

AP Language and Composition/Seminar Syllabus

1st Block

2025-2026

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Curricular Requirements

- CR1 Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR3 Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.
- CR4a Students develop an understanding of ethical research practices.
- CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- CR5 Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
- CR6 Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Essential Knowledge

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.

EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).

EK 1.2A2: A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.

EK 1.2A3: Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.

EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/ or primary sources (e.g., original texts and works, material culture, or personally collected data such as from experiments, surveys, questionnaires, interviews, observations, personal narratives).

EK 1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

EK 1.3A3: Advanced search tools, Boolean logic, and keywords allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).

EK 1.4A1: The scope and purpose of one's research and the credibility of sources affect the generalizability and the reliability of the conclusions.

EK 1.4A2: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).

EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer-reviewed, meaning the research has been reviewed and accepted by experts in the relevant discipline.

EK 1.5A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.

Course Description

AP Seminar is a college-level, 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 various types of research: scholarly, artistic, foundational, literary, personal, and oratorical. Students learn to critically read and synthesize information from multiple sources – both independently and collaboratively, develop their own perspectives in research-based 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 to craft and communicate evidence-based arguments. **(CR1)**

AP Seminar is the prerequisite for AP Research. Students who successfully complete both (3 or higher on AP scores and passing of class) and earn a 3 or higher on 4 other AP exams will then earn an AP Diploma.

Course Objectives

The course examines selected topics, providing opportunities for students to develop skills identified in the learning objectives of the enduring understandings within the QUEST big ideas framework. The AP Capstone program:

- Develops transferable key academic skills through collecting and analyzing information with accuracy and precision, and crafting, communicating, and defending evidence-based arguments. **(CR4)**
- Complements the discipline-specific study provided through other AP courses and exams.
- Provides opportunities to make cross-curricular connections by exploring topics, questions, and ideas from multiple perspectives. **(CR1)**
- Helps students become curious, independent, and collaborative scholars who know how to make logical and evidence-based decisions.

Graded coursework in the 1st semester focuses on the development and application of skills that will enable students to succeed on the AP Seminar Performance Assessment Tasks. The topics will be examined at the local, regional, and global levels. Each unit encourages students to engage with multiple perspectives and lenses, develop researchable questions, research a wide variety of source material, work collaboratively, and create and deliver multimedia presentations.

The second semester is when students will be assessed on their understanding and application of the first semester skills. Students do so by completing three assessments to be submitted to the College Board.

Academic Expectations

This course requires students to complete several tasks in preparation for the AP Seminar Performance Tasks and Exam. I expect you to thoroughly and thoughtfully complete all work assigned, regardless of whether it is “graded.”

Class participation is extremely important. This includes attendance, reading comprehension activities, reflections, research notes, peer review, and team meetings.

Students must come to class prepared to actively participate in discussions during whole group and small group meetings. This course is designed to have students work in groups/teams frequently. As such, some of the graded work will require students to function effectively as members of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to my attention immediately; do not wait for grades to suffer. **Simply put, if you dislike speaking up in class and/or working in groups, THIS IS NOT THE CLASS FOR YOU.**

This course requires students’ active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times and respect the thoughts and opinions of classmates.

Cooperative groups, discussions, debates, and projects involve daily participation. Absences will affect your grade, so please be here and be on time.

On an additional note, remember this is NOT an English course. That being said, it does require strong reading and writing skills, and you will be doing a lot of both.

Make-up Policy – read carefully!

This is a strenuous course, and you must maintain the course pace for success. Use the syllabus to follow class work schedules and ask for make-up work and any handouts missed. The student is responsible for obtaining make-up materials and class notes. If you are absent on a day that something is due, you must turn it in by **FRIDAY OF THE WEEK YOU ARE ABSENT**. If you are at school any part of the day, something is due; it is due that day, whether you come to this class or not. If you are absent from school, you have the number of days absent plus one to make up the work. After this time, it will not be accepted. (If an extended absence occurs, a schedule of make-up will be established through student conference.) All tests and quizzes must be made up after school **within ONE week**. No make-up work will be accepted during the final week of the quarter. The student is responsible for communicating with group members on collaborative assignments and for maintaining the workflow for the rest of the group during a member's absence.

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

AP Seminar students will be instructed in the high standards of academic honesty and research ethics. As an additional safeguard against plagiarism, AP Seminar work will be submitted to the TurnItIn program.

