



Advanced Placement Seminar – AP Capstone Program Course 1 Dr. J. Spiegel

Welcome to AP Seminar! This course is unlike any other in that you will have opportunities to explore topics of your interest and to pose questions to other topics that you create yourself. In addition to

exploring different topics than those covered in other courses, this course is also designed to prepare you for the Advanced Placement Seminar End of Course Exam and both Performance Tasks 1 and 2. The attached pages provide you with a tentative course syllabus of some of the readings we may do, not necessarily in that order. This is a tentative list subject to time frames and the release of AP materials used for the team and individual projects in the spring. Specific due dates for each reading and project will be provided at a later date.

Topics to be covered

This course is designed to stimulate your curiosity about various topics and the world around you while helping you to develop research skills that are useful in the collegiate realm. You will use the AP Capstone QUEST framework in order to learn how to explore topics in the course that I provide you and also topics that you choose yourself.

The goal in this course is NOT to find the “right” answer to large, global issues. The goal is to ask the questions that stimulate thinking and new fresh ideas. You will notice that the units all include the word “culture.” “Culture” will serve as the big idea for this course by providing a backdrop against which we will explore how individual topics impact our culture or result from our culture. The readings, film clips, art, music, and other media that we review will serve as stimulus material to help you to think and develop questions that you have about these topics that will turn into team projects, individual papers, research projects, debates, and other activities we will do.

Unit 1: Technology and Culture

- *Amusing Ourselves to Death* – Neil Postman
- *Is Google Making Us Stupid?* – Nicholas Carr
- Ted Talk – Sherry Turkle

Unit 2: Leadership and Culture

- *Thoughts From the Tao-te Ching* – Lao-Tzu
- *Total Domination* – Hannah Arendt
- *Qualities of the Prince* – Niccolo Machiavelli

Unit 3: Ethics, the Mind, and Culture

- *Allegory of the Cave* – Plato
- *Toward a Universal Ethics* – Michael Gazzaniga
- *Morality as Anti-Nature* – Friedrich Nietzsche
- *Does Reading Fiction Make You a Better Person?* – Sarah Kaplan

Unit 4: Team Research Project – Performance Task 1

- Readings chosen by team and individual students

Unit 5: Individual Research Project – Performance Task 2

- Stimulus readings provided by the College Board
- Additional readings chosen by individual student

Unit 6: Art, Music, and Culture

- *Music and the Brain* – Laurence O’Donnell
- *The Work of Art in the Age of Mechanical Reproduction* – Walter Benjamin
- Multiple art pieces – assigned by group

Materials Needed Daily for Class

Materials to take notes and keep track of handouts (folder, binder, etc.)

Reading Journal

Pencil or pen (pen preferred)

iPad

Textbook / supplemental readings

Sticky notes or tabs to mark text pages

A highlighter

Reading Journals

I will provide each of you with a colored composition book. This will serve as your reading journal. Each time we complete a reading, you will write in your journal. Specific directions will be provided later. This journal will 1) help you to reflect on and engage the readings, 2) help provide us with material to discuss in class, and 3) help you to prepare for the End of Course Exam. You should bring this journal to class everyday. We will also use it to keep track of possible research questions and do other exit activities with it in class.

Participation

This is an AP level course where your participation is expected daily. You should be prepared to present information individually, as part of a group, or in Socratic Seminar discussions. Working on other homework during class is NOT acceptable and it is expected that you will take appropriate notes each day. These materials may appear on tests, but more importantly they are fodder for the research that you will do. It is through these stimulus readings and our discussions of them that you will develop your own research agenda and your teams' research agendas.

