



# AP<sup>®</sup> Seminar Syllabus

## Course Details

**Course Code:** 373000AW

**Subject:** Academic Elective

**Prerequisites:** \*see below

**Required Grade Levels:** 9<sup>th</sup> – 12<sup>th</sup>

**Duration:** Yearlong

**Course Availability:** A listing of when this course is offered in the current school year can be found on the [VirtualSC Current Course Offerings page](#) (opens in a new window).

**Class Times:** This course has scheduled instructional meetings. Information on scheduled meetings for each course is communicated by the teacher. Recordings of these meetings will be available for students unable to attend. Students in groups will decide upon specific times in which to work on their collaborative projects. Otherwise, students are expected to work on their own to meet the deadlines posted in the course pacing guide. Students may work ahead, but may not fall behind. Students should expect to spend 10-12 hours a week working on this course.

### Required Course Materials:

- **A College Board Account.** This is the account you use to view AP Scores, SAT scores and various test related resources. If you do not have a College Board account, you can sign up at their [student registration website](#).
- **Access to [digitalportfolio.collegeboard.org](https://digitalportfolio.collegeboard.org).** Log in using your College Board student account and password.
- **A Google Account.** You will be collaborating on slide presentations using the Google Drive. You will receive direct instruction on how to create and use Google Docs and Google Slides for group projects.

**Outside Websites:** A list of links to websites and online textbooks used in this course can be found here: [VSC Course Links Document Folder \(opens in a new window\)](#). Students will need to be able to access all of these links to access all course materials.

**Final Exam:** Students in this course are required to take two exams. The first exam is the VirtualSC final exam and will count for 20% of a student's final grade. Details on

scheduling and taking final exams can be found on the [Final Exam Page](#) (opens in a new window) of the VirtualSC webpage. Students in the course are also required to take the official AP exam administered by the College Board. This exam will count for approximately 45% of your AP score, which is used to determine whether you earn college credit for this course.

## Course Prerequisites

### Required

- School counselor recommendation since the school must agree to sponsor the student
- Consistent and reliable access to a computer and internet. The device must have a functioning microphone and webcam in order to participate in group discussions and team projects.
- Ability and willingness to work in a group since team projects are part of the College Board portfolio requirements. Students must accept that teamwork is a core component of the QUEST model and cannot be omitted for any reason.
- Ability and willingness to present before an audience since recorded oral presentations are also part of the College Board portfolio requirements.
- Ability and willingness to travel to a designated testing facility to take the End of Course exam.

### Strongly Suggested

- A Lexile reading score of 1200 or higher (required course readings are 1150-1450 Lexile on average)
- Ability and willingness to read thoroughly, annotate, and analyze 20-30 page scholarly articles throughout the course. This course will teach students to analyze an article's argument. However, if a student is reluctant to read past the first two pages of an article, the student will have difficulty mastering these required skills.
- An ability to write scholarly essays at 1000-2000 words. This course will teach formal versus informal language and fact versus opinion; however, this course assumes that students understand the fundamentals of an argument essay, such as being able to identify a thesis statement and compose multiple paragraphs. This course will place a greater emphasis on the content expressed in a given essay as opposed to grammatical/mechanical composition. Even so, fluency in Standard American English is always an advantage.
- Availability of ten or more hours per week of dedicated time to work exclusively in this course

### Suggested

- 75<sup>th</sup> or higher percentile on PSAT writing
- 75<sup>th</sup> or higher percentile on ACT Aspire English, Reading and Writing

## Course Description

Advanced Placement (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.

The curriculum used in this course is guided by the [AP Seminar Course and Exam Description](#) (opens in a new window).

## Course Objectives

Upon completing the AP English Language and Composition course, students should be able to:

- Thoroughly explore different themes while considering diverse perspectives (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, and scientific).
- Analyze a wide variety of source material to gain a rich appreciation and understanding of issues, including: articles; research studies; foundational, literary, and philosophical texts; speeches; broadcasts; personal accounts; artistic works; and performances.
- Work collaboratively with a team to identify, investigate, analyze, and evaluate an academic or real-world problem or issue. Consider options, alternatives, or solutions and develop a multimedia presentation to communicate your conclusion or recommendation.
- Work independently to identify a research question based on provided source material and then research that topic. Analyze, evaluate, and select evidence to develop an argument that you will present and defend. Finally, produce a multimedia presentation delivered to your classmates.

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[www.collegeboard.com](http://www.collegeboard.com).

## Scope and Sequence

### Course Assessments

**Portfolio Requirements:** Students will submit two major performance tasks to the College Board. These performance tasks are provided in advance and are **not** accepted

late. The first task is a team project. Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher. The second performance task is an individual research argument. The College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose 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 incorporate at least one of the provided sources.

**Course Activity Types:** Forums, Assignments, Glossaries, Databases, Questionnaires, Kaltura Media Assignments, Quizzes, Turnitin Essay Assignments, Peer-Editing Workshops, Blackboard Video Conference

**College Board Score:** AP Seminar is different from most Advanced Placement courses in that the AP score is not determined solely by the exam in May. Students are assessed with two through-course performance tasks and one end-of course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

- Team Project and Presentation — 20%
  - Individual Research Report (1200 words)
  - Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions)
- Individual Research-Based Essay and Presentation — 35%
  - Individual Written Argument (2,000 words)
  - Individual Multimedia Presentation (6-8 minutes)
  - Oral Defense
- End-of-Course Exam (2 Hours) — 45%
  - Understanding and analyzing an argument (3 short-answer questions); suggested time: 30 minutes
  - Evidence-based argument essay (1 long essay); suggested time: 90 minutes

## Course Outline

- Unit 01: Anatomy of Argument and the Use of Sources

In the first part of this unit, you will be introduced to the format of the course and the portfolio requirements for the performance tasks. You will:

  - complete activities on the QUEST model and the anatomy of an argument.

