to the community's success.

When absences are necessary, students need to check resources on Classroom and get caught up in a timely manner. Remember, Office Hours are available on Thursdays if teacher assistance or classroom materials are needed.

Classroom Expectations & Etiquette

Students will work together to create a social contract to set clear expectations and specific norms to guide their learning and environment. This will include specific guidance on the use of cell phones and devices. However, the overarching expectation is to be respectful at all times – of yourself, of your classmates, of staff, of our time, space and materials, of our purpose and of your potential.

Latework, Cheating, Plagiarism & Artificial Intelligence (AI)

Students must adhere closely to deadlines. Latework negatively affects course planning, instruction and progress; therefore, work submitted after the due date/time will be assessed a 20% penalty. In addition, school-wide missing work deadlines will be strictly enforced.

No cheating or plagiarism will be tolerated. If this occurs, you will receive a zero for the assignment with no make-up opportunity in addition to disciplinary action and consequences as laid out in Hellgate's Academic Honesty policy.

Please be aware AP has very strict policies in place as well:

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. (College Board)

Regarding the use of AI, College Board has released the following statement:

Given the implications of ChatGPT and other similar generative artificial intelligence (AI) tools on the AP Seminar performance task components, we will announce updated [guidance](#) regarding the use of these tools and any adjustments to the tasks by early fall (College Board).

All updated policies in this regard in addition to those set forward in the Hellgate Academic Honesty Policy will be strictly adhered to.

Infractions to these policies usually occur when students feel ill-prepared and panic. Please talk to me instead.

Contact Information

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Google Classroom (will forward to email)