



Sample Syllabus 5 Contents

| | |
|---|----|
| Curricular Requirements | ii |
| AP Seminar Course Description | 1 |
| Classroom Policy | 2 |
| Instructional Materials | 3 |
| Course Structure..... | 4 |
| Unit 1: Design Your Own Prison..... | 5 |
| Unit 2: Examining Specific Prison Facilities Through Multiple Perspectives | 9 |
| Unit 3: Team Research Project with Team-Generated Research Question | 13 |
| Unit 4: Individual Research Project with Student-Generated Research Question..... | 17 |
| Unit 5: AP Team Research Project | 21 |
| Unit 6: Individual Research Project..... | 22 |
| Teacher Goals for the Course | 23 |

Curricular Requirements

- CR1 Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.
- See pages 3, 5, 9, 13, 17
- CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- See pages 5, 9, 13, 17
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- See pages 6, 11, 17
- CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- See pages 7, 11, 14
- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- See pages 11, 16
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- See pages 12, 16
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 8, 16
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 17, 20
- CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 8, 12, 16, 17, 20
- CR3 Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.
- See pages 6, 10, 13, 14, 19
- CR4a Students develop an understanding of ethical research practices.
- See pages 2, 8



-
- CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- See page 4
- CR5 Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
- See page 4
- CR6 Students work independently to identify a research question based on provided stimulus 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.
- See page 4

AP Seminar Course Description

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 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.

Through this inquiry-based, interdisciplinary course, students will develop skills that allow them to effectively question, explore, understand, analyze, examine, synthesize, team, transmit, and transform. The concept of imprisonment will function as the initial theme through which we will practice and develop the aforementioned skills. In order to understand how to holistically examine a particular issue or problem, we will evaluate the issues through a myriad of perspectives and lenses. Teacher provided resources, as well as student research, will function as the means through which we explore both the topic and perspectives. The resources we examine should be from multiple primary and secondary sources (e.g., articles, speeches, art, opinion pieces, etc.). Looking at said perspectives, students will realize how to uncover the complexity of answering research questions.

Student Evaluation

Grades will be calculated based on a total points system and weighted accordingly. The class grade will be comprised of several components:

Weekly AP Seminar End-of-Course Exam practice questions - Through these weekly practice questions, students will develop the skills to break down arguments, assess the line of reasoning, assess the credibility and relevance of evidence, and identify fallacies. At first, I will grade these for completion while I will also give students their "AP score." As the year progresses, however, students' grades on these assignments will be the "AP score." Ideally, as students practice with the questions, students should be improving on these skills, which will allow students to score quite well on these weekly assignments. The amount of points dedicated to each of these weekly exam practice questions will correlate directly with the amount of time and effort it takes to complete them.

Annotations and articles - Students will be expected to annotate articles that are given to them. These annotations should be thorough and assess all of the components that we look for when analyzing an argument. Students will also be expected to bring in articles that are credible and usable for research. Those articles should be assessed for their credibility as well as student annotations.

Projects and papers - Students will be doing several small projects leading up to the larger assessments that will contribute to students' "AP score." These projects are meant to prepare students for those larger assessments; essentially, they are "mini-versions" of those eventual summative assessments. Again, the amount of points each of the projects and papers are worth will directly correlate with the amount of time and effort it takes to complete them.

Participation - I will do a weekly participation grade. Since this is a seminar, the success of the class relies primarily on the students. On the one hand, such responsibility is daunting because it means that students will need to frequently be center stage in class. However, the seminar also provides a sense of autonomy and freedom

as students will largely dictate the direction in which the class content will go. I want as much input and feedback from students as possible to make this class as directed towards student interests as possible. Also, I would like the class to be topical in nature. As in, if students see a news article over the weekend that is relevant to the course, they should email it to me or bring it in, so we can discuss it as a class. I may also have students read an article for homework. Students should be ready to answer any questions about the article and defend their understanding of said article. Creating an environment where students are comfortable thinking on their feet will enable them to be successful in the future assessments that comprise their “AP score.”

Late Policy

For smaller assessments, such as the weekly AP exam practice questions, annotations, and articles, I will not accept late work. Students may complete it, and I will grade it to show students how they would've done on the AP Seminar End-of-Course Exam, but it will not count for the course grade. Ultimately, the reason why I cannot accept late work is because much of the work done outside of class is used within class, thus leaving students unprepared for the class activities.

