Welcome to AP Seminar! This course 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. [College Board, 2020]

**All Papers (IRR & IWA) Due April 15th**

**AP Exam = Tuesday, May 11, 2021 @ 8 AM.**

**COURSE TEXTBOOK & RESOURCES:**

- Various ancillary readings/articles for evaluation

In this class you will learn skills that assist in mastery of understanding the five big ideas of AP Seminar. These are collectively known as our QUEST!

- Big Idea 1: Question and Explore
- Big Idea 2: Understand and Analyze
- Big Idea 3: Evaluate Multiple Perspectives
- Big Idea 4: Synthesize Ideas
- Big Idea 5: Team, Transform, and Transmit

[College Board: AP Seminar CED, 2020]

**Materials/Supply List...**

- 3-Ring Binder (1 ½” or 2”) and dividers (5)
- Pens: Dark blue or black ink/Red & Green ink
- Pencils (#2) & Highlighters (3-5 colors)
- Post-it notes (LOTS)
- USB Flash Drive
- Composition book & Planner for 2020/2021
- Regular access to a computer & internet
- Washable Markers (1 pack of 8-10)
- **Face Mask (to be worn daily) per CDC guidelines**

**Florida Grading Scale:** 90-100 = A • 80-89 = B • 70-79 = C • 60-69 = D • 59 or Below = F
CLASSROOM EXPECTATIONS...

Student expectations...

• **BE ON TIME!** I hold you to high standards and expect your BEST!
• **R-E-S-P-E-C-T!** Show consideration, courtesy, and care at all times!
• **WATER ONLY!** This is a beverage, candy, gum, and food free classroom!
• **COME TO CLASS PREPARED TO LEARN!** Do you have pencils/pens, paper, books, etc.?
• **LISTEN!** During this class, you are expected to use appropriate language, and required to listen to your teacher and to each other!
• **NO CELL PHONES IN THIS CLASSROOM!** Unless otherwise specified by Ms. Ford, your phones are to be “OFF AND AWAY”!* Please note that unauthorized use of a cell phone will result in a discipline referral.
• **ALL SCHOOL RULES APPLY!**

What if I DON’T meet expectations? We follow the PBIS plan for MHS in this classroom.

• **1st Offense:** Redirection Warning
• **2nd Offense:** Student Conference
• **3rd Offense:** Teacher Referral/Parent Contact
• **4th Offense:** Teacher Referral, MHS Discipline Assignment, and Parent Contact
• **5th Offense:** Office Referral

Major Offense: Immediately sent to dean

<table>
<thead>
<tr>
<th>MHS TARDY POLICY</th>
<th>CONSEQUENCES</th>
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| Students are given 3 tardies per nine weeks (per MHS policy). Students will be REQUIRED to fill out a Tardy Slip (found in the back of the classroom) and you are to place this on the corner of your desk. Ms. Ford will collect this at some point during class and will record the tardy in FOCUS. | ⇒ 1st Tardy: Warning  
⇒ 2nd Tardy: Teacher Referral  
⇒ 3rd Tardy: Dean Referral |

WHAT IS A GROWTH MINDSET?

“Our greatest glory is not in never failing, but in rising every time we fail.” ~Confucius

<table>
<thead>
<tr>
<th>Instead of thinking…</th>
<th>You should think…</th>
</tr>
</thead>
<tbody>
<tr>
<td>⇒ I can’t do this.</td>
<td>⇒ I’m going to embrace challenges.</td>
</tr>
<tr>
<td>⇒ I give up.</td>
<td>⇒ I’ll use the strategies I’ve learned.</td>
</tr>
<tr>
<td>⇒ This is too hard.</td>
<td>⇒ This may take some effort.</td>
</tr>
<tr>
<td>⇒ I’m not good at history.</td>
<td>⇒ I’m going to train my brain in history.</td>
</tr>
<tr>
<td>⇒ This is good enough.</td>
<td>⇒ Is this really my best work?</td>
</tr>
<tr>
<td>⇒ I keep making mistakes</td>
<td>⇒ Mistakes mean I am learning.</td>
</tr>
</tbody>
</table>

VIDEO CONCERNS FOR PARENTS: Videos are used as a supplement to lessons to enhance the quality of education your student will receive. All documentaries are previewed and specific to the educational growth of your student. Permission slips are NOT required for documentaries. If you have any questions or concerns, please contact us at fordr@santarosa.k12.fl.us.
MHS AP EXPECTATIONS AGREEMENT/HONOR CODE: Students and parents will be required to sign the attached Milton High AP Student Expectations Agreement & Honor Code. Please note that students are held to the high academic standards of any major college or university.

