

AP CAPSTONE SEMINAR

WELCOME LETTER

Mrs. Kowalski-Rospierski (Mrs. K-R)

Marjory Stoneman Douglas High School

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Class Website: Canvas, College Board Digital Portfolio

May 2020

To all students enrolled in AP Seminar and their parents/guardians:

Welcome to the College Board's Advanced Placement Capstone Program. AP Seminar is the first class taken sophomore year at Stoneman Douglas and is followed the next year with AP Research. In order to attain the AP Capstone endorsement on your diploma it is necessary to take and pass, with a score of three or higher, both Seminar and Research, as well as four other AP classes before graduating.

AP Seminar is much more than just a research and writing course. It involves critical thinking, public speaking, argumentation, debate, synthesis, analyzing, interpretation, close reading, collaboration, and inference skills. We will work on and hone many of these skills throughout the first semester, but it is important that you come into this class with good writing and research habits. It is also important for you to have an open mind and an interest in exploring the world we live in today.

In order for you to attain your final AP score there is more than just an AP exam for Seminar. You must also complete two performance tasks. Performance Task 1 consists of working in a group, conducting your own research on a chosen group topic, writing an individual research report (1,200 words), and giving a group presentation (8-10 minutes) with an oral defense (one question per group member). Performance Task 2 entails creating an original research question from source material from College Board, writing an individual written argument (2,000 words), and giving an individual presentation (5-7 minutes) with an oral defense (two questions). Finally, you will take the AP exam in May, which consists of free response questions and an argumentative essay.

In order to prepare for AP Seminar this summer you are required to read the non-fiction novel *Outliers* by Malcom Gladwell, and write an argumentative essay. You will need to get your own copy, because you will be annotating as you read. The complete summer assignment, with instructions and essay prompts, is included in this handout.

- Summer Assignment Components:
- 1.) Your annotated copy of *Outliers*
 - 2.) Your argumentative essay (upload to Canvas)
 - 3.) Your signed and dated College Board Plagiarism Policy
 - 4.) Your signed class syllabus

Again, welcome to AP Seminar! It's going to be a wonderful year!

Sincerely,

Mrs. Andrea Kowalski-Rospierski M.Ed.



Andrea Kowalski-Rospierski M. Ed. (Mrs. K-R)

Language Arts Department

Marjory Stoneman Douglas High School 2020-2021 School Year

AP Capstone Seminar Course Syllabus

AP Capstone™

COURSE DESCRIPTION

AP Seminar is the first of two courses in the AP Capstone program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the **AP Capstone Diploma**. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the **AP Seminar and Research Certificate**.

In AP Seminar students will:

- Investigate real-world topics of their choosing with multiple perspectives, which are different or competing
- Learn to collect and analyze information with accuracy and precision
- Develop arguments based on facts and effectively communicate them
- Examine materials such as news stories, research studies, art work, photography, and literary works

PEDAGOGICAL FRAMEWORK

AP Capstone Seminar is based on the QUEST inquiry framework.

- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, & Transmit

PROJECTS AND ACTIVITIES

Students will demonstrate their understanding of the material through a variety of projects and activities. These projects and activities will allow students to explore their written, oral, and artistic talents as well as demonstrate competency in addition to or as an alternative to traditional testing. Technology will be available for research projects and power-point presentations.

COURSE ASSESSMENT

Performance Task 1: Team Project and Presentation

- Students work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches; each group member develops an individual 1200 word written report and the group creates a 8-10 minute multimedia presentation to communicate its conclusions, solutions, or recommendations, and provides a defense to questions posed by the teacher.

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 use these texts to identify 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 2000 word paper must refer to and incorporate at least one of the provided sources. The multimedia presentation is 6-8 minutes long with an oral defense.