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 voice should be 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 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 (zero) 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 Team Multimedia Presentation will receive a group score of 0 (zero) 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 (zero) 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 Team Multimedia Presentation will receive a group score of 0 (zero) for that component of the Team Project and Presentation. **(CR4b)**

Texts

Abdon, Brandon, Freitas, Timothy, and Peterson, Lauren (2021). *English Language and Composition* (Advanced Placement Edition). Des Moines: Perfection Learning.

Aaron, J.E, Kennedy, D.M., Kennedy, X.J. (2006). *The Bedford reader*. (9th ed.). Boston: Bedford/St. Martin's.

Caulfield, M. *Web literacy for student fact-checkers*. Creative Commons Attribution 4.0 International Public License.

Fletcher, J.(2015). *Teaching arguments: Rhetorical comprehension, critique, and response*. Portland, ME: Stenhouse Publishers.

Grayling, A.C. (2010). *Ideas that matter: A personal guide for the 21st century*. New York: Basic Books.

Jacobus, L. (2006). *A world of ideas: Essential readings for college writers* (7th ed.). Boston: Bedford/St. Martin's.

Rothstein, D. & Santana, L. (2011). *Make just one change: Teach students to ask their own questions*. Cambridge, MA: Harvard Education Press.

Turabian, K.L. (2010). *Student's guide to writing college papers*. (4th ed.). Chicago: The University of Chicago Press.

To meet the course objectives, additional reading will be pulled from current media, magazines, journals, newspapers, and other secondary and primary resources as necessary.

Additionally, the inquiry-based nature of AP Seminar requires activities and assessments that use a variety of sources and technologies (e.g., library/internet research, audio/video equipment, etc.).

Information used to address a problem may come from a variety of print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews).

Students will be expected to use technology to access and manage information from online databases (e.g., SIRS, GALE, Google Scholar, etc.) that grant access to secondary and primary sources.

Course Assessments

All assessment scores will come from essays (definition, problem/solution, and argument/persuasion) or practice seminar assessments (team project and presentation, individual written essay and presentation, and written exam).

Grading Scale

A: 90 and above

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 59 or below

AP Assessments

You will be assessed using a combination of a team project and presentation, as individual research-based essay and presentation, and an end-of-course exam. These three assessments will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar.

1. Team Project & Presentation – 20% of the AP Seminar Score

Work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Your team will design and/or consider options, alternatives, or solutions, and develop a multimedia presentation to communicate your conclusion or recommendations. The team project and presentation will be scored by your teacher based on a rubric, upon which they have received training by the College Board, and will be evaluated based on the following components:

- Individual Research Report (IRR): 1,200 words

- Team Multimedia Presentation and Defense (TMP): 8-10 minutes
- The presentation and oral defense will be scored by the teacher. College Board will score the papers.

2. Individual Research-Based Essay & Presentation – 35% of the AP Seminar Score

The College Board will provide stimulus material (texts) representing a range of perspectives focused on a single theme or topic. You will use these texts to identify a research question of your own; research, analyze, evaluate, and select evidence to develop a written argument of your own that you will present, and then you will defend your conclusion. The Individual Research-Based Essay and Presentation will be scored by your teacher based on a rubric that they have received training from College Board, and will be evaluated based on the following components:

- Individual Written Argument (IWA): 2,000 words
- Individual Multimedia Presentation (IMP): 6-8 minutes
- Oral Defense (two questions from the teacher)
- The Presentation and oral defense will be scored by the teacher, College Board will score the papers.

3. End-of-Course Exam (2 Hours) – 45% of AP Seminar Score

- Part A:
 - Students read and analyze a single source and answer three questions.
 - Suggested Time: 30 minutes
- Part B:
 - Students are asked to build their own evidence-based arguments using at least two of the four provided sources.
 - Suggested Time: 90 minutes
- **Exam:**

Role of the Teacher

This class is an extremely unique, non-traditional class. While you are working on PT1 and PT2, you are working on your AP Exam. For this reason, I will be unable to provide you with feedback on your work at this time. There are certain things I can and cannot do (cannot due to College Board regulations) during the assessment phase of the class (second semester). If I overstep the rules dictated to me, your AP score will be compromised, and you can receive 0 (zero) credit for your AP assessments.

During the first semester, we will complete mock performance tasks to guide your understanding of the requirements for these assessments.

