The AP Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

Goals
The goals of the AP Seminar course include:
• Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
• Extend students’ abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
• Empower students to collect and analyze information with accuracy and precision.
• Cultivate students’ abilities to craft, communicate, and defend evidence-based arguments.
• Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

Expected Student Learning Outcomes
Throughout the program, students consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Seminar program provides students with a framework that allows students to develop, practice, and hone their critical and creative thinking skills as they make connections between issues and their own lives.

While helping students to develop and strengthen their critical and creative thinking skills, students learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process exposes students to a variety of primary and secondary print and non-print sources such as articles, research studies, and foundational literary and philosophical texts; speeches, broadcasts, and personal accounts; and artistic works and performances. The wide variety of academic sources provide the opportunity to gain a rich appreciation and understanding of issues as students collaboratively or independently analyze and evaluate the evidence to consider options, alternatives, solutions, or resolutions of real-world or academic problems.

Published Materials*
To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included, as the instructor deems appropriate. Enrichment supplements include material from the following:
• Purdue OWL- Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/

* The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., library/internet research, audio/video equipment, etc.).
* Information used to address a problem may come from various 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., JSTOR, EBSCO, GALE, and Google Scholar) that grant access to secondary and primary sources.
Evaluation and Grading Percentages:

Class Discussion and Involvement (20%): Evaluation will be based on how a student’s participation (comments, ideas, and questions) helped to enhance and/or to advance the class’ overall collective understanding through critical discussion and listening.

Team Collaboration (20%): Evaluation will be based on student participation and collaboration with his/her team for Performance Task 1 and all PT1 practice assessments, as well as time spent efficiently in class on PT2.

Minor Grades (20%): Grades will be based on the points earned on in-class writings and presentations, homework, assignments, and reflections.

Assessments (40%): All assessment scores will come from essays (definition, problem/solution, argument synthesis, source comparison,) or practice seminar assessments (team project and presentation, individual written essay and presentation, and written exam).

Participation in Class Discussion

- Students must come prepared to participate actively in discussions, both online and in class. Based on each week’s tasks, students write a brief commentary (one to two paragraphs) that addresses the key questions: How should we frame this issue? How can global civic action solve this issue? Evaluation will be based on how student participation (comments, ideas, and questions) helped to enhance and/or advance our overall collective understanding through critical discussion and listening. The following criteria will be used to assign the participation component of the student’s overall grade:
  - A: Highly Effective Participant: Near perfect attendance; insightful questions and comments; clearly completes the reading and goes beyond by introducing other relevant material.
  - B: Consistent Participant: Good attendance; thoughtful questions and comments; clearly completes the reading.
  - C: Occasional Participant: Regular attendance; sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material.
  - D: Observer: Regular attendance, but does not get involved in class discussions.
  - F: Occasional Observer: Sporadic attendance; no participation in class.

Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Grade</th>
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<tbody>
<tr>
<td>5</td>
<td>Extremely Well qualified</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>Well qualified</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>Qualified</td>
<td>C</td>
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<tr>
<td>2</td>
<td>Possibly qualified</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>No recommendation</td>
<td>F</td>
</tr>
<tr>
<td>0</td>
<td>Not submitted</td>
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AP Evaluation:

<table>
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<tr>
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<th>I.R.E.P.</th>
<th>E.O.C.</th>
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</thead>
<tbody>
<tr>
<td>Written Report</td>
<td>1,200 words</td>
<td>2,000 words</td>
<td>N/A</td>
</tr>
<tr>
<td>Presentation</td>
<td>8-10 min</td>
<td>6-8 min</td>
<td>N/A</td>
</tr>
<tr>
<td>% of Total Score</td>
<td>20%</td>
<td>35%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Writing Format – Students will be taught how to write papers and cite sources using the Modern Language Association (MLA) Style. All typed assignments should be in MLA format. They should be written in Arial or Times New Roman in size 12 font and black ink. Each page should have the student’s last name. At the end of each student paper, there should be a word count.
**Class Rules/Expectations:**
All students are responsible for maintaining appropriate behavior in class at all times. There are a few simple rules and expectations for students to remember when coming to class:

1. Participate actively in all class discussions and take notes during class
2. Be in your seat when the bell rings and be prepared.
3. There is NO talking while I or another student is speaking.
4. Students are expected to respect themselves, their classmates and their teacher.
5. Students are expected to come to class prepared each day.
6. Do not bring food or drinks (except water) to class.
7. Do not sleep in class. (each occurrence will result in a five point deduction from your life skills grade)
8. **CELL PHONES ARE TO BE TURNED OFF OR IN SILENT MODE!!!**
9. **ALL CELL PHONES WILL BE PLACED IN A BOX AT THE FRONT OF THE ROOM EACH DAY!!!(the “Nick” Rule)**

**Assignments:**
All assignments MUST BE TYPED OR THEY WILL NOT BE ACCEPTED!!! (Unless otherwise instructed by the teacher) Any assignment turned in without your name on it will be not graded and will be deposited in the round file (trash can). This will result in a grade of a zero.

**Late Work:**
LATE WORK IS NOT ACCEPTED unless a student has an excused absence. All homework assignments are due at the beginning of the period. Going to ones locker to retrieve an assignment or requesting to email it to me later will **NOT** occur so don’t ask!!! Only for extenuating circumstances, (when a student has approached me and discussed the matter BEFORE the due date), will a possible one-day extension be granted, at a penalty of one letter grade. My goal in class is to teach individual responsibility and prepare students for the real world.

**Plagiarism Policy**
Cheating is not accepted in this or any class at WPHS. In order to avoid the temptation of cheating our class will create and implement the AP Capstone Plagiarism Policy:

*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*

**Support** – Understanding that this is a potentially difficult class due to the workload and style of content, it is important to understand the different classroom support available to students. Each is supplied a list of recommended text to utilize in class as they each are resources of information and sample AP tests questions; Our class CANVAS page is where information for class is posted & I am available for questions by appointment, before and after school (no after school on Friday’s), as well as via my e-mail. Students are also encouraged to work with topics covered by other AP classes and utilize that content and those teachers as additional support for your assignments.
Course Outline:
Throughout the Seminar class, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives.

The QUEST Instructional Foundation:

**Big Idea 1: Question and Explore** - challenge and expand the boundaries of your current knowledge

**Big Idea 2: Understand and Analyze** - contextualize arguments and comprehend authors’ claims

**Big Idea 3: Evaluate Multiple Perspectives** - consider individual perspectives and the larger conversation of varied points of view

**Big Idea 4: Synthesize Ideas** - combine knowledge, ideas, and your own perspective into an argument

**Big Idea 5: Team, Transform, and Transmit** - collaborate, reflect, and communicate your argument in a method situated to your audience

During the fall, we will explore the theme Social Justice and its relationship and impact on the issues of Immigration and Universal Health Care. It will be accomplished by looking through multiple perspectives and interdisciplinary lenses related to that theme and issues. The interdisciplinary lenses include:
- Cultural/Social
- Artistic/Philosophical
- Political/Historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

Skills Development through Inquiry Units: Social Justice

Unit 1: Introduction to Seminar’s QUEST and Social Justice and Immigration
Unit 2: Social Justice and Universal Health Care
Unit 3: Social Justice - group generated topic, research question and presentation
Unit 4: Performance Task #1
Unit 5: Performance Task #2

**Unit 1:** Introduction to Seminar’s QUEST and Entering the conversation: Social Justice and immigration.

**Weeks 1-9**

**Essential Questions**
What do I want 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?
How might others see the problem or issue differently?

**Learning Objectives/Essential Knowledge:**

**LO:** 1.1A, 1.1B, 1.2A, 1.3C, 2.1A, 2.1B, 2.2A, 2.2B, 2.2C, 3.1A, 4.1A, 4.2A, 5.2A, 5.3A, 5.3B

**EK:** 1.1A1, 1.1B1, 1.1B2, 1.2A2, 1.2A3, 1.3C1, 1.3C2, 1.3C3, 1.3C4, 2.1A1, 2.1A2, 2.1A3, 2.1B1, 2.1B2, 2.2A1, 2.2A2, 2.2B1, 2.2B2, 2.2B4, 2.2C1, 3.1A1, 4.1A1, 4.1A2, 4.1A5, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.2A1, 4.2A2, 4.2A3, 4.2A4, 4.2B1, 4.2C1, 4.2C2, 4.2C3, 4.2C4, 5.2A1, 5.2B1, 5.2B2, 5.2B3, 5.2B4, 5.3A1, 5.3B2
Skills to be introduced include:

- Identifying and contextualizing a problem or issue.
- Accessing information using effective strategies.
- Using technology to access and manage information.
- Evaluating the relevance and credibility of information from sources and data.
- Employing appropriate reading strategies and reading critically for a specific purpose.
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument avoiding generalizations and oversimplifications.
- Identifying and interpreting multiple perspectives or arguments on an issue.
- Formulating a complex and well-reasoned argument.
- Working both as an individual and with a team to plan, produce, and present a cohesive argument.
- Communicate arguments in an engaging oral presentation that uses effective techniques of design and delivery.