GRADING AND EVALUATION: Students will be graded using the following percentages each nine weeks.

<table>
<thead>
<tr>
<th>NINE WEEKS BREAKDOWN</th>
<th>SEMESTER GRADE BREAKDOWN</th>
<th>SEMESTER EXAM SCORE</th>
<th>YEARLY AVERAGE</th>
<th>FLORIDA GRADE SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are graded on a Total Points system (ex. 15/15). Grades will be posted as quickly as possible. PLEASE remember that I teach 4 different courses. Written assignments can take time to grade.</td>
<td>40% 1st 9 Weeks 40% 2nd 9 Weeks 20% Exam Score = SEMESTER average</td>
<td>The average of both semesters combined will be the yearly average.</td>
<td>A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59-00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40% 3rd 9 Weeks 40% 4th 9 Weeks 20% Exam Score = SEMESTER average</td>
<td></td>
<td></td>
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DO I NEED COMPUTER ACCESS? YES!!! This classroom will be a Flipped Instruction classroom! In this teaching model, you will be required to complete readings and video instruction at home. During class, students will deepen their understanding of the course concepts with the guidance of the instructor. Students will NOT come to class and sit quietly while the instructor lectures.

THE AP SEMINAR EXAM... This exam is different from any other type of AP exam. The chart below provides a breakdown of the scoring components and the weight of each category. Most universities award credit for students who earn a 3, 4, or 5 on an AP exam.

<table>
<thead>
<tr>
<th>Requirement/Question Type</th>
<th>Timing</th>
<th>% OF TOTAL EXAM SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Research Report (IRR) 1200 words (50%) Team Multimedia Presentation and Defense (TMP) (50%)</td>
<td>April 30th</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Written Argument (IWA) 2000 words (70%) Individual Multimedia Presentation (IMP) (20%) Oral Defense (OD) (10%)</td>
<td>April 30th</td>
<td>35%</td>
</tr>
<tr>
<td>End-of-Course Exam (2 Hours)</td>
<td>120 minutes</td>
<td>45%</td>
</tr>
</tbody>
</table>

CHEATING/PLAGIARISM: 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, 2020]
**REMIND APP**: For communications on a daily basis, Ms. Ford will use the REMIND 101 app. This app provides safe communication between parent and/or students and teachers. Students and Parents may ONLY contact the teacher through this app. Additionally, this app will have pre-set office hours. If you send Ms. Ford a text in the REMIND app outside of office hours, it will be the next school day when she will respond.

**INFORMATION TO BE COVERED**... Students engage in conversations about complex academic and real-world issues through a variety of lenses, considering multiple points of view. Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:
- Concepts or issues from other AP courses, Student interests, Local and/or civic issues, Academic problems or questions, and/or Global or international topics

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Teachers should encourage students to explore a topic through several of the following lenses:
- Cultural and social, Artistic and philosophical, Political and historical
- Environmental, Economic, Scientific, Futuristic, Ethical

**Why Do I Have to Handwrite My Responses?** On the AP exam, you have to be able to write neatly in dark blue or black pen. To assist you, each writing assignment provides you an opportunity to practice this skill.

**Make-up Work**: Once each week in the morning, (unless there is an administrative meeting) students will be able to make up quizzes/tests before school. Additionally, all make-up work is due by 9AM on this day. Students who do not turn in assignments by this deadline will receive a -0- with a note in SMART. NOTE: Students will have a limit of one week to complete any make-up assignments. You ARE NOT ALLOWED to submit after this deadline.

**Why Do I Have to Take an AP Exam and a Semester Exam?**

**Attendance and Grades!** Students who miss 10 or more days in a semester grading period are required to take and pass the semester exam. Since AP Exam scores are NOT available until July, you are required to take a semester exam that will count as 20% of your overall grade.
WELCOME TO OUR Q-U-E-S-T!

