

# Introduction to Module 8

## **For Teachers:**

Module 8 begins students' official high-stakes tasks per The College Board requirements and for official scoring. Students will start making decisions, planning, and executing the skills learned and developed over the first seven modules. This module provides a timeline and process for completing AP Seminar's official Task 1: Team Project and Presentation. Students will not receive direct feedback or rubric scores for the tasks as you submit these to the College Board for scoring. Instead, the process is to help student teams manage their project and account for developing the skills necessary for success.

At this point, your role shifts from the content provider to project manager and mentor, as you no longer provide direct and specific feedback, per the College Board regulations. (See the teachers' roles and responsibilities in the course and exam description handbook for the list of what is allowed or prohibited once the tasks begin.) You may do some or all of the provided checkpoints as suggested or may modify them for time and student needs.

Task 1 is collaborative. Students will be in teams of 3-5 to generate their inquiry topics and overall research question before exploring individual lenses and perspectives more narrowly, engaging the team inquiry. Students will write literature reviews for their IRR (Individual Research Report) of 1200 words in a formal standard format, integrating research on the topic lens. Students will then compile all research for the team to synthesize an argumentative perspective on the original (or revised) team inquiry question, which will be argued and supported in an 8-10 minute presentation of audience-centered design, and reflected in students' oral defenses. Students will submit the IRR to The College Board digital portfolio, and you will receive training and certification to submit scores for the team presentations. This task, overall, is worth 20% of students' composite score for AP Seminar.

Suggested Time: 6 – 8 weeks

Suggested Content: must be student-generated (though it can be inspired by previous modules)

Assessments: Task 1 IRR and Collaborative Presentations (20% of formal AP Seminar Score)

## [In the Classroom: Set-up](#)

Student teams will work collaboratively to complete the module steps. Each team member will meet the individual steps, and collaborative sharing and discussion will intermittently happen throughout the process. This collaboration will ensure that all team members are on the same page, sharing information and contributing to the team inquiry and subsequent focused argument. The College Board suggests that this task be allotted about 30 school days for dedicated time to this process.

## Module 8 Essential Questions

- What do we want to know, learn, or understand?
- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem differently?
- What questions have yet to be asked?
- What contributions can I offer to a team?
- How does our research question shape how we go about trying to answer it?
- What information do we need to answer our question?
- What keywords should I use to search for information about this topic?
- What patterns or trends can be identified among arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? To what other issues, questions, or topics do they relate?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- What voices or perspectives are missing from my research?
- How can I avoid committing plagiarism?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?
- How do we connect and analyze the evidence to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support our argument? Is our reasoning logical?
- Are there other conclusions we should consider?
- What are we taking for granted? How do we acknowledge and account for our own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that we used to support our argument?
- How can we best appeal to and engage our audience?
- What is the best medium or genre through which to engage our audience?
- What common misconceptions might our audience have?
- How might we adapt our argument for different audiences and situations?
- How might our communication choices affect our credibility with our audience?

## Plagiarism Policy

Adherence to College Board AP policies is critical to producing valid AP scores. According to College Board: “Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board’s AP Program.”

As per AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:

“Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.”

“A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fail to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a team 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 team score of 0 for that component of the Team Project and Presentations.”

Doing one’s own work is essential. On all papers, students must cite sources for any information, quotations, or ideas which are not their own, using standard citation methods as required by the teacher. To be clear: students do not copy and paste text from the internet, or any other source, into their papers and pass it off as their writing. Students do not turn in a paper that someone else has written or that they have purchased or downloaded online. Plagiarized work, or other forms of academic dishonesty, will automatically receive a zero for the assignment and may cause class failure. Violations are taken seriously in the classroom and refer to school-specific codes of ethics or discipline matrices.