Unit Goals:

- Students will be introduced to the topic through a variety of articles relating to the unit topic.
- This will be a unit “modeled” to introduce and begin applying the elements of QUEST.
- Students will practice effective reading of different types of text (informational and argument) and will be practicing Questioning and Exploring on the topic itself as well as the provided reading materials.
- Students will Understand and Analyze credibility of sources and arguments made by authors.
- Students will Evaluate the credibility of each of the sources will serve as an introduction to further understanding as well as analysis of what research would be required to appropriately address the topic.
- Students will Synthesize the content of different sources to understand evidence and context of arguments made.
- Students will practice in Teams to Transform a variety of arguments to the point of Transmitting that information to a new audience.

Focus:

The issue of immigration has become a volatile issue over the past decade. In this unit, students focus on immigration policy, attitudes and how they shape a nation’s identity.

Unit Assessments:

- To what extent does immigration shape a nation’s identity?
- How does a nation’s interpretation of justice shape its immigration policy?
- Should United States policy on illegal immigration focus on attrition through enforcement rather than amnesty?
- As a group you must create additional research questions following the different lenses related to question #1.
- As small groups you apply the elements of QUEST to research evidentiary articles, papers, etc. for research question #1.
- Students will work individually to write a 500-word paper, answering their research question, using evidence for support.

Individual Research Report Due: October 5th
• Students will work as a group to create a four to six minute presentation answering the research question.

• Group Presentations Due: October 8th – 11th

Interdisciplinary Resources:


• **Economic:** How Trump’s Assault on Immigrants Will Damage the Economy- by Herman Schwartz, The Nation, April 3, 2017 [https://www.thenation.com/article/trumps-assault-on-immigrants-will-seriously-damage-the-economy/](https://www.thenation.com/article/trumps-assault-on-immigrants-will-seriously-damage-the-economy/)


• **Political:** Enforcement, Then Amnesty, on Immigration By MARK KRIKORIAN, The National Review, January 30, 2014 [https://www.nationalreview.com/2014/01/enforcement-then-amnesty-immigration-mark-krikorian/](https://www.nationalreview.com/2014/01/enforcement-then-amnesty-immigration-mark-krikorian/)

• **Social/Cultural:** Educated Preferences: Explaining Attitudes toward Immigration in Europe Author(s): Jens Hainmueller and Michael J. Hiscox Source: International
Unit 2: Social Justice and Health Care
Weeks 10-13

Essential Questions

- How does my research question shape how I go about trying to answer it?
- What is the argument’s main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- What patterns or trends can be identified among the arguments about this issue?
- How can I explain contradictions within or between arguments?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- How might I adapt my argument for different audiences and situations?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

Learning Objectives/Essential Knowledge:

**LO:** 1.2A, 1.3A, 1.3B, 1.4A, 2.1A, 2.1B, 2.2A, 2.2B, 2.3A, 2.3B, 3.1A, 3.2A,

**EK:** 1.2A1, 1.3A1, 1.3B1, 1.3B2, 1.4A1, 2.1A4, 2.1B3, 2.2A3, 2.2B3, 2.2B5, 2.3A1, 2.3B1, 3.1A2, 3.2A1, 3.2A2, 4.1A3, 4.1A4, 4.3A1, 4.4A1, 5.1A1, 5.1A2

Skills to be introduced include:

- Writing research questions that deepen inquiry.
- Analyzing credibility, relevance, and reliability of sources.
- Developing and refine research topics.
- Constructing thesis statements from research questions and topics. Applying process for annotating research.
- Comparing and contrasting inductive and deductive reasoning in text examples/research.
- Comparing and contrasting lines of reasoning in text examples/research.
- Identifying concurring and oppositional perspectives in text examples/research.
- Following a procedure in writing a research paper. Assigning and coordinating workloads within a group.
- Using multimedia platforms with oral presentations to communicate research topic.
- Reflecting and defending work process and outcomes.
Unit Goals:
- Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world academic issue, consider options, alternatives, solutions, or resolutions; develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.
- This will be a unit “modeled” through continued use of QUEST.