Additional Assessments

- Mini or snapshot projects and presentations
- In class debates
- Socratic Seminars
- Argumentative writing
- Mini Quizzes

Classroom Expectations

1. Be Respectful
2. Be Prepared
3. Be On Time
4. Follow the Code of Conduct
5. Be Your Best

Absences

If you are absent, you are responsible for obtaining any notes, assignments, or activities that were done in class or assigned for homework. You are also responsible for regularly communicating with your group throughout Performance Task 1. All due dates from College Board are non-negotiable and cannot be changed. Failure to submit any components of either Performance Task will affect your overall AP score for the course.

Personal Technology Policy

All students are expected to keep their cell phones/smart phones/tablets/laptops silenced, out of sight, and put away for the entire class period. Students will be given one warning and then the device will be confiscated for the remainder of the class period. The device will be returned at the end of the period provided the student adheres to the classroom expectations.

However, at specific times, students will have the opportunity to use their personal technology for educational purposes. We will use apps or programs such as Kahoot, Edmodo, Socrative, etc. in conjunction with some lessons, activities, or projects. Only at these times, will students be permitted to use their devices.

Materials

- Black or Blue Pens
- #2 pencils
- Highlighters
- 1” Binder with 5 dividers
- Jump Drive (optional)

Technology

Canvas

- Students are expected to use and check Canvas each day
- Most work will be submitted through Canvas

AP Digital Portfolio

- you must have a working email address and be able to login in and access your College Board Digital Portfolio
- you will be submitting two papers to College Board for portions of your AP Score

Email: andrea.kowalski-rospierski@browardschools.com

Please sign, take a picture, and upload this page to Canvas the first week of school. This will serve as your first grade. Welcome to AP Capstone Seminar. Let's have a great year!

Thank you

****I have read the above information and understand the AP Capstone Seminar syllabus along with classroom rules and procedures.***

Student Name (printed)

Parent/Guardian Email

Student Signature

Date

Parent/Guardian Signature

Date

AP CAPSTONE SEMINAR

COLLEGE BOARD PLAGIARISM POLICY

Directions: After reading and understanding the AP Capstone Plagiarism Policy, sign, date, and have a parent or guardian sign and date it as well. This is one of your first grades and is due the first week of class. Please take a picture of this page and upload to Canvas.

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 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.

Student Name (printed)

Parent/Guardian Email

Student Signature

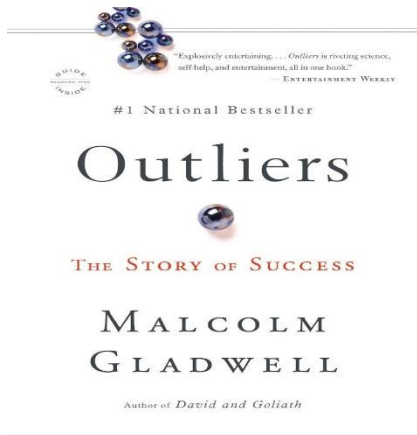
Date

Parent/Guardian Signature

Date

AP CAPSTONE SEMINAR

SUMMER ASSIGNMENT



Part I: Read and annotate the non-fiction novel *The Outliers* by Malcolm Gladwell. You will need to get your own copy. (Be ready to discuss the novel in class upon your return to school. You will be turning in your novel with annotations for a grade.)

What to annotate:

- Interesting facts, ideas, points
- Key information
- Write questions that arise as you read
- Summarize relevant sections
- Mark and define words or concepts you are unfamiliar with
- Write your own ideas about points being made

Part II: Choose one of the following essay topics and write a well composed response. Your essay should argue and support your position. Be sure to have a clear thesis statement as well as support from Gladwell's novel and at least two additional sources.

Prompt 1: In his book *Outliers*, Malcolm Gladwell argues that “there’s no such thing as a self-made man and that super achievers are successful because of their circumstances, their families, and their appetite for hard work.” To what extent do you agree with Gladwell? In a well-organized essay, support your argument with references and examples from the book *Outliers* and two additional sources to support your response.

