



AP Seminar - Course Syllabus - 2023-2024

Teacher Information

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| <ul style="list-style-type: none">• Teacher Name: Jeff Bryan• Teacher Email: jbryan@natomasunified.org• Teacher Google Voice: (916) 625-6316 (Inbound Voicemail only; text messages)• Office Hours: Before/after school by appointment. | <ul style="list-style-type: none">• Required: Google Classroom enrollment (students will receive invite or class code in welcome communication and/or in class).• Recommended: ParentSquare / StudentSquare
Downloading the app is highly recommended for use outside of school. |
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AP Seminar - Course Description and Information

AP Capstone Program Overview

AP Capstone is an innovative diploma program from College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

The AP Capstone program aims to empower students by:

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- enabling them to collect and analyze information with accuracy and precision;
- cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

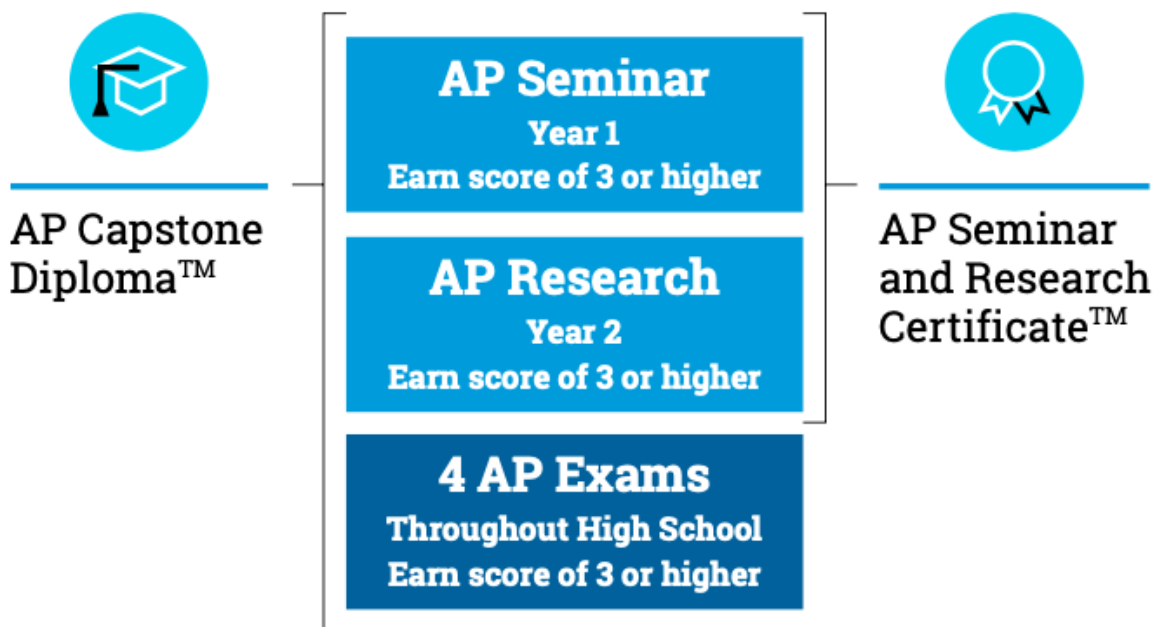
AP Seminar Course Information

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 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 AP Capstone Diploma and AP Seminar and Research Certificate

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.



AP Seminar Assessment Overview

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-Based Essay and Presentation — 35%
- End-of-Course Exam (2 Hours) — 45% (College Board Scored)

Performance Task 1: Team Project and Presentation

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.

Components and Scoring:

- Individual Research Report (IRR)—1,200 words
- Team Multimedia Presentation (TMP) and Oral Defense (OD)—8-10 minutes; each student responds to 1 question

Weight: 20% of AP Seminar score

Performance Task 2: Individual Research-based Essay and Presentation

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.