The information below is taken from the AP Seminar Course and Exam Description Handbook. Teachers MAY NOT (in regard to AP assessments):

- Assign, provide, distribute, or generate research questions for students.
- Conduct or provide research/articles/evidence for students.
- Write, revise, amend, or correct student work.
- Give specific, directive feedback to individual students (on individual components) or groups (on group components) on their work.
- Provide or identify specific defense questions a student will be asked before his or her defense.

Simply put, I have to be very careful. For example, I may read your drafts, but I may not give you specific feedback. What I can do in that instance is direct you to the rubric or give mini-lessons if I see the need on a larger scale.

The QUEST Framework (CR2a-h)

In the AP Capstone program, students consider and evaluate multiple points of view to develop their perspectives on complex issues and topics through inquiry and investigation. AP Capstone gives students the following pedagogical framework (QUEST) to develop, practice, and hone critical and creative thinking skills needed for making connections between various issues and their own lives:

- **Question and Explore:** Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one's curiosity, leading to an investigation that challenges and expands the boundaries of one's current knowledge. **(CR2b)**
- **Understand and Analyze Arguments:** Understanding various perspectives requires contextualizing arguments and evaluating the authors' claims and lines of reasoning. **(CR2c)**
- **Evaluate Multiple Perspectives:** Evaluating an issue involves considering and evaluating multiple perspectives both individually and in comparison to one another. **(CR2d)**
- **Synthesize Ideas:** Synthesizing others' ideas with one's own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one's perspective. **(CR2e)**
- **Team, Transform, and Transmit:** Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of one's message based on the audience and context. **(CR2f, CR2g, CR2h)**

I will help you understand that this process is recursive, rather than linear. This recursive process allows students to go back and forth between the processes as they encounter new information.

1st Semester Overview

Unit 1 Introduction to the Course, QUEST Process and Beginning Conversations: Identity (CR1)

Essential Questions:

- What do I need to know, learn, or understand?
- How does the context of a problem or issue affect how it is interpreted or presented?
- What strategies help me comprehend a text?
- What is the argument's main idea, and what reasoning does the author use to develop it?
- Why does the author view the issue this way?
- What patterns or trends can be identified among the arguments about this issue?
- What biases may the author have that influence his or her perspective? **(CR1)**
- How might others see the problem or issue differently? **(CR1)**
- How does my research question help shape how I go about trying to answer it?
- What information do I need to answer my question?

Essential Knowledge (CR2a-h)

- 1.4A2, 1.4A3, 2.1A1, 2.2A2, 2.1A3, 2.1A4, 2.1B2, 2.2A1, 2.2A2, 2.2A3, 2.3A4, 2.2A5, 2.2B2, 2.2B3, 2.2B5, 2.2B6, 2.2C1, 3.1A3, 5.1B4, 5.2B1

Learning Objectives that will be addressed in this unit:

BIG IDEA 1: Question and Explore

- LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.
- LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.
- LO 1.3A: Accessing and managing information using effective strategies.
- LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

BIG IDEA 2: Understand and Analyze

- LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
- LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.
- LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.
- LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.

BIG IDEA 3: Evaluate Multiple Perspectives

- LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

BIG IDEA 4: Synthesize Ideas

- LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

BIG IDEA 5: Team, Transform, and Transmit

- LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.
- LO 5.1C: Communicating information through appropriate media using effective techniques of design.
- LO 5.1D: Adapting an argument for context, purpose, and/or audience.
- LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.
- LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
- LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes. **(CR2a)**

Readings/Resources available for further inquiry (CR1, CR3)

