

ACAD 106: Library Research Skills and Beyond

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Course Overview

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 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 in order to craft and communicate evidence-based arguments (Course and Exam Description 9).

Advanced Opportunities

Advanced Placement Exam

Students may be granted advanced placement, college credit, or both as a result of satisfactory performance on the AP Seminar exam (\$142). The exam will be administered on Tuesday, May 12, 2019 at 8:00 AM. Visit apstudents.org/creditpolicies to determine how a college or university will award credit for this exam.

Concurrent Enrollment

ACAD 106: Library Research Skills and Beyond is a natural fit to our work in AP Seminar. As such, students may elect to enroll in dual credit through Boise State University (1 credit, \$75). This concurrent enrollment offering focuses on developing practical research skills and the ability to think critically about information. By the end of the year, students will be able to:

- * Develop engaging research questions that guide your efforts to locate, evaluate, and synthesize information resources;
- * Identify suitable tools and resources to answer a research question;
- * Articulate the value of information resources in a variety of formats and genres, and within the context of a research question and the academic community;
- * Create, analyze, and refine successful search strategies;
- * Explain how intellectual property impacts the ethical use of information;
- * Cite sources used in your own work properly;
- * Identify and avoid plagiarism;
- * Engage in informed debate surrounding a variety of research questions and issues.

Use the Transfer Equivalency System (boisestate.edu/registrar/transfers/tes) to determine how this Boise State credit will transfer to other institutions.

Fast Forward

Through the Fast Forward program, the State of Idaho allocates funds for advanced opportunities including dual credit and exams. Students may request funds to cover 100% of the fees to take both the AP Seminar exam and enroll in ACAD 106. Visit sde.idaho.gov/student-engagement/advanced-ops or speak to your counselor for more information.

Course Texts

Austin, M. (2015). *Reading the world: Ideas that matter* (3rd ed.). New York, NY: W. W. Norton & Company.

Jacobus, L. A. (2013). *A world of ideas: Essential readings for college writers*. Boston, MA: Bedford/St. Martin's.

Required Materials

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|----------------------|---------------------------|--------------------------------|
| * no. 2 pencils | * 1"3-ring binder | * school-issued device |
| * black or blue pens | * college-ruled paper | * headphones (recommended) |
| * highlighters | * copy of current reading | * agenda/planner (recommended) |

Policies and Expectations

Attendance

The Nampa School District has an attendance policy which limits the number of days that a student may be absent from school. As with anything in life, classroom instruction, questions and answers, cooperative learning, etc. can never be duplicated; therefore, it is to your advantage to be in class and on time every day. If you are absent, it is your responsibility to check the Summit Learning platform review materials and stay current on course tasks.

Assessment

The purpose of grading is to communicate your progress toward learning goals, provide information for you to evaluate your own progress, offer incentives for you to learn, and inform me as the teacher about the effectiveness of my instruction. Your work this semester will fall under two categories:

Unit Projects (90%)

The final products of these inquiry-driven tasks build off class activities and formative checkpoints to assess your mastery of essential standards and skills. Unit projects are designed to build proficiency on course outcomes and to provide opportunities for feedback on your learning. Project checkpoints and final products may be revised after reflection and/or additional learning.

Focus Areas (10%)

Aligned to unit projects, focus areas guide students to demonstrate understanding of content knowledge through short quizzes. To study for these assessments, you will review course resources, take focused notes on the learning objectives, and participate in teacher-facilitated workshops. Content assessments may be re-attempted after reflection and/or additional learning.

Grade Scale

<i>Level</i>	<i>Letter</i>	<i>Descriptor</i>
6.5	A 100%	All evidence of learning is at or above grade level expectations.
5.5	B 85%	Most evidence of learning is at grade level expectations.
4.5	C 70%	Most evidence of learning is near grade level expectations.
I	D 60%	Mastery has not yet been achieved; demonstrates consistent learning progress.
I	F 50%	Mastery has not yet been achieved; demonstrates inconsistent or no learning progress.

Plagiarism and Academic Integrity

The goal of the Nampa School District is to establish a challenging learning environment and to produce life-long learners. Therefore, all work submitted by a student is expected to be the result of that student's ideas and efforts; when the work is not, the student has engaged in academic dishonesty. Cheating, including plagiarism, on any assignment will be scored "incomplete" and appropriate consequences will be assigned. A student who willfully supplies materials to another student for copying is considered subject to the same penalties.

Please note that concurrent enrollment students are held to the same student standards found in the Boise State University Student Code of Conduct, which can be viewed at boisestate.edu/policy/student-affairs/code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included.

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 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 and/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.

Electronics

There will be many occasions during class where your school-issued electronic device will be used for academic purposes. For instance, you might use your device to read, research, compose, or submit. I will inform you when the use of your device is expected. The use of personal electronics in the classroom is a possible privilege, not a right. If you are abusing this privilege by participating in non-academic activities such as texting, social networking, or gaming during class, your personal electronics will be confiscated according to school policy.