Components and Scoring:

- Individual Written Argument (IWA)—2,000 words
- Individual Multimedia Presentation (IMP)—6-8 minutes

- Oral Defense (OD)—two questions from the teacher

Weight: 35% of AP Seminar score

End-of-Course Exam (2 hours)

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Weight: 45% of AP Seminar score

Semester 1	Semester 2
<ul style="list-style-type: none"> ● Foundational Skill Building <ul style="list-style-type: none"> ○ Research ○ Argumentation ○ Communication ● Practice Performance Tasks 1 & 2 	<ul style="list-style-type: none"> ● Performance Task 1 ● Performance Task 2 ● End of Course Exam
Grading Scale	Grading Categories & Percentages
A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%	<u>Formative</u> Category (practice; ongoing tasks) = 40% <u>Summative</u> Category (tests, exams, essays, seminars, projects, presentations, finals... this is the authentic evidence of your learning) = 60%
Agenda/Calendar	Attendance/Tardies
<p>Each day, the agenda will be posted on the class calendar (Google Calendar will be linked on Google Classroom). It may include the daily warm-up, learning target, independent learning tasks, and reminders/announcements (including important due dates, deadlines). Students are expected to orient themselves and begin opening routine learning tasks immediately upon the start of class. Google Classroom will also serve as the main launching point for agenda activities and calendar items.</p> <p>Orienting yourself and knowing the current task will help you succeed!</p>	<p>Attending class regularly and on-time will lead to success! You will feel like you know what's going on, you'll feel and be more organized, and your overall stress should be much lower. Indeed, you'll have a lot more fun learning when you're always in class and on time. In fact, regular attendance is essential to receive a satisfactory grade in this class.</p> <p>If you are late to class, please enter quietly. Because we want you to succeed, excessive tardiness will result in interventions which may include, but is not limited to, phone calls, texts, and emails home, parent-teacher-student conferencing, referral to administration and other specialists for re-engagement, and may also affect your grade if you arrive too late to do warm-up task or turn in assignments on time. <u>In short, please do everything in your power to come to class every day and on time.</u></p>

General Information

Main Office <ul style="list-style-type: none"> ● Principal/Assistant Principals ● School Secretary ● Health Assistant ● Library Media Technician ● Assistance with Language Link ● Psychologist Counselors:	Phone: 916-641-4960
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Maria Cruz-Pantilla..... Grade 9 Timmy Vo..... Grade 10 Erricka Clark..... Grade 11 Allison Terras..... Grade 12	
Enrollment (District Office)	Phone: 916-567-5819 Email: registration@natomasunified.org
Technology Support Electronic Devices: <ul style="list-style-type: none"> Fully charged school issued chromebooks, charging cable, and headphones should be brought to school daily. Students will need home access to an electronic device such as a laptop or an NUSD chromebook. Students will need access to WiFi (hotspots available) If your student has technical issues with a NUSD chromebook, or you need access to Wifi, contact IT Support for assistance. 	Phone: 916-567-5880 Email: chromebooksupport@natomasunified.org
Student Services and Support <ul style="list-style-type: none"> Special Education 	Phone: 916-567-5434

Daily Schedule (Bells)

Class schedule currently available in [NHS Bell Schedule \(click here\)](#). Classes are 59 minutes long. Please note the school start and end times. Please make every effort to get to each class on time!

Class Time Expectations

Students will be taught school-wide “SOARing at NHS” and “SOARing in the Classroom” expectations. Students will also adhere to the following expectations (strategies for success):