The basic questions for our QUEST framework! [College Board, 2020]

Q = QUESTION AND EXPLORE
• How does the context of a problem or issue affect how it is interpreted or presented?
• How might others see the problem or issue differently?
• What questions have yet to be asked?
• What voices or perspectives are missing from my research?
• What do I want to know, learn, or understand?
• How does my research question shape how I go about trying to answer it?
• What information do I need to answer my question?
• What key words should I use to search for information about this topic?

U = UNDERSTAND AND ANALYZE
• What strategies will help me comprehend a text?
• What is the argument’s main idea and what reasoning does the author use to develop it?
• Why might the author view the issue this way?
• What biases may the author have that influence his or her perspective?
• Does this argument acknowledge other perspectives?
• How do I know if a source is trustworthy?
• What are the implications of these arguments?
• How does this conclusion impact me and my community? Or my research?

E = EVALUATE MULTIPLE PERSPECTIVES
• What patterns or trends can be identified among the arguments about this issue?
• What are the implications and/or consequences of accepting or rejecting a particular argument?
• How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
• How can I explain contradictions within or between arguments?
• From whose perspective is this information being presented, and how does that affect my evaluation?

S = SYNTHESIZE IDEAS
• How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
• What line of reasoning and evidence would best support my argument? Is my reasoning logical?
• Are there other conclusions I should consider?
• What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
• What is the best way to acknowledge and attribute the work of others that was used to support my argument?
• How can I avoid committing plagiarism?

T = TEAM, TRANSFORM, AND TRANSMIT
• How can I best appeal to and engage my audience?
• What is the best medium or genre through which to engage my audience?
• What common misconceptions might my audience have?
• How might I adapt my argument for different audiences and situations?
• How might my communication choices affect my credibility with my audience?
• What contributions can I offer to a team?
• What is the benefit of revision?
• How can I benefit from reflecting on my own work?
What is Research? & Exploring our QUEST
Building our TEAM & Vocabulary of Seminar
Learning to read articles and works of art critically
Introduction to lenses & Introduction to the parts of the AP Exam
Understanding CRAAP/PAARC testing
Learning assessment, perspectives, point of view, argumentation and synthesis
Learning proper presentation format
1st practice of Performance Task 1

Building a TEAM argument and practicing a TEAM presentation
Learning the art of reflection on our own writing assignments
Learning the art of PEER Review for Performance Task 1 (How to give and receive constructive criticism)
Revision and resubmission of Performance Task 1 paper.
Learning Rhetorical analysis & identifying logical fallacies
1st Practice of Performance Task 1 Presentation

Performance Task 2 practice paper
Revision and resubmission of Performance Task 2 paper.
1st Practice of Performance Task 2 Presentation
Discussion of tasks and questions.
EOC Practice activities

Semester Exams
AP Exams begin for Seminar (PT1 & PT2)
Due dates/presentation dates TBA

EOC practice before Exam Day
AP SEMINAR EOC 8AM ON MAY 11TH
Complete AP Exams for other courses and take Final Exams
Syllabus Agreement

Parents and Students: PLEASE remember that the work that the student will complete during 2nd Semester constitutes specific portions of their AP Exam for this course. Therefore, it is IMPERATIVE that the student be solely responsible for this work. Parents, teachers, and/or other adults are NOT allowed to write, evaluate for accuracy, or edit any portion of student writings or presentations during. If you have questions concerning this policy, please contact Ms. Ford and she can explain the College Board policies further.

I have read and understand the details of Ms. Ford’s AP Seminar course syllabus, including the course requirements, expectations, procedures, general guidelines, and the plagiarism policy. Further, I am aware that I can email Ms. Ford concerning this course for more information.

NOTE: TO JOIN THE AP SEMINAR REMIND, PLEASE TEXT THE CODE GIVEN TO 810-10.

AP Seminar Remind Code: @82gg9b

Student Name (print) Student Signature

Date

⇒ Have you joined the Remind app? ________

Parent/Guardian Name (print) Parent/Guardian Signature

Date

⇒ Have you joined the Remind app? ________