Focus:
Students demonstrate an understanding and appreciation of how different health care systems around the world could impact the lives of people in the United States.

Unit Assessment:
1. To what extent is a universal health care system a viable option for the United States?
2. Should the U.S. government require its citizens to have health insurance? (group debate).
   - Individually you must write additional research questions following the different lens that pertain to question #1.
   - Apply the elements of QUEST to research evidentiary articles, papers, etc. for your research question.
   - As a group you will engage in a twelve minute debate to answer the following assessment question #2. Should the U.S. government require its citizens to have health insurance?
   - Students will work in teams of three to five to write a 1,000 word paper from multiple lenses and engage in a debate answering unit question #2.
   - Student individual paper- October 26th.
   - Group debate presentations October 29th -30th

Your summative assessment will be divided into four parts. Each part will reflect a portion of the unit and the AP Seminar performance tasks.

Individual
- Part 1 – In-class writing evaluation: You will be given a document and asked to identify the main idea and line of reasoning, and to evaluate the evidence. The rubric from EOC Part A will be used to evaluate your work.
- Part 2 – Document validation: You will be provided a document and asked to identify and critique the author’s work. You will be given the RAVEN technique and a list of fallacies to help in your validation process.
- Part 3 – Research: Your group will submit research based unit questions from multiple lens related to essential question #2 and bibliography that supports your final presentation. MLA format is recommended for your bibliography. Please organize your research according to your argument.

Group
- Part 4 – Argument: each group member will write a 1000 word essay (IWA style) and prepare for a twelve-minute verbal argument that supports your position about the following proposition: Should the U.S. government require its citizens to have health insurance? While you will each take a different position based on your argument, you need to be aware of your other group member’s position and evidence in order to make a valid counter-argument. Together you will craft an oral introduction and conclusion/concession.

Resources:
• **Social/Cultural & Economic:** *Frontline’s “Sick Around the World.”* Can the U.S. learn anything from the rest of the world about how to run a health care system?  
https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/


• **Social/Cultural:** *The Meanings of Universal Health Care in Latin America* by Mary A. Clark, Tulane University Journal of Health Politics, Policy and Law, Vol. 40, No. 1, February 2015

• **Economic:** *The Cost of Universal Health Care in India: A Model Based Estimate* by Shankar Prinja1, Pankaj Bahuguna1, Andrew D. Pinto, Atul Sharma, Gursimer Bharaj, Vishal Kumar, Jaya Prasad Tripathy, Manmeet Kaur, Rajesh Kumar  
PLoS ONE | www.plosone.org 1 January 2012 | Volume 7 | Issue 1


http://www.jstor.org/stable/29721136

• **Futuristic:** *Universal Health Care for Children: Two Local Initiatives* Author(s): Liane A. Wong Source: *The Future of Children*, Vol. 13, No. 1, Health Insurance for Children (Spring, 2003), pp. 238-245  
http://www.jstor.org/stable/1602654


http://www.jstor.org/stable/41419899

http://www.jstor.org/stable/3343536

• **Political:** *Comparing Rural Health and Health Care in Canada and the United States: The Influence of Federalism* Author(s): Joe Blankenau Source: Publius, Vol. 40, No. 2, Non-Metropolitan Policy and Governance (Spring 2010), pp. 332-349.  
http://www.jstor.org/stable/40608381

• **Economic:** *What Would Universal Healthcare Look Like in the U.S.?*  
https://www.youtube.com/watch?v=jdF5S3agBa8

• **Philosophical:** *Health care in the United States—basic human right or entitlement?*  
https://doi.org/10.1093/annonc/mdv321

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**Unit 3: Social Justice**  
**Weeks 14-16**  
**Learning Objectives/Essential Knowledge:**  
LO: 5.1A, 5.1B, 5.1C, 5.3B
Skills to be introduced include:

- Refining and extending research techniques
- Realizing/predicting implications and consequences of arguments
- Understanding forms of arguments and appeal to different audience
- Analyzing work for biases
- Expanding types of evidence support
- Proposing solutions and potential outcomes
- Developing tone and attitude in writing
- Refining writing by practicing editing and revising techniques
- Creating presentations for a specific audience
- Incorporating data and visual elements into a presentation
- Developing speaking and presenting skills
- Examining models for the group work process
- Refining and reflecting on roles for producing quality work in groups

Unit Goals:

- For this unit, students, in teams, are to explore their own interests in the Social Justice theme. Teams will need to work together to come up with specific, researchable, and debatable research questions. Then, each student in a group will be in charge of researching a specific perspective. Each team member will need to write an individual paper, outlining his/her perspective in reference to the research question. After all of the individual papers are completed, students will synthesize all of the different perspectives to come up with a qualified, specific thesis that answers the research question. Students will also need to synthesize their papers to make one cohesive, cogent argument. Students should carefully consider their organization and reasoning as well as acknowledge alternate perspectives and/or counterarguments, so their argument is balanced and responsibly pursued. Once the papers are completed, students will give a team multimedia presentation to further those skills. Aside from the presentations giving the students an opportunity to practice their presenting skills, it also allows the other students to learn more in-depth about what is Social Justice. Concurrently, students will be reading several arguments, so they will continue to develop the skills they need to deconstruct an argument and its reasoning. Those arguments will also provide a more holistic view at the myriad of complexities and perspectives embedded within the concept of Social Justice. During this unit, students will continue to develop a more in-depth understanding of the topic of social justice from the perspective of Franklin Roosevelt through John A. Ryan’s “Roosevelt and Social Justice.”
- Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas 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.
- Students will work independently and within a group to identify a research question based on provided source 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 will continue applying the elements of QUEST in their individual preparation of the unit assessment.
Unit Assessment:

- The social justice topic research question is for you, the student, to develop as a group.
- As a group you must create eight additional research questions following the different lenses.
- As small groups you apply the elements of QUEST to research evidentiary articles, papers, etc. for your research question.
- Students will work individually to write a 750-1000 word paper answering the research question, using the evidence researched as a group.
- Groups present a six to eight minute visual presentation answering the research question, providing solutions and limitations. Grading will incorporate the TMP and IRR rubrics for individual research papers and team presentations.
- **Social Justice individual research paper** - December 4th
- **Social Justice group presentations** - December 5th - 7th

Resources:


Units 4 & 5
Weeks 17-30

Performance Task #1-Team Project and Presentation

Unit Goals:
Students work in teams of three to five 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 and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.

Scoring:
- Individual Research Report (1,200 words): externally scored
- Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions): Internally scored

Weight: 20 percent of score

Class Discussion of Team Proposal: December 13th
Peer Thesis Review: December 20th
Class Annotated Bibliography Review: January 11th
Individual Research for Team Project Submission: January 25th
Status Checks:
1. December 20th
2. January 17th
3. January 24th
4. January 31st

IRR rough draft submission to Turnitin: February 1st
IRR due: February 8th
Team Multiple Presentations: Week of February 15th
Team Project Submission Deadline: February 19th
Performance Task #2-Individual Written Essay and Presentation

Unit Goals:
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 must paper must refer to and incorporate at least one of the provided sources. Students have 30 school days to complete their research, compose their essays, and develop their presentations. College Board deadline to submit materials is April 30!!!

Scoring:
• Individual Written Argument (1,200 words): Externally scored.
• Individual Multimedia Presentation (6–8 minutes): Internally scored
• Oral Defense (two questions from the teacher): Internally scored

Weight: 35 percent of score

Distribute Stimulus Materials: Feb 19
Class Discussion of Proposal: February 25th
Peer Thesis Review: February 28th
Class Annotated Bibliography Review: March 5th
Status Checks:
1. February 22nd
2. March 1st
3. March 8th
4. March 28th
5. April 8th

Individual Written Assignment Submission Deadline: April 15th
Individual Multi-Media Presentations: Begin April 16th

Written Exam
During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors’ arguments. The second essay question assesses students’ skills in synthesizing and creating an evidence-based argument. The written exam will take place the afternoon of May 5th.
Student Name: __________________________________________ (please print)

I have read and understand the information contained in the syllabus for AP Seminar

_________________________  ____________________________
Student Signature         Parent or Guardian Signature