Tutorial

This course equates in rigor and difficulty to a college course in academic research, and I expect that it will challenge you and push you to achieve new levels of understanding. We have a great deal of work ahead of us, and to succeed, you will likely have to take more responsibility for your own learning than in the past. Know that I am here to support you as you stretch and grow as a reader, writer, and thinker; please come to me if you need help. Tutorials will be available during mentoring periods and by appointment.

Classroom Library

My classroom library is a resource to be used voluntarily by students; it is not a mandatory part of my class and no credit will be assigned for making use of it. However, I strongly encourage all my students to browse and explore the reading material available to them. The rules for the use of my library are as follows:

- * Only one book may be checked out at any time. You may keep that book for as long as you wish (up until the end of the school year), but you may not check out another book until the previous one is returned.
- * Books that are lost or damaged must be replaced with a replacement copy of the same book. Alternately, you may choose to pay a \$5 fine towards the cost of a replacement.

Important Dates

September 27	AP Exam Registration Deadline	April 15	SAT
	Boise State Registration Deadline	April 14-May 5	Boise State Course Evaluation Period
	Advanced Opportunities Deadline	May 12	AP Seminar Exam
October 16	PSAT/NMSQT	June 5	Boise State Grades Available
October 25	Boise State Course Drop Deadline	July ____	AP Scores Released

Course Planner

Weeks 1-3 | Unit 1. The Price of Being Global

What is globalization? Is there a cost and/or benefit for being global?

Enduring Understandings:

- * 1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
- * 1.2: Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.
- * 1.3: The investigative process is aided by the effective organization, management and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
- * 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.

- * 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

Essential Standards:

- * 1.1A: Contextualize and identify the complexities of a problem or issue.
- * 1.2A: Retrieve, question, organize, and use prior knowledge about a topic.
- * 1.3A: Access and manage information using effective strategies.
- * 2.1A: Employ appropriate reading strategies and read critically for a specific purpose.
- * 2.1B: Summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplifications.
- * 2.2A: Explain and analyze the logic and line of reasoning of an argument.

Texts:[†]

- * Crash Course, Globalization I: The Upside *and* Globalization II: Good or Bad? [S]
- * David Sipress, The Fact Is, We Are Totally Opposed to Globalization [P]
- * Nayan Chanda, Coming Together: Globalization Means Reconnecting the Human Community [F]

Assessment:

- * Team Presentation: In teams, you will identify a cost of globalization in the 21st century. Each team member will select a lens to focus their support to the defined problem, share your findings with your team, and collaborate to develop and deliver a team presentation that summarizes your findings.
- * Individual Reflection: You will compose an extended reflection in which you identify the skills essential to your success in the course, the strengths/assets you bring to the class, and the possible obstacles you may face in the work to come.

Weeks 4-7 | Unit 2. Civil Societies and Economy in a Global World

How do we define a civil society? Are civil societies a characteristic of a globalized country?

Enduring Understandings:

- * 1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
- * 1.4: The relevance and credibility of the source of information is determined by the context of its use.
- * 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.
- * 3.1: Different perspectives often lead to competing and alternative argument. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.
- * 4.1: Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.
- * 4.2: Scholars responsibly and purposefully engage with the audience to develop a compelling argument or aesthetic rationale.
- * 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and content.

Essential Standards:

- * 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
- * 1.4A: Evaluate the relevance and credibility of the source of information and data in relation to the inquiry.
- * 2.2B: Evaluate the relevance and credibility of evidence used to support an argument, taking context into consideration.
- * 2.2C: Evaluate the validity of an argument.
- * 3.1A: Identify, compare, and interpret multiple perspectives on – or arguments about – an issue.
- * 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- * 4.2B: Provide insightful and cogent commentary that links evidence with claims.

- * 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

Texts:

- * Jean-Jacques Rousseau, *The Origin of Civil Society* [F]
- * Central Intelligence Agency, *The World Factbook* [A]
- * Mohandas Gandhi, *Economic and Moral Progress* [F]
- * Garrett Hardin, *Lifeboat Ethics: The Case Against Helping the Poor* [F]
- * Arindam Bhattacharya: *Globalization Isn't Declining – It's Transforming* [S]

Assessment:

- * Partner Research: You will work with a partner to generate a research question on the topic of civil society, conduct research to locate 5+ relevant and credible sources, and construct an annotated bibliography.
- * Individual Argument: You will develop a 600-word argument that supports your position on your research question, synthesizing evidence from at least 3 sources from your annotated bibliography.

Weeks 8-11 | Unit 3. Culture and Human Nature in a Global World

What is human nature? How does human nature affect civil societies? How do we discuss culture as it pertains to human nature?

Enduring Understandings:

- * 1.3: The investigative process is aided by the effective organization, management and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
- * 2.3: Arguments have implications and consequences.
- * 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation.
- * 4.2: Scholars responsibly and purposefully engage with the audience to develop a compelling argument or aesthetic rationale.
- * 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.
- * 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.
- * 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.