Attendance

Excused tardy / absence

Work made up in amount of days missed

Get work in advance when possible

This includes days missed for school activities

Unexcused tardy / absence / class cut

No credit for work completed on that day

Class cuts also receive disciplinary action

Late to Class

Three unexcused = detention after school with me

Tardy To School / Early Dismissal / Field Trip

If you come to school late, leave early, or attend a field trip, you are in the school building and are expected to deliver any homework due that day to me that day. Depending on the assignment, you may do this by delivering the assignment directly to me or having the main office secretaries place it securely in my mailbox. You may also leave it in the AP Seminar basket in my classroom or turn it in to Canvas. Do whatever is appropriate for the assignment. Some assignments MUST be turned in to Canvas due to their nature. I will indicate what to do with each assignment. Feel free to ask for assignments early, as I am often planned weeks and even months ahead.

Classroom Behavior

This is an AP level course that requires rigorous amounts of reading and writing both in and out of class and will also require speaking both formally and informally in class. Some of the topics we will cover will be controversial and will rouse your personal feelings. Some of your opinions will be different than your classmates and that is o.k. Please respect the opinions of all parties in the classroom and do not speak out of turn or interrupt others as they discuss their points of view. Everyone will be afforded the opportunity to speak in turn and everyone's ideas should be respected.

In addition, please respect the following BRAVE standards of behavior:

Be safe: Listen to staff and maintain personal space.

Respect others: Be on time, be polite, and use appropriate language and tone.

Be accountable: Be prepared, be honest, do your own work, use electronic devices only when permitted.

Be victorious: Do your best work and celebrate academic success.

Be enthusiastic: Have a positive attitude and take ownership of learning.

Homework / Assignment Standards

All work must be completed on time. Late work will be accepted for TWO DAYS at a penalty of 50%. All work should be neatly written or typed (if required). Use blue or black ink pen or pencil when necessary. All work should be completed on 8 1/2 by 11 sheets of lined paper. APA Style must be used. 10 % will be deducted from work not meeting these standards. 10% will also be deducted from any assignment not containing the provided grading rubric. In addition, the College Board has specific due dates for both the team and individual projects (Performance Tasks 1 and 2). These dates are provided by the College Board and are non-negotiable. Late work for these tasks cannot be accepted.

Academic Integrity - Plagiarism and Cheating

It is absolutely unacceptable to copy material from another student or from another source (i.e.: internet sites). You are not permitted to "work together" on homework assignments unless I have given you specific permission to do so. If you are found plagiarizing work or cheating in any way, you and any other student (s) involved will receive a zero on the assignment, project, or test. Texting or using other electronic devices during tests or quizzes will also result in a zero. You will NOT have the opportunity to make up the work or do the assignment again. This includes all assignments and compositions - no exceptions. In addition, the College Board has a very specific policy that will also be enforced (see below).

In addition, please keep the following in mind:

- Accurately cite all sources.
- Accurately represent your sources.
- Read all assigned readings to assure accuracy.
- Do not copy another person's work.
- Do not give your work to others.
- Proofread your work to assure accuracy.
- Include a list of works cited for all compositions.
- Do not download a composition from the internet.
- Do not make up quotes that are not in the text you have read.
- Do not write a paper for one course and turn the same paper in for another course.

College Board Plagiarism Policy

Updated Fall 2015

The AP Capstone™ Plagiarism Policy has been clarified and expanded to include language addressing **Falsification or Fabrication of Information**. The revised policy text is as follows:

AP Capstone™ Policy on 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 course work. 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

All grading will be done according to the district's grading scale. Each assignment will have an assigned point value. Keep track of your own points and check your grades frequently online. See the guidance office if you do not have a password. In addition, the team and individual projects you complete in the spring (Performance Tasks 1 and 2) will be scored by the College Board should you elect to take this course for AP credit. I will also score them AFTER they have been submitted to the College Board and at which time my grading of them cannot result in feedback that could be used to improve your project before the College Board scores them. Please understand that I am not permitted by the College Board to offer you any feedback on those performance tasks before they are submitted. This is their policy, not mine. In addition, any score I give you on these projects DOES NOT IN ANY WAY reflect what the College Board should or will give you as a score. My grading rubric and the College Board's rubric are different and evaluate different things in different ways. Please do not expect to receive the same score from me and from the College Board. The two scores are not exactly the same.

