Introduction to Module 9

For Teachers

Module 9 guides students through the second official high-stakes task per the College Board requirements and official scoring. Students can find Task 2 stimulus materials posted in AP Classroom or the digital portfolio for students. This task requires students to view and consider the provided materials collected around major broad themes. Although students may broadly discuss the materials and themes, they will select a narrower theme that advanced strongly between at least two of the provided materials. This narrowed theme becomes the basis of inquiry, in which students will continue further investigating and researching. Students will then complete the IWA (Individual Written Argument) of 2000 words in the formal standard format, which will go a step further than the Task 1 paper.

Task 2 considers the literature, advances a claim, and uses the research to support it. Students will deeply integrate at least one of the stimulus material sources in their collected research and argument. Students will then individually share their findings in a 6-8 minute audience-centered presentation and reflective oral defense. As in Module 8, students submit their written work to the College Board digital portfolio, and you will submit presentation scores. This task, overall, is worth 35% of the student's composite score for AP Seminar. (Note: the end-of-course exam is worth 45% and relies heavily on the skills developed throughout the course and demonstrated by the official tasks.)

This module provides a timeline and process for completing AP Seminar's official Task 2: Individual Research-based Essay and Presentation. Students will not receive direct feedback or rubric scores for the tasks, as you will submit them to the College Board for scoring. Instead, the module will help students manage their projects and account for developing the necessary skills for success.

Suggested Time: 8 weeks (The College Board requires a minimum of 30 school days for Task 2 writing and planning; presentations must take place outside of the 30 days)

Suggested Content: stimulus materials provided by the College Board

Assessments: Task 2 IWA and Individual Presentations (35% of formal AP Seminar Score)

As was true of Task 1, your role in Task 2 is that of 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 will base student evaluation and grading on progress and project management, as you did in Module 8, Task 1.

Introduction

Per the College Board Course and Exam Description Requirements for Task 2:

"College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students read and analyze these stimulus materials to identify thematic connections among them and possible areas for inquiry. Their inquiry must be based on a thematic connection between at least two of the stimulus materials. Students then compose 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 integrate at least one of the provided stimulus materials as part of the response."

"Cross-curricular stimulus materials supplied by College Board are released to teachers in early January each year through the AP Digital Portfolio. Teachers decide when to release these materials to students. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window."

"Teachers should engage students with in-class activities to explore issues and discuss topics and perspectives emerging from the stimulus materials. Students must address the current year's stimulus materials in their responses."

In the Classroom: Set-up

Students will work individually to complete the module steps. The College Board suggests that this task be allotted about 30 school days for dedicated time to this process.

Module 9 Essential Questions

- What strategies will help me comprehend a text?
- 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?
- Does this argument acknowledge other perspectives?
- What questions have yet to be asked?
- How does my research question shape how I go about trying to answer it?
- What information do I need to answer my question?
- What keywords should I use to search for information about this topic?
- How do I determine if a source is trustworthy?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications of these arguments?

- 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 do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- 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?
- How does this conclusion impact my community and me? Or my research?
- What is the best way to acknowledge and attribute the work of others that were used to support my argument?
- How can I avoid committing plagiarism?
- What is the benefit of revision?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How can I benefit from reflection on my own work?
- How might my communication choices affect my credibility with my 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.