- Introduction, *The Bedford Reader*, by Aaron, Kennedy, and Kennedy, p. 1-26.
- *A World of Ideas*, by Lee Jacobus, p. 1-17.
- *Teaching Arguments*, by Jennifer Fletcher - Introduction, Crossing the Threshold; Ch. 1, Starting with Open-Minded Inquiry; Ch. 2, From Comprehension to Critique; Ch. 3, Fostering a Deeper Understanding of the Occasion; Ch. 4, Fostering a Deeper Understanding of Audience; Ch. 5, Fostering a Deeper Understanding of Purpose.
- *Ideas That Matter: A Personal Guide For the 21st Century*, by A.C. Grayling
- *Make Just One Change: Teach Students to Ask Their Own Questions*, by Rothstein and Santana – Introduction, Why Didn't I Learn This in School; Ch. 1, The Question Formulation Technique, Teaching Multiple Thinking Abilities in One Process; Ch. 2 Choose the Question Focus, The Starting Point for Student Questions; Ch. 3, Introduce the Rules for Producing Questions, An Exercise in Metacognition.
- *The Demand for Dignity and the Politics of Resentment* by Francis Fukuyama – Excerpts
- *The Lies That Bind: Rethinking Identity: Creed, Country, Color, Class, Culture* – Excerpts
- *The Namesake* by Jhumpa Lahiri - Excerpts
- *What Is Identity?* by Anand Giridharadas.
<https://www.nytimes.com/2018/08/27/books/review/francis-fukuyama-identity-kwame-anthony-appiah-the-lies-that-bind.html> (Article)
- *How Social Media Shapes Our Identity* by Nausicaa Renner.
<https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity> (Article)
- *Can We Choose Our Own Identity?* by Kwame Anthony Appiah.
<https://www.theguardian.com/books/2018/aug/31/who-owns-your-identity-kwame-anthony-appiah> (Article)
- *Where Does Identity Come From?* by Jason Castro.
<https://www.scientificamerican.com/article/where-does-identity-come-from/> (Article)
- *Basics of Identity: What do we mean by identity and does identity matter?* By Shahram Heshmat, Ph.D. <https://www.psychologytoday.com/us/blog/science-choice/201412/basics-identity> (Article)

Activities

- Introduce the class structure and format
- Introduce Performance Tasks and EOC Expectations
- Identity Essay: Where does it come from? How does it shape you? Who are you? How did you become the person you are today?
- Team Building Activities **(CR2f)**
- QUEST presentations **(CR2a-h)**
- Learning to Observe **(CR2b)**

Practice/Assessments

- Analyze a Writing Situation **(CR2c)**
- Article Critical Reading Questions **(CR2c)**
- Article Annotations/Deconstruction **(CR2c)**
- Article Response Paper **(CR2c, CR3, CR4)**

- Argument Analysis (**CR1, CR2c, CR3**)
- Mock EOC Part A (**CR2b, CR2g-h**)
- Research and referencing exercise; identify a topic, find 5 sources, provide a description of the topic with correct referencing and Works Cited page (Group) (**CR3, CR4, CR5, CR2f-g**)

UNIT 2 – Developing Skills – Personal Identity and Technology

Analyzing Multiple Perspectives and Arguments (CR5)

Essential Questions (CR2a-h)

- What questions have yet to be asked?
- What do I want to know, learn, or understand?
- What keywords should I use to search for information about this topic?
- How does my research question shape how I go about trying to answer it?
- What information do I need to answer my question?
- 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 do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- How can I avoid committing plagiarism?
- What contributions can I offer to a team?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?

Essential Knowledge (CR2a-h)

- 1.1A1, 2.2B1, 1.1B2, 1.3A2, 1.3A3, 1.4A1, 1.5A1, 2.2B1, 2.3A1, 3.1A2, 4.1A9, 4.2A1, 4.2A2, 4.3A1, 4.2A2, 4.3A5, 5.1B2, 5.1B3, 5.1C1, 5.1C3, 5.1E1, 5.2A1, 5.2B2, 5.2B3, 5.2B4, 5.3A1, 5.3B1

Readings/Resources (CR1, CR3)

- *Student's Guide to Writing College Papers*: Ch. 1: What Researchers Do and How They Think About It (**CR2b, CR5**); Ch. 2: Finding a Research Question (**CR2b, CR5**); Ch. 10: Preventing Plagiarism (**CR4**); Ch. 19: MLA Style (**CR4**)
- *Make Just One Change: Teach Students to Ask Their Own Questions*, by Rothstein and Santana: Ch. 4: Students Produce the Questions, Divergent Thinking Unleashed: Ch. 5: Students Improve the Questions, Closed and Open-Ended Questions: Ch. 6: Students Prioritize the Questions, Analysis and Convergence: Ch. 7: Next Steps, "What Do We Do with All These Questions?"
- *Web Literacy for Student Fact-Checkers* by Caulfield, M.
- *The Bedford Reader*, by Aaron, Kennedy, and Kennedy: Part 1 Reading, Writing, and Research, p. 7-68 Ch. 1: Reading Critically; Ch. 2: Writing Effectively; Ch. 3: Using and Documenting Sources
- *In Constant Digital Contact, We Feel 'Alone Together,'* by Sherry Turkle, NPR Podcast <https://www.npr.org/2012/10/18/163098594/in-constant-digital-contact-we-feel-alone-together>
- *Digital Personhood and Identity* by Sierra Williams, The London School of Economics and Political Science Podcast. <https://www.lse.ac.uk/lse-player?facet=all&term=digital%20personhood%20and%20identity>
- *Self-portrait with Thorn Necklace and Hummingbird*. Frida Kahlo. <https://www.fridakahlo.org/self-portrait-with-thorn-necklace-and-hummingbird.jsp>