According to district policy, you must receive a cumulative percentage of 60 in order to pass this course. Attending school regularly, keeping up with all notes, readings, and assignments, and asking for help when needed will ensure your success.

Course Outcomes

Because this course prepares you to earn AP credit, we will all complete activities that lead us to that outcome regardless of whether or not you are attempting to earn the credit through the College Board. You will receive credit for the activities as part of your grade for this course regardless of whether or not you take the course for AP credit.

End of Course Exam (usually in May)

The College Board requires an End of Course Exam. In that exam, you will perform two tasks. 1) You will read a provided article and identify the author's argument, explain his/her line of reasoning and claims, and evaluate his/her effectiveness. 2) You will read four provided sources and write an essay that focuses on a common theme using at least two of the sources.

Performance Task 1 – Team Project (usually in January – April)

You will complete an individual research report and team presentation. You and your team will decide on the topic and the lenses and perspectives through which you will examine it. The presentations will be given on a set day in front of an audience. You will be required to orally defend your presentation and your research as a team.

Performance Task 2 – Individual Project (usually in January – April)

Using stimulus readings / materials provided by the College Board, you will find a common theme or topic in the works and, using at least one of those pieces, build a thoroughly researched argument. You will have a plethora of resources of various media types that you will incorporate into your work. You will be required to present your research to an audience and orally defend your work individually.

Student Communication with Teacher via Email

Please upload all assignments to Canvas. You may email me with questions regarding large assignments. While I do not check my school email every night, I will check it at 8 p.m. on the evening before a large composition or project is due. The email address is listed below.

Cell Phone / Electronics Policy

PEds "are permitted to be used . . . AT TEACHER DISCRETION FOR INSTRUCTIONAL PURPOSES IN THE CLASSROOMS."

This is the district policy regarding cell phones and electronic devices. In order to assure that this is followed, please take out your phone at the start of class and TURN IT OFF. If you are using a cell phone during class without permission, I will confiscate it and provide you with a detention. Please observe this policy. It is inappropriate to use a cell phone when you are expected to be doing academic work. **It is unprofessional and down right rude to use a cell phone while the teacher or another classmate is talking.** Courtesy is required in this classroom. If you are distracted by a device you are not academically present in the class. Most of all, you are missing valuable information, interaction, and instruction that cannot be repeated. You may use your iPads when it is appropriate to do so. I will give you a verbal "ok" to use them. If I have asked for them to be removed and put away, please do so.

Parent Communication with Teacher

There are two methods of communicating with me regarding student progress: voice mail and email. I have included directions for both on this sheet.

When trying to communicate with me, please include your name, your student's name, a message detailing your concerns, and the preferred method by which I respond (email, phone number at work or home, etc.).

I check my email at least once every day. I check my voice mail at the end of every day. I will try to contact you as soon as possible.

If you wish to speak to me personally, the best times to reach me at school are 7:15 to 7:30 and after 2:20. During the remainder of the day, I am in class and you will be asked to leave a message on my voice mail.

Voice Mail

Dial (412) 896-2300
Press 1 for touch-tone service
Press 1 again to leave a message
Enter my mailbox number - 7810
The system will play my name and greeting
Record your message
Hang up when finished

Email

Address: jspiegel@efsd.net

Students / parents should keep the first two pages for reference. The final sheet should be returned to the teacher at the beginning of the school year. Feel free to download copies of this from Canvas or from the district website at www.efsd.net.



Signature Page
Please return to Dr. J. Spiegel
Room 110
AP Seminar – AP Capstone Course 1

Please take this home and review it with your parent or guardian. Have a parent or guardian sign on the line below to indicate that he or she has reviewed the AP Seminar course syllabus information.

A signature below earns 5 out of 5 points for the student if returned by the due date.

X _____ student name (PRINT)

X _____ student signature

X _____ parent / guardian signature

Date: _____

Parent/Guardian Information

Should I ever need to contact you, please indicate below your preferred method of communication and provide the information needed.

Email address: _____

Daytime phone: _____

Name of parent/guardian to be contacted (print): _____