Essential Standards:

- * 1.3A: Access and manage information using effective strategies.
- * 2.3A: Connect an argument to broader issues by examining the implications of the author's claim.
- * 3.2A: Evaluate objections, implications, and limitations of alternate or competing perspectives or arguments.
- * 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument.
- * 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- * 4.4A: Extend an idea, question, process, or product to innovate or create new understandings.
- * 5.1B: Adhere to established conventions of grammar, usage, style, and mechanics.
- * 5.1C: Communicate information through appropriate media using effective techniques of design.
- * 5.1D: Adapt an argument for context, purpose, and/or audience.
- * 5.1E: Engage an audience by employing effective techniques of delivery or performance.

Texts:

- * Plato, *The Allegory of the Cave* [F]
- * Ruth Benedict, *The Individual and the Pattern of Culture* [F]
- * Hope Benne, *Why is it Especially Important to Understand Human Nature in Our Times?* [A]

- * Mary Wollstonecraft, *Of the Pernicious Effects Which Arise from the Unnatural Distinctions Established in Society* [F]
- * Carter G. Woodson, *The Mis-Education of the Negro* [F]

Assessment:

- * Individual Research: You will work with a team to generate a research question on the topic of gender OR education within culture. Then you will select a lens to focus your research and independently locate 5+ relevant and credible sources, documenting your findings in an annotated bibliography.
- * Team Presentation: You will consider your combined research and collaborate to develop and deliver a 5-minute multimedia presentation that takes a position on your research question, drawing on evidence to support your claim.

Weeks 12-17 | Unit 4. Ethics, Morality, and Philosophy in a Global World

How do we define ethics, morality, and philosophy in a global world? What role do ethics, morality, and philosophy play in a global society?

Enduring Understandings:

- * 1.5: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.
- * 2.3: Arguments have implications and consequences.
- * 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation.
- * 4.5: Arguments, choices, and solutions present intended and unintended opportunities, and consequences.
- * 5.2: Teams are most effective when they draw on diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.
- * 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

Essential Standards:

- * 1.5A: Identify the information needed for the context of the inquiry.
- * 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.
- * 3.2A: Evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
- * 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.
- * 5.2A: Provide individual contributions to overall collaborative effort to accomplish a task or goal.
- * 5.2B: Foster constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
- * 5.3A: Reflect on and revise their own writing, thinking, and creative processes.
- * 5.3B: Reflect on experiences of collaborative efforts.

Texts:

- * Crash Course, *What is Philosophy?* [S]
- * Mencius, *Man's Nature is Good* [F]
- * Hsün Tzu, *Man's Nature is Evil* [F]
- * James Madison, *Memorial and Remonstrance Against Religious Assessments* [F]
- * Michael Gazzaniga, *Toward a Universal Ethics* [F]
- * Friedrich Nietzsche, *Morality as Anti-Nature* [F]
- * Irish Murdoch, *Morality and Religion* [F]
- * Kwame Anthony Appiah, *The Case Against Character* [F]

Assessment:

- * Individual Argument: You will develop a 900-word argument that supports your position on the role of ethics, morality, and philosophy in our world, synthesizing evidence from at least 5 sources (course texts and additional research).

- * Socratic Seminar: You will put your position on the role of ethics, morality, and philosophy in our world in conversation with alternate perspectives through a Socratic seminar. To be successful, you must be prepared to present your position, consider opposing arguments, and offer resolutions based on evidence.
- * Individual Reflection: You will compose an extended reflection about your reading, writing, and collaborative processes, identifying personal strengths and opportunities for growth.

Weeks 18-26 | Performance Task 1

You will work in a team of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Your team will design and/or consider options and evaluate alternatives; develop a multimedia presentation to present the argument for your proposed solution or resolution; and provide a defense to questions posed by the teacher. This performance task will be submitted to your AP Digital Portfolio and contributes to 20% of your AP Seminar Score.

Components:

- * Individual Research Report (IRR): Individually, you will investigate your assigned approach, perspectives, or lens on the issue or topic of the team research question. You will present your findings and analysis to the team in a well-written individual report.
- * Team Multimedia Presentation and Defense (TMP): Working collaboratively, your team will consider all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions.

Weeks 27-37 | Performance Task 2

You will read the provided stimulus material and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose a research question of your own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend your conclusions. This performance task will be submitted to your AP Digital Portfolio and contributes to 35% of your AP Seminar Score.

Components:

- * Individual Written Argument (IWA): You will read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry, and then compose a research question prompted by your analysis of the stimulus materials. You will then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.
- * Individual Multimedia Presentation and Oral Defense (IMP): You will work individually to develop a 6–8 minute presentation using appropriate media and present it to an audience of your peers. This presentation is an opportunity for you to present your conclusions by building arguments that convey your perspective. The presentations should use the evidence to support your own argument and situate your perspective in a larger context rather than merely summarizing your research. Finally, you will defend your process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

Weeks 38-41 | Review and Reflect

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. The AP Seminar Exam will be administered on Tuesday, May 12, 2020 at 8:00 AM and contributes to 45% of your AP Seminar Score.

* Note: to clearly align to the curricular requirements, text types are coded as

[A] – articles or research studies

[F] – foundational, literary, or philosophical texts

[S] – speeches, broadcasts or personal accounts

[P] – Artistic works or performances