- complete a close reading of an argument essay and be assessed on your ability to identify components of the argument.

In the second part of this unit, you will be introduced to the art of source selection in academic writing. You will:

- learn how to search for sources using SCDISCUS.
- learn the difference between primary and secondary sources and will be assessed on your ability to identify the appropriateness of a particular source.
- learn about MLA format, plagiarism and academic honesty.
- read the entire AP Capstone Policy as well as the VirtualSC Policy and will be assessed on your ability to correctly identify examples of plagiarism.
- be introduced to analyzing argument in a visual text before you begin your three performance tasks.

- Unit 2: Guided Team Project and Presentation

Ultimately, this unit aims to equip you with the power to consider an issue through various lenses and work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue in order to find real world solutions.

- Unit 3: Guided Individual Research-Based Essay and Presentation

In this unit, you will identify a research question prompted by analysis of the provided stimulus materials, gather information from a range of additional sources, develop and refine an argument, write and revise your argument, and create a presentation that you will be expected to defend. The components that comprise this task are the Individual Written Argument, Individual Multimedia Presentation and Oral Defense.

- Unit 4: Team Project and Presentation

In this unit you will work in 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 your proposed solution(s) or resolution(s). The components that comprise this task are the Individual Research Report and the Team Presentation and Defense.

- Unit 5: Source Packet

In this unit you will read and analyze several articles and evaluate those arguments. This unit 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 across any discipline and in everyday life.

- Unit 6: Individual Research Argument

In this unit you will read and analyze several articles and evaluate those arguments. This unit 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 across any discipline and in everyday life.

- **Unit 7: Short Answer and Essay Writing Skills**

What overarching concept(s), principle(s), and/or theories will you walk away with that can be applied to other disciplines, topics, or life in general?

Ultimately, this unit aims to equip you with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments across any discipline and in everyday life.

Students will be sent a full list of assignments and their due dates at the beginning of the course. A sample pacing guide for this course can be found below.

The [AP Research Curriculum Framework \(opens in a new window\)](#) guides the curriculum used in this course.

## Course Grades and Dispute Policy

The final grade in this course results from the following:

- Coursework: 60%
- Final Assessment: 20%
- Final Exam: 20%

Coursework grades will be based upon the quality of the student submissions, participation in discussions, and the ability to maintain consistent communication with the instructor. This course use the South Carolina Uniform Grading Scale:

Letter Grade	Numerical Grade
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Within each course, teacher graded assignments will be graded in a timely manner with grades being posted within 3 business days. Questions about a student's grades should be first addressed to the teacher of record. If a grade dispute cannot be resolved by the teacher, VirtualSC will follow its published [Grade Dispute Policy \(opens in a new window\)](#)

### Advanced Placement Seminar Evaluation Guidelines:

AP classes are graded according to rigorous rubrics. The full rubrics can be found on the Moodle course pages. Here is a summary of the types of rubrics that will be used.

### **Level One Grading Rubric**

A Level One assignment receives a score of 1 (100%) for successful completion or a 0 (0%) for failure to submit a minimally acceptable assignment.

### **Level Two Holistic Grading Rubric**

This holistic grading rubric will be used for Level Two assignments, such as minor assignments, forums and participation activities. *Accuracy* may include mechanics and appearance factors. *Insightfulness* refers to perceptiveness in analysis and demonstration of ability to make meaningful connections. Work not submitted on the day it is due receives a zero; otherwise, ten points per day will be deducted from the overall score.

Grade	Completion	Accuracy	Insightfulness
6	Complete	Fully Accurate	Insightful
5	Complete	Mostly Accurate	Some Insight
4	Nearly Complete	Mostly Accurate	
3	80%+	Mostly Accurate	
2	70%+	Some Accuracy	
1	Mostly Incomplete	Little Accuracy	
0	Incomplete	Inaccurate	

### **Level Three Holistic Grading Rubric**

Level Three Rubrics are unique to the task assigned. Ten points per day late will be deducted for the overall score of Level Three assignments not submitted in class on the day they are due.

## **VirtualSC Details**

Information on VirtualSC student guidelines, policies and technology requirements can be found in the [VirtualSC Student Support Portal \(opens in a new window\)](#).

### **AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**

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.

## Course Due Dates and Late Work

Although students can access at a time that is convenient for them, they are expected to log in regularly to the Student Dashboard and their course. Students should meet all deadlines per the pacing guide and notify the instructor in advance if extenuating circumstances arise that prohibit the student from participating in the class as expected. Due dates for assignments are clearly posted and no work will be accepted beyond the due date unless a prior extension has been arranged. Students can communicate with their instructor through various methods as posted in the course.

## College Board Curricula Guides

Advanced Placement (AP®) Seminar is a college level course that must include specific curriculum requirements in order to be approved by the CollegeBoard. The curricular requirements are the core elements of the course. Every AP syllabus must provide clear evidence that each requirement is fully addressed in the course.

### CR1

Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

### CR2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

### CR2a

The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.



C22b

Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

CR2c

Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

CR2d

Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

CR2e

Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

CR2f

Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR2g

Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR2h

Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR3

Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

CR4

Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.

CR4a

Students develop an understanding of ethical research practices.

CR4b

Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

CR5

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.

CR6

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.