**AP Capstone Seminar Syllabus: Justice**

Introduction to the Course

Justice is essential for the living world and the global economy but as our global societies change, social justice begins to take different definitions, leading to social injustice and conflict. With the shift to heightened awareness about social justice, many countries may argue that there is an over-emphasis on being politically correct, coddling or weakening future generations. This course examines the various definitions and arguments surrounding social justice, as well as the legal, ethical, and political issues associated with the ongoing debate. This AP course is designed to foster inquiry, scientific problem solving, global awareness, and independent thinking.

Method of Instruction

Fall semester studies prepare students for the College Board-moderated team projects, individual presentations, and written exam in the spring semester. Whenever possible, student presentations are video-recorded so that students can review their performances for ongoing achievement.

AP College Board limits the amount and type of specific feedback that instructors can provide students regarding their projects during the second semester. As a result, this course relies heavily on peer-review and collaborative work and editing; however, projects are to be completed on an individual basis. Peer review allows students to 1) understand components of paper 2) provide feedback to others 3) form a metacognitive approach that empowers students bringing grading strategies upon their own papers

**C**oursework

Graded coursework in the fall semester focuses on the development and application of skills that will enable students to succeed on the AP Seminar Performance Assessment Tasks. . 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.

Students will perform the AP Seminar Test over the entire second semester, outlined below

* Performance Task 1—Group Project with Presentation Individual Paper ( 20%)
	+ Group Presentation (8-10 minutes)-- 50%
	+ Individual Paper (1,200 words)--50%
* Performance Task 2—Individual Project with Paper and Presentation (35%)
	+ Paper-- (2,000 words)--75%
	+ Presentation-- (6-8 minutes)--15%
	+ Defense—(answering 2 questions)--10%
* End of Course Test—2 Parts (45%)
	+ Short answers: Identify the thesis, explain the line of reasoning by identifying the claims made to build the argument, and evaluate the effectiveness of the evidence used to make the argument--(30%)
	+ Essay: create your own argument using at least 2 of the sources provided--(70%)

**AP Research Resources**

EBSCO Access (through online Digital Portfolio)

Harris County Digital Library Card (through Harris County Library)

Laptop and charger

\*Students are required to bring a computer linked on the school network daily to class in order to conduct research

**Course Requirements/Grading**

Grading in AP Seminar is a three-pronged approach; the primary (and highest weighted) grades taken are checkpoints of writing and research dependent on the point of the project. Secondary and tertiary grades are in class activities, peer review days, and participation grades. Peer review grades will be taken both on feedback being given to others, as well as taking others feedback to aid their own project.

Participation grades will be taken randomly throughout the semester, with some weeks more focused on participation grades than others. **PARTICPATION GRADES ARE TAKEN AT THE TEACHER’S DISCRETION AND WILL NOT ALWAYS BE TOLD TO THE STUDENT BEFORE TAKING THE GRADE.** The purpose of participation grades taken sporadically is to motivate students to stay on task and continue working on their projects. Participation grades will be sometimes taken as an all or nothing (100 or 0) at a particular period of time or can be taken as an overall summation of students work of a class period, at the teacher’s discretion.

**Major Grades:    50%**

* Research Papers

 **Daily Work:        40%**

* Peer review Assignments
* In class Activities
* Participation Grades

**Other Reading and Writing Grades:   10%**

* Check points on assignments

**Late Work**

|  |  |  |
| --- | --- | --- |
| **Days Late**  | **Percent of Grade**  | **Example(s)**  |
| 1 Day  | 80%   | 100 records as 80 (100 x 0.20 = 20 points off)  80 records as 64 (80 x 0.20 = 16 points off)  60 records as 48 (60 x 0.20 = 12 points off)  |
| 2 Days   | 60%   | 100 records as 60 (100 x 0.40 = 40 points off)  80 records as 48 (80 x 0.40 = 32 points off)  60 records as 36 (60 x 0.40 = 24 points off)  |
| 3 or more Days  | 0%   | No credit is given  |

 *\*Extended time on assignments will be assessed on a case by case basis. Please see me if you have any questions or need additional time on due to emergency reasons.*

**Semester Average**

* Three 6-weeks grade –80%
* Semester Exam—20%

**Retests**

 Students who score a 69% or below on a test are able to retake the test for a maximum score of a 70%. A student must retest within 7 days of receiving a test grade.

 **Make-up Work**

 When a student is absent, the student is responsible for all work missed. It is the **student’s responsibility** to come to tutorials and to collect make-up work. Due to time constraints, it is often difficult for the teacher to collect and prepare make-up work during a class period. The teacher will only address make-up work in class when time is available.

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 or AP Research performance 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 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 or AP Research performance 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 for that component of the Team Project and Presentation.

I have read, understand, and agree to comply with the requirements, course descriptions, and structure of the class including all policies outlined in this syllabus.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_