Prompt 2: Locate an individual who is successful (one who has achieved mastery, not just fleeting fame) in a particular field. Argue whether you think his/her success had to do with the social and external factors that Gladwell discusses in his book *Outliers* or whether this person's success was due to the more conventional notion of individual talent that is inherent in an individual. In your discussion of this successful person you may want to decide whether they experienced any of the phenomenon Gladwell talks about:

- a) The Matthew Effect
- b) 10,000 hours of work in order to become proficient
- c) Advantageous era of birth
- d) Born in a demographic trough
- e) Exposure to meaningful work
- f) The ability to express to someone what one wants (the presumption of being heard)
- g) Cultural practices which encouraged success

Prompt 3: In his book *Outliers* Gladwell makes the argument that success cannot be attributed to only one element. Instead, people are often successful due to a set of circumstances. In your essay, write to argue barriers that could prevent a person from achieving success. Consider where the barriers are coming from, if they are preventable, and how/if they can be overcome.

Your essay must:

- Be no less than 1,200 words, Be typed and uploaded to Canvas (You will most likely need to wait until the first week of school to access Canvas. However, this does not mean you can't write your paper earlier, save it, and upload later.)
- Use in text citations and quotes
- Be written in correct MLA or APA format, including a works cited or references page with all sources used (3 or more)
 - **If you are unsure how to use MLA format use the Purdue OWL**
<https://owl.english.purdue.edu/owl/resource/747/01/>

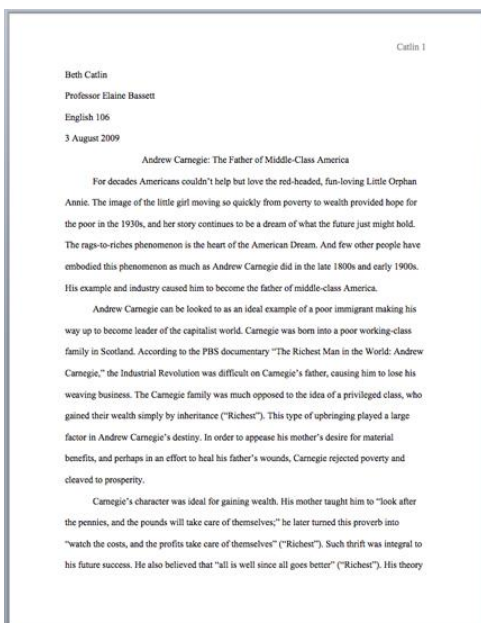
MLA: GENERAL GUIDELINES

- Type your paper on a computer
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

FORMATTING THE FIRST PAGE OF YOUR PAPER

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as *Morality Play*; *Human Weariness* in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

Here is a sample of the first page of a paper in MLA style:



The above MLA information is only a portion of what is available on the Purdue OWL. You will find complete information as well as ways and examples of how to quote and cite sources within your paper.

Essay Rubric

Row/Proficiency	No points earned for...	Points earned for...	Points earned for...	Max Points
Establish Argument	<p>The response provides only unsubstantiated opinions or claims.</p> <p>Or</p> <p>The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence</p>	<p>The argument presents a claim with some flaws in reasoning. The response is logically organized, but reasoning may be faulty or underdeveloped OR The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p> <p>(10 pts.)</p>	<p>The response is a clear and convincing argument.</p> <p>The response is logically organized and well-reasoned connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p> <p>(12 pts.)</p>	12
Select and Use Evidence	<p>Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.</p>	<p>The response includes mostly relevant and credible evidence.</p> <p>(7 pts.)</p>	<p>The response includes relevant, credible and sufficient evidence to support its argument.</p> <p>(10 pts.)</p>	10
Apply Conventions (citation)	<p>The response is missing a bibliographic/works cited OR the response is largely missing in-text citations/footnotes.</p>	<p>The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.</p> <p>(3 pts.)</p>	<p>The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references source using a consistent style.</p> <p>(5 pts.)</p>	5
Apply Conventions (Grammar and Style)	<p>The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.</p>	<p>The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.</p> <p>(2 pts.)</p>	<p>The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of work choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.</p> <p>(3 pts.)</p>	3

Grade Scale:

30-27 = A 23-21 = C 17-0 = F

26-24 = B 20-18 = D