



Instructor: Mrs. Karen Trivelloni, Room 122

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Henry Ford II High School 2023-2024 AP Seminar Course Syllabus



COURSE DESCRIPTION

AP Seminar is a full-year foundational course focused on skill building rather than covering content, inquiry-based learning, and collaboration. What does that mean? You will conduct research projects and learn to write and design college-level research papers and multi-media presentations. You will be empowered to question, analyze, and synthesize current and relevant information to communicate an effective evidence-based argument with accuracy and precision. You will be empowered to partake in critical dialogues where we will explore the complexities of academic and real-world topics and issues by analyzing their multiple perspectives. As you exit this course in the spring, you will have gained enduring understandings and skills for college and your career.

REQUIRED MATERIALS

- Binder
- Planner or digital calendar
- Pencils
- Pens
- Highlighters (3 colors please)
- School Issued laptop
- Internet access at home

ONLINE RESOURCES

Class Website

- www.triveng.weebly.com

College Board:

- *AP Classroom & Digital Portfolio*
Username:
Password:

Document building & sharing:

- *Microsoft 365*
- *OneNote Class Notebook*
- *Schoolology*
- *Canva.com*

Research Databases:

- *Gale Opposing Viewpoints*
<https://galeapps.gale.com/apps/auth>
Password: misd
- *EBSCO*

IMPORTANT DATES

College Board Assessment Due Dates

TASK 1

	Due Dates
Team Multimedia Presentation (TMP)	Jan. 29-Feb. 2
Individual Research Report (IRR)	February 5

TASK 2

Individual Multimedia Presentation (IMP)	April 22-26
Individual Written Argument (IWA)	April 29

TASK 3

AP Seminar End-of-Course Exam (EOC) (3 short answer questions & 1 essay)	Tuesday, May 7th
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*Tasks 1 & 2 include an Oral Defense component

WORK ETHIC & LATE WORK

AP Seminar is a college-level course with high rigor and expectations. Strong time-management skills will be essential to your success. Come to class prepared to ensure 1) you can fully participate and 2) you remain in good academic standing.

Being present physically and mentally will be crucial for gaining understanding, collaborating, and meeting deadlines. Please keep cellphones silenced and put away; you have your laptops to use. Since this is a project-based class with extended deadlines, you must turn in work whether present or at home.

In the event of an emergency or unforeseen circumstance, you must communicate with your teacher either in person or via email.

Note: College Board due dates **cannot** be negotiated. These Performance Task deadlines are a “dead” line, not fluid, that **cannot** be pushed back. If the Digital Portfolio deadline is missed, then a zero submission on a task will affect your overall score.

Important: You cannot receive help from teachers/adults on the College Board Performance Tasks (this is considered cheating); only peers.

When absent, access work on www.triveng.weebly.com

***If you have any questions, please email or request a Teams meeting. You are expected to keep up with the**

AP CAPSTONE POLICY Plagiarism and Falsification or Fabrication of Information

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 and/or AP Research 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 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 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.

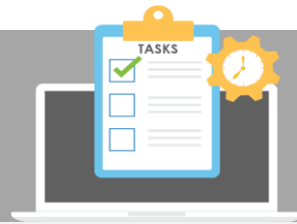
GRADING SCALE

Standards-Based Description	Letter Grade	Percentage
Exceeds Standards	A-range	100-90
Meets Standards	B-range	89-80
Approaching Standards	C-range	79-70
Struggling Below Standards	D-range	69-60
Failing and Does Not Meet Standards	F	Below 59

*Access your grades weekly on PowerSchool. Be proactive about your performance in class by monitoring your grade.

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EDUCATION IS NOT
THE LEARNING OF FACTS,
BUT TRAINING THE MIND
TO THINK."
- ALBERT EINSTEIN

College Board Performance Task Descriptions



TASK 1 consists of a group research project where you will collaborate with two to three peers to research a specific facet of a current issue. Each member will research a different area of the issue and write an individual research report (IRR). Then, as a group you will design a team multi-media presentation (TMP) posing your group’s argument for the problem with a viable solution and alternatives to the group solution that are not as effective in order to persuade your audience. Each group member is asked one oral defense question at the end of the presentation. This work will begin in November and is presented in January. You will have 40 school days to complete the project.

TASK 2 consists of analyzing six related texts chosen by the College Board (dubbed the Stimulus Materials) and identifying their themes. You will use this theme to spark a research investigation into a current and relevant issue, to compose a written argument (IWA) and to design a multimedia (IMP) addressing a specific problem with a viable solution and other alternative solutions that would be less affective. There is a two-question oral defense at the presentation. This work will begin in February and is presented in April. You will have 45 school days to complete this project.

- The Individual Research Report (IRR) and the Individual Written Argument (IWA) are uploaded to College Board’s Digital Portfolio where a College Board scorer will score your papers.
- The AP Seminar Teacher scores and video records the TMP and IMP multi-media presentations in the classroom. Performance Tasks 1 and 2 are components of the College Board Exam, so the teacher is ethically bound to not reveal scoring and to not put qualitative grades for these tasks in the grade book. Instead, you will be graded on participation, depth of research, completion of work, peer-reviews, and MLA formatting.

AP Seminar Etiquette & Traditions

You commit to...