- Actively listen, participate, and follow discussion protocol while respecting others.** During a presentation of information (teacher or student speaking), students need to actively listen. If you disagree, attack the idea, not the person; personal (*ad hominem*) attacks or ridicule will not be tolerated and have no place in a safe classroom. Raise a hand (or follow announced protocols) when participating in classroom discussions or asking questions. Listen. Refrain from arguing about procedures, grades, and/or other administrative matters in class. Concerns and/or appeals should be discussed with the teacher privately before or after class or submitted to the teacher in writing after class.
- Know the current task and value the time of the individual or group.** Never opt out--always opt in! Maintain an upright posture of learning and keep your eyes open--you'll have an easier time staying engaged this way. Be ready to answer questions. Track the speaker, whether it's me or another student. And remember, this class is usually not the time to do homework for your next class! If you complete all expected tasks for this class you may then seek approval to use your time wisely by completing work in other classes. You will need to first complete all parts of this class's tasks before seeking this permission.
- Learn from bell to bell.** Be in your assigned place (your assigned seat, the designated website, and/or the learning task designated by the teacher) and be prepared to think/participate when class starts. At the end of the period, remain engaged in your assigned place until you are dismissed. Silence and put away all electronic devices (including headphones/earbuds that are not being used directly for learning tasks) before class begins, and don't be distracted by them unless given explicit directions or approval by your teacher. Remove sunglasses, hats, or hoodies (only if they obscure the sight of your ears/eyes/face) before class starts, and leave them off until directed otherwise.
- Preserve the classroom as a space for learning.** Remain focused and attentive so that you maximize your chances to learn and succeed! Whenever possible, refrain from distracting activities (eating, chewing gum, drinking, or grooming (combing hair, putting on makeup, lotion, etc.), in class--help others focus too. Only write on documents or virtual whiteboards that you are directed to do so by the teacher. Practice being polite, positive, encouraging and optimistic. Build up your classmates—don't tear them down.

Classroom Discipline Procedure

1. **Warning & Expectations Reminder.** I will make every effort to provide teacher-student counseling to redirect and correct behaviors that interrupt the learning environment.
2. **Private Conversation.** I will again make every effort to provide teacher-student counseling to redirect and correct behaviors that interrupt the learning environment.
3. **Refocus Desk/Chair/Area** (Teacher choice placement)
4. **Parent/guardian contact.** A ParentSquare message, phone call, text, or email to a parent or guardian may be appropriate depending on the nature of the offense.
5. **Admin Intervention.** Office referral/detention/Saturday school. Depending on the nature of the offense, appropriate corrective courses of actions may include, but are not limited to, parent-teacher-counselor-administrator conferencing, referral to administration, referral to behavior specialists and/or specialized programs for addressing at-risk behaviors.

Please note: I will make every attempt to provide extremely clear instructions and provide detailed, explicit expectations to encourage positive behavior. I will make every attempt to deescalate a situation and redirect and correct behaviors. It is my goal to create a safe, positive, and collaborative classroom environment that helps all students succeed and reach their potential.

Independent Learning Tasks, Assignments, and Submission Guidelines

You will be required to do independent learning in this class, and you will need to show evidence of that learning. This will include learning tasks and assignments not completed during class time, projects, assessments, reading, etc. Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall not incur a late penalty for subsequent and immediate satisfactory completion and submission of the assignment or assessment within a reasonable timeframe. This should be done **without teacher prompting**, so take the initiative and demonstrate responsibility.

If a student is absent from the school day without an excuse and does not immediately and subsequently turn in an assignment, take a test or fulfill another class requirement that he/she missed, the teacher may lower the student's grade for nonperformance, as per NUSD Board Policy. If you are absent, check Google Classroom, the calendar or website, ask one of your fellow classmates for the day's learning task/assignment, or speak to your teacher during office hours **immediately** upon your return.

Due dates for learning tasks and assignments will be posted on Google Classroom, and may also be accessed through Infinite Campus and/or the class Google calendar. Assignments that are turned in at any time after the specified deadline is considered late. Your official school attendance record (Infinite Campus) must reflect the excused absence, so it is the responsibility of the student to clear absences with the attendance clerk.