- *Technology: Is Technology Stealing Our (Self) Identities? Who or what is defining your self-identity?* by Jim Taylor, Ph.D.
- <https://www.psychologytoday.com/us/blog/the-power-prime/201107/technology-is-technology-stealing-our-self-identities>

Activities

- Research Questions (**CR2b**)
- Lenses/Perspectives (**CR1, CR2d**)
- Question Formulation Technique (**CR2b, CR2f, CR5**)
- Group Norms (**CR2f**)
- Database Use (**CR2b, CR4**)
- MLA Format/Citations (**CR4**)
- Examine Sample Papers/Presentations
- Research Log (**CR2b, CR4**)
- Informal Debates (**CR1, CR2c-h**)
- IRR Self Edit (**CR2e-h, CR3**)
- Practice Presentations/Video Reflection (**CR2f-h**)
- Practice Oral Defenses (**CR1, CR2a-h**)

Practice/Assessments

- Mock EOC A (**CR2b-c, CR2g-h**)
- Mock EOC B (**CR1, CR2a-h, CR3, CR4**)
- Research Log (**CR2b, CR4**)
- Annotated Bibliography (**CR2b, CR4**)
- IRR Outline (**CR1, CR2a-h, CR3, CR4, CR5**)
- Mock PT1: IRR (800 words) & TMP (5-7 minutes) (**CR1, CR2a-h, CR3, CR4, CR5**)
- Presentation Reflections (**CR1, CR2a-h, CR3, CR4, CR5**)

UNIT 3 IDENTITY AND STEREOTYPES

Identifying Themes and Perspectives in Arguments while Creating Your Own (CR6)

Essential Questions (CR1, CR2a-h)

- How are different groups stereotyped?
- How does popular culture stereotype you?
- Why are stereotypes so hard to eliminate?
- How does the media create and perpetuate stereotypes, and what can they do to reduce stereotyping?
- What voices or perspectives are missing from my research?
- How does this conclusion impact me and my community? Or my research?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- 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?

- 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 is the benefit of revision?
- How can I benefit from reacting to my own work?

Essential Knowledge (CR2a-h)

- 1.2A1, 1.2A2, 1.2A3, 1.3A1, 2.2B4, 2.3B1, 3.2A1, 3.2A2, 4.1A1, 4.1A2, 4.1A3, 4.1A4, 4.1A5, 4.1A6, 4.1A7, 4.1A3, 4.2A3, 4.2A4, 4.2B1, 4.3A3, 4.3A4, 4.4A1, 4.5A1, 5.1A1, 5.1A2, 5.1B1, 5.1C2, 5.1D1, 5.3A2

Mock Stimulus Materials (CR1, CR3)

- Burgess, M.C.R., Dill, K.E., Stermer, S.P., Burgess, S.R., and Brown, B.P. (2011). Playing with prejudice: The prevalence and consequences of racial stereotypes in video games.
- Everything's An Argument, p. 551-558; originally published in Media Psychology. (Article/Research Study)
- Cassibry, K. (2017). The tyranny of the Dying Gaul: Confronting an ethnic stereotype in ancient art. The Art Bulletin, p. 7-40. (Article/Research Study)
- Hanes, S. (2011, October 3). Little girls or little women? The Disney princess effect. Everything's An Argument, p. 509-515; originally published by Christian Science Monitor. (Article/Research Study)
- Helmore, E. (2017, April 2). The painting that has reopened wounds of American racism. The Guardian, retrieved from <https://www.theguardian.com/us-news/2017/apr/02/emmett-till-painting-reopened-america-wounds-race-exploitation-dana-schutz> (Painting/Article)
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Other Resources

- Ideas That Matter:
 - "Anti-Semitism," p. 29-32 (**CR1, CR2b-c, CR3**)
 - "Racism," p. 301-303 (**CR1, CR2b-c, CR3**)
- Student's Guide to Writing College Papers:
 - Ch. 6: Planning Your Argument (**CR2a-h, CR6**)
 - Ch. 7: Planning Your First Draft (**CR2a-h, CR6**)
 - Ch. 8: Drafting Your Paper (**CR2a-h, CR6**)