- ✓ Be your best self and take pride in your work.
- ✓ Adopt a course for intellectual curiosity.
- ✓ Open-mindedness and to do your utmost to listen, understand, and share. respectfully during times of disagreement.
- ✓ Being the strongest link as a teammate and follow through with responsibilities.
- ✓ Willing seek help from your classmates and teacher, because tomorrow someone will be turning to you for help.

AP Seminar Philosophy

To ensure that your learning experience is authentic and enduring, the College Board requires you to be in the driver’s seat. My input decreases during the Performance Tasks. All UCS staff must uphold the integrity of these student-led tasks by refraining from oral/written feedback that directly points out issues to fix or ideas to add. It would be like giving answers on the test. You must be self-reliant and use peers as a sounding board. However, I can 1) share rubrics and whole-class instruction of skills pertinent to the tasks, 3) organize peer-review activities, and 4) pose questions that will indirectly help you to seek answers to your questions. If it appears that you received help from an adult, your work will be flagged and investigated by the College Board.

Netiquette Reminders

- Be respectful and appropriate with peers and teacher during communication on technology.
- Check your school email inbox regularly and respond to teacher's messages in a timely fashion (24 hours).
- Email correspondences should have a polite tone, start with "Dear, Mrs. Trivelloni" and end with "Sincerely, Joe Smith 1st Hour".
- Regular announcements and pertinent information will be sent out via Remind 101. Please sign up for this platform and respond to direct messages from the teacher.

UNITS OF STUDY

1ST SEMESTER

UNIT 1: Building Exploratory & Analytical Skills, & Responsible Conduct in a Scholarly Community

- **Focus:** Introduction to QUEST process, Identifying and Analyzing Argument, Entering the Conversation, and Understanding Perspectives, Synthesizing Sources, Evaluating Source Credibility, Attributing Sources, Understanding Plagiarism, and MLA Formatting
- **Practice:** Photo Essay, Research Report writing, Synthesis writing, and Written EOC Exam Section A

UNIT 2: Building Research & Evidence-based Writing Skills + QUEST SIMULATION

- **Focus:** Learning to Conduct Academic Research, Creating Valid Research Questions, Analyzing a Complex Issue, Discerning Multiple Perspectives, Critical Thinking and Reasoning, Proposing Original Solutions to a Problem, Collaborating with a team, Stretching sources, Annotated Bibliography.
- **Practice:** Mock Team Performance Task 1 (write a research report, study multimedia design and presentation skills, and simulate Written EOC Exam Part B)

IMPORTANT! UNIT 3 (Performance Task 1 Team Project) is split between Semesters

***Note:** Groups are formed 1st Semester, so the class cannot be dropped at semester. Students will have some choice in their teammates for Performance Task 1, but groups are initially organized according to those participating in the AP Seminar EXAM.

2ND SEMESTER

UNIT 3: Group QUEST Performance Task 1 (Team Research Project) – 40 School Days

- Research Question Development
- 8-10 Source Annotated Bibliography
- Independent Research Report (IRR = 1,000 words)
- Team Multimedia Slideshow
- Presentation Cue Cards & Oral Defense answers
- 10-minute Presentation and Oral Defense

UNIT 4: Individual QUEST (Performance Task 2: Individual Research Project) – 45 School Days

- Workshop College Board Stimulus Material for Performance Task 2
- Research Question Development
- 12-14 Sources
- Outline
- Individual Written Argument (IWA = 2,000 words)
- Multimedia Slideshow
- Presentation Cue Cards & Oral Defense answers
- 6-8 minute Presentation and Oral Defense

COLLEGE BOARD DEADLINE: Tuesday, April 30th 2024! THIS IS A HARD & FAST DUE DATE SET BY THE CB: IT CANNOT BE RESCHEDULED!

EOC Exam Test Prep

EOC Exam Date: Tuesday, May 7, 2024

Unit 5 Bridging from AP Seminar to AP Research

Dates: May–June (Juniors only)

AP Capstone™ Certificate & Diploma



AP Capstone
Diploma™

AP Seminar

Year 1

Earn score of 3 or higher

AP Research

Year 2

Earn score of 3 or higher

4 AP Exams

Throughout High School

Earn score of 3 or higher



AP Seminar
and Research
Certificate™

AP Seminar Exam Fee = \$143

Earn college-credit with a score of 3 or higher. Contact university admissions to confirm & complete College Board request form to send score report to college of choice.

AP SEMINAR EXAM: MUST REGISTER BY OCTOBER 27!

AP Capstone Progression and Implications for College:

As a junior, if you earn a score of 3 or higher on your AP Seminar Exam, then you can enroll into AP Research for your senior year. If you earn a 3 or higher on both AP Capstone exams (Seminar & Research), you will receive an AP Capstone Certificate which is noted on college applications. Moreover, if you earn a 3 or higher on 4 other AP Exams in addition to the AP Capstone Certificate, you will receive an AP Capstone Endorsed Diploma which is not only noted on college applications, but will also give you an advantage in college admissions.

After you have read the syllabus and the statement below, please sign and detach to give to teacher.

I have read the AP Seminar Syllabus for the 23-24 school year and understand the expectations of the course.

Student Name _____

Student Signature _____ Date _____

Parent/Guardian Name _____

Parent/Guardian Signature _____ Date _____