As a universal support (and since students learn at different rates), **all due dates/deadlines will generally be established and extended for 1 or more weeks AFTER the classwork or assessment is assigned when there is a possibility of a late penalty.** The purpose of this is to provide ample time for all students to complete their learning tasks and assignments, and they are encouraged to submit their assignments as soon as possible (same day is recommended, when possible). This universal extended time is meant to benefit all learners (especially English Language Learner needs and/or IEP defined needs). Extended due dates/deadlines do not mean that students should put off completion of the learning task until the deadline is upon them. Students are encouraged to avoid procrastination and to remain organized/aware of due dates and deadlines. Avoid late penalties at all costs!

A **"Late Work Deadline"** will be established and announced at the beginning of each semester up to which point you may submit late assignments for late credit. This date typically falls on a Friday 2-3 weeks prior to the end of the semester, and it provides reasonable time to complete missing assignments (and to grade them before the grade submission deadline). Upon request, your teacher will provide a "Missing Assignment Report" which will list all missing assignments in the gradebook. Please note: these reports are simply print-outs/PDFs of information that can be accessed at any time on Infinite Campus.

Summative assessments (such as essays and formal writing tasks) will have announced resubmission policies for potentially obtaining higher credit so that students may demonstrate mastery of skills while improving their grades.

Code of Conduct

- The purpose of having a code of conduct and of having students follow it is to allow relationships to grow, for connections to strengthen, and to help build a safe and positive learning environment. Students will feel much more comfortable with their schooling experience by recognizing boundaries set by teachers who want them to challenge and improve themselves.
- Students will abide by the [NUSD Code of Conduct for Student](#), Natomas High School rules from the [Natomas High School Student/Parent Handbook](#) and the **teacher's classroom expectations**. Students should recognize that teachers develop specific classroom expectations so that they can connect with and teach students more effectively.
- Teachers will do everything reasonably in their power to help students understand expectations, follow those guidelines, and reteach those expectations as necessary. Teachers will make every attempt to build a caring and positive learning environment and to build positive relationships with students. Whenever possible and reasonable, teachers will work toward restoring relationships through a number of measures, including but not limited to: positive reinforcement, positive redirection, teacher-student conferencing, informal discussions, and/or informal conferencing with parents/guardians, counselors, or administration. Teachers will evaluate each case as unique and may then choose to escalate code of conduct non-adherence concerns for further corrective actions and possible disciplinary consequences. To reiterate: teachers will work to avoid code of conduct non-adherence in the first place, and they will seek to follow restorative practices.
- Student Code of Conduct will be consistently enforced during the school year. Please refer to the Student Code of Conduct to review the Discipline Matrix that describes the range of consequences for violations within the California Education Code. Students should make every effort to build positive relationships with teachers and peers and to avoid making choices that lead to negative consequences.
- As necessary, and if the measures described above prove ineffective (at the teacher's determination), the principal or designee will apply the appropriate discipline consequences, which may include immediate suspension or appropriate consequences for any student who violates school and/or classroom rules.

Appropriateness of Content Policy

The English Department of Natomas High School complies with the following definition of appropriate content:

Because good scholarship requires objectivity, careful writers of [high school assignments][...]avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex. (Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, Sixth Edition [New York: The Modern Language Association of America, 2003] 60)

Important points to remember:

- This standard applies to all student work.
- The audience for all student work is the teacher and, in some circumstances, other students.
- California law AB 537 legally binds a teacher to providing a safe classroom environment.
- The NHS English Department determines appropriate content.

According to department and school policy, all inappropriate student work may receive a zero credit without the possibility of rewrite or make-up.