For larger assignments, each day that the assignment is late, it will lose 10 percent of its overall value. This penalty includes weekends. Therefore, if a paper is due on Friday, and a student doesn't turn it in until Monday, the grade on the assignment will lose 30 percent of its overall value. Students may email assignments to avoid such a severe penalty.

If a student knows they will be absent on a due date, the student should contact me ahead of time, and we will make arrangements that are fair and just. If a student has an unexpected absence on the due date, he or she will be expected to bring the assignment to class the day they return.

Guidelines for Written Assignments

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. **[CR4a]** 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 as well as a page count. At the end of each student paper, there should be a word count.

All handwritten assignments should be legible and written in blue or black ink. If I cannot read the assignment for any reason, it may receive a zero.

[CR4a] — Students develop an understanding of ethical research practices.

Classroom Policy

Classroom Rules & Policies

1. Be on time and ready to learn – this means having all class materials and being in your seat before the period begins.
2. Be respectful while the teacher and other students are talking.
3. Participate in all in-class activities.
4. Focus solely on AP Seminar while in class.
5. Electronic devices may not be used in class without teacher permission.
6. You may not eat or drink during class.
7. Follow all school rules (see student handbook for rules and consequences).

Attendance and Participation

Students are, of course, expected to come to class. If a student knows in advance that he or she will miss a class, it is the student's responsibility to see me in order to receive assignments and discuss due dates. After an unplanned absence, students must also see me to receive work and information that they missed. Tardy or unexcused absences will result in referral to the office. Participation is also expected during every class; students should be prepared to ask and answer questions, work cooperatively, share writing, and present information to the class.

Makeup Work

If a student is absent, it is the student's responsibility to come to see me to make up the work. Also, if a student is absent, it is the student's responsibility to present me with any work that he or she needs to turn in.

Extra Help

For extra help, students should come to office hours. If students require help beyond student office hours, they should tell me about it, and we will see what can be done. It is my goal that students learn, and I will be happy to make one-on-one meetings to make sure that happens. However, these requests must happen at least 24 hours before the meeting time, or I might be unable to accommodate student needs. It is always preferable that students come see me sooner rather than later.

Instructional Materials

The only major text that we'll be reading throughout the year will be Michel Foucault's *Discipline and Punish* to explore some of the philosophical and historical perspectives on incarceration. We will read shorter arguments, listen to speeches, analyze art, watch clips from TV or movies, etc., in order to understand the content and develop our skill set. We will provide students access to an academic search engine to enhance students' ability to research credible sources. Students are also encouraged to read and watch the news to find materials that would enrich our class discussions. Sources will be derived from various academic search engines, news outlets, speeches, art, movies, TV, etc.

We will be examining some popular depictions of prison. I may show the following programs: *The Experiment*, *The Shawshank Redemption*, *The Green Mile*, *Seinfeld*, *Oz*, *The Office*, *Scared Straight*, *Orange Is the New Black*, *Prison Break*, *American History X*, *O Brother Where Art Thou?*, *The Wire*, *Scum*, *Bad Girls*, various Ted Talks, and *Porridge*. If I do show said programs, I will only select school appropriate excerpts. **[CR1]**

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

School Supplies

1. A laptop. You may rent one from the school if you do not have your own. However, if you do so, you must bring a flash drive so you can save all of the work that you do during class time.
2. A notebook and folder or a binder. I give you freedom and choice in this respect.
3. Pens or pencils. Pens should have blue or black ink.
4. Highlighters. We will be doing a lot of annotating, so having highlighters in several colors will be helpful.
5. Whiteboard marker and eraser.

Course Structure

The structure of the AP Seminar score differs from other AP courses that you've taken in the past. The breakdown is as follows:

Team Project and Presentation (20 percent)

- Individual Research Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation (35 percent)

- Individual Written Argument
- Individual Multimedia Presentation
- Oral defense

AP Seminar End-of-Course Exam (45 percent)

We will spend the first half of the year developing the skills that will enable you to be successful on all three components of your AP score. After Thanksgiving break, we will begin to work on your team projects, and by the beginning of February, we should be moving on to your individual research projects. **[CR5]** **[CR6]**

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

[CR6] — Students work independently to identify a research question based on provided stimulus 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.