- **Everything's An Argument**

- "Making a Visual Argument: Cartoons and Stereotypes," p. 517-521 (**CR1, CR3**)
- Ch. 13: Style in Arguments, p. 307-329 (**CR2g-h**)
- Ch. 14: Visual Rhetoric, p. 330-343 (**CR2g-h**)
- Ch. 15: Presenting Arguments, p. 344-359 (**CR2f-h**)
- Ch. 16: Multimedia Arguments, p. 361-374 (**CR2f-h**)
- Ch. 19: Evaluating Sources, p. 427-435 (**CR2a-c, CR4**)
- Ch. 20: Using Sources, p. 436-453 (**CR2a-h, CR4**)

- "How to Avoid Death by PowerPoint" by David Phillips (TED Talk), <https://www.youtube.com/watch?v=Iwpi1Lm6dFo> (**CR2g-h**) (Speech)

Activities

- Analyze Stimulus Materials (**CR1, CR2a-b, CR3**)
- Research Questions (**CR1, CR2b, CR2g, CR6**)
- Lenses/Perspectives (**CR1, CR2d**)
- Question Formulation Technique (**CR2b, CR2f, CR5**)
- Examine Sample Papers/Presentations
- APA Format/Citations (**CR4**)
- Database Research (**CR2b, CR4**)
- Style/Levels of Formality (**CR2g-h**)
- Practice Oral Defense (**CR1, CR2a-h**)
- Practice Presentations/Video Reflection (**CR2f-h**)
- IWA Peer Editing (**CR2e-h, CR3**)

Practice/Assessments

- Questions/Quiz on Stimulus Materials (**CR1, CR2b-c, CR3**)
- Research Log (**CR2b, CR4**)
- Annotated Bibliography (**CR1, CR2a-e, CR2g-h, CR4, CR6**)
- Outline (**CR1, CR2a-h, CR3, CR4, CR6**)
- Quote Integration (**CR2e-h, CR3, CR4**)
- Note Cards
- Mock PT2: IWA (1200 words) & IMP (5-6 minutes) (**CR1, CR2a-h, CR3, CR4, CR6**)
- Reflection Paper (**CR1, CR2a-h, CR3, CR4, CR6**)

Semester Exam

- Individual Essay
- Individual Presentation and Defense
- Practice AP Exam Question 2

2nd Semester Overview and Important Dates

The second semester will be devoted to working on your performance tasks. These are the dates for your major AP Assessments second semester. **These dates are set in stone and non-negotiable.** Late work on these will be accepted up to two days for you to get credit for your AP assessment, but you will receive a 0 (zero) in the gradebook as these are completion grades. **The ** means that it's an official AP Assessment piece.**

IF YOU KNOW YOU ARE GOING TO BE ABSENT ON ANY OF THESE DAYS, I MUST KNOW IMMEDIATELY

Performance Assessment Task 1: Group Project

Task Overview: 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 **(CR5)**.

(CR5) - Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

- December 10, 2025: Begin IRR & TMP
- December 15, 2025: Twelve articles researched, read, and annotated/Dinner party completed
- January 7, 2026: Begin IRR **
- January 21, 2026: IRR DUE/Presentation outline/cue cards due
- January 30, 2026: Copy of your presentation due **
- February 10-11, 2026: Team presentations and defense begin **
- February 11, 2026: All Performance Task 1 Complete

Performance Assessment Task 2: Individual Project

Task Overview: The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. 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 paper must refer to and incorporate at least one of the provided sources **(CR6)**.

(CR6) – Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Students have 30 school days to complete their research, compose their essays, and develop their presentations.

- February 16, 2026: Begin IWA & IMP
- February 18, 2026: Research Question
- February 27, 2026: Twelve articles, researched, read, and annotated/Dinner party completed
- March 2, 2026: Begin IWA
- March 20, 2026: IWA due/Presentation Outline Due**
- March 25, 2026: Copy of Presentation Due**
- March 30-31, 2026: Presentations and oral defenses **

**Scattered through these dates will be daily grades and such, but they are flexible/subject to change as of now. Those dates above, however, are permanent.

End-of-Course Exam (aka AP Exam): Seminar – May 11, 2026

English and Composition – May 13, 2026

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

After the Exam

After the AP Exam, we will work on skills needed to bridge to next year's AP Research course.