Academic Honesty, Cheating, and Plagiarism

From the NHS Handbook (page 34): "Natomas High School expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts. Cheating, plagiarism, and fraud violate ethical rules of conduct and will not be tolerated, and students may be subject to administrative discipline. Students violating this policy on semester final exams will receive a failing grade on the exam. Students will refer to individual teacher syllabi regarding classroom policies on academic honesty. When an incidence of cheating occurs, parents/guardians shall be contacted and asked to make

sure that their children have adequate time to study at home (BP 5131.9)

Academic honesty means:

- I do my own work and expect others to do theirs.
- I may ask for assistance but never ask to copy an assignment.
- I keep my eyes on my own test and protect it from the views of others.
- I wait until all classes have taken a test before I discuss the content.
- I do my share of the work for a group project.
- I give credit when paraphrasing or quoting others.
- I stay out of teacher and staff areas unless I have permission.
- I report incidences of academic dishonesty.”

Plagiarism Policy

The English Department complies with the following MLA definition of plagiarism:

Derived from the Latin word *plagiarius* (“kidnapper”), *plagiarism* refers to a form of cheating that has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). Plagiarism involves two kinds of wrongs. Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud. Plagiarism is sometimes a moral and ethical offense rather than a legal one since some instances of plagiarism fall outside the scope of copyright infringement, a legal offense. (Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, Sixth Edition [New York: The Modern Language Association of America, 2003] 66)

Important points to remember:

- Plagiarism can be intentional or unintentional.
- Plagiarism applies to both printed and unpublished material.
- Plagiarism includes using not only direct quotations and paraphrases from other sources, but also information and ideas without documentation.
- Plagiarism occurs when using three or more consecutive words without documentation.
- Plagiarism does not include information found within the public domain. Public domain refers to knowledge so common that it can be easily accessed in three sources.

According to departmental and school policy, plagiarized student work may receive zero credit without the possibility of rewrite or make-up. Plagiarism may also result in an administrative referral with appropriate follow-up consequences.

Preventing Plagiarism

In your written work, you will be required to provide citations for all quoted material and borrowed ideas – even if you paraphrase them. Modern Language Association guidelines for creating in-text citations and works cited pages will be reviewed in class before the first essay is due; a quick overview can be found in the “forms and docs” section of my website. I cannot stress this enough: failure to follow citation procedures constitutes plagiarism, a serious offense that may result in a zero grade for the assignment and an administrative referral. To avoid such a mistake, always give credit where credit is due. When in doubt, ask for my help.

In order to ensure that students engage in their own learning and critical thinking, that they complete their own work and are upheld to a high standard of academic honesty (as defined above), your teacher will employ several methods to monitor all work. These measures may include, but are not limited to:

- **Turnitin.com**
 - The teacher may submit any and all student writing to the anti-plagiarism site (turnitin.com) in order

to compare the originality of writing with an exhaustive database of online sites.

- Students will also be required to upload certain school work to turnitin.com on their own in order to ensure that their writing is free and clear of any plagiarism (intentional or unintentional) and to ensure that sources of information are properly quoted and cited. Please see Google Classroom for updates on student access and directions for uploading written work.

- **GoGuardian**

- Students will be monitored by the teacher via GoGuardian in order to ensure honest and appropriate completion of work.

- **Other/Not listed**

- Due to the evolving nature of digital technology, your teacher may announce other monitoring safeguards as appropriate. Every effort will be made to consider appropriateness and reasonableness for individual situations.

Please do not fall for the temptation of online cheating and plagiarism--you can learn and you can do it yourself! Do not copy and paste from online sources: you are expected to do your own work and your own thinking. Please assume that your teacher is reading and uploading everything you write, and you are expected to adhere to these standards.

Progressive Policy/Possible Consequences

Please take the time to make sure that you understand the above section on *Academic Honesty, Cheating, and Plagiarism*. Consequences for failing to meet these expectations may include, but are not limited to:

- Student work may receive a zero credit without the possibility of rewrite or make-up.
- Parent contact and/or conferencing
- Administrative contact and referral

Student: One of the first assignment posts on Google Classroom will be to acknowledge that you have carefully read and understand the class syllabus. You will digitally sign on that post to attest that you and your family have read the above syllabus.

Parents and guardians: If you have any questions, please do not hesitate to contact me (email: jbryan@natomasunified.org)