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 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. **[CR4b]**

[CR4b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

Course Outline

The course is arranged into units, which are each developed around student projects. Each of the units will have a summative assessment, which will mirror the assessments for the AP research components. There will be four

units that precede the team project and the individual research-based essay. Therefore, students will have ample practice in collaboration.

Unit 1: Design Your Own Prison [CR2a]

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

For our first unit, students will be developing their ideal prisons. They will be free from the pragmatic constraints of economics or laws. They do, however, need to justify why their prison is ideal. Before we begin our project, we'll look at a myriad of articles as well as examine types of reasoning. Therefore, the students will understand how to construct either a deductive or inductive argument. We will also assess valid and sound deductive arguments, so students know how to develop a solid deductive argument. Additionally, we will evaluate how to assess the probability of an inductive claim by examining the difference between causation and correlation. Through the exploration of types and effectiveness of reasoning techniques, students will be able to deconstruct others' arguments while they will also learn how to develop their own. Additionally, we will talk about anticipating counterarguments, so students can evaluate if an argument has considered all points and so students can develop their own counterarguments when constructing arguments. Once students have had ample practice and discussion about each of these elements of reasoning and argumentation, we will begin our research project. By having students develop their own prisons, they will begin to see the complexities born from punishment and rehabilitation. Therefore, students will have a more holistic understanding of prisons when we begin to look at the causes of incarceration, the effects of incarceration, and the conditions within prisons. Students will need to find credible, relevant research to justify each of the procedures in their prison. The research project will be a team project, so students will need to work collaboratively to make decisions about their prison as well as research and synthesize information about prison procedures. Teams will develop a visual layout of the prison and present and defend their arguments in a multimedia team presentation. **[CR1]**

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

Resource 1

Carnevale, Anthony P. "The Yale Versus Jail Problem in College Acceptance." *New York Times*, September 11, 2011.

Activities

Students will complete the AP Seminar End-of-Course Exam Part A questions for this article. We will go through the article together, looking at both the content and the argument. Then, we'll discuss what the students focused on in each of their responses.

Learning Objectives

2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 2.3A; 2.3B

Resource 2

Teacher created PowerPoint on types of reasoning

Activities

Students will learn about the different types of reasoning: deductive and inductive. We will go through simple examples of deductive reasoning to understand how to assess the validity of a deductive claim as well as the soundness of a deductive claim. We will also go over how to assess the probability of an inductive conclusion.

Learning Objectives

2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 2.3A; 2.3B

Resource 3

Kerman, Piper. “We Gotta Get Outta this Place.” TED video, 11:56. Posted October 17, 2013. (personal account) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

First, the teacher will go over the concept of essential questions, or questions that guide the class’ direction. Then, we will go over the characteristics that make up an effective essential question. Finally, students watch the Ted Talks, while taking notes and come up with the class’ essential questions. [CR2b]

[Note that the teacher may guide the students, through questions and discussion, to arrive at a suitable set of questions.]

[CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

Learning Objectives

1.1A; 1.1B; 1.2A

Resource 4

Hesson, Ted. “Why Two Decades of Tent City Is Enough.” *ABC News*, July 29, 2013.

“In-Tents,” from *Maricopa County, Arizona* website.

Activities

For homework, students will complete the AP Seminar End-of-Course Exam with the two given articles. Then, in class, we will deconstruct the arguments of both articles, identifying whether they’re implicit or explicit, the type of reasoning, and the effectiveness of the reasoning and therefore the conclusion. We will also examine the controversial Tent City, looking back towards our essential questions.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 5

The Experiment, a BBC television series. Originally aired May 1, 2002. (research study) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

Students will watch the documentary and consider the scientific and philosophical implications of incarceration. Also, they will attempt to answer the essential questions from the perspective of the documentary. Lastly, students will map out how the documentary has developed an argument and what the conclusion of the documentary is.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 6

Okonkwo, R. Daniel. “Prison Is a Poor Deterrent, and a Dangerous Punishment.” *New York Times*, September 13, 2013.

Activities

Students will answer Part A of the AP Seminar End-of-Course Exam using this article. They will, therefore, need to assess the argument, its reasoning, and its evidence. **[CR2c]**

[CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Learning Objectives

2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 2.3A; 2.3B

Resource 7

Teacher created PowerPoints: RAVEN and DACAP

Activities

At this point, students will be introduced to their first team research project. Before students begin to research, the teacher will set out the expectations for credible and relevant research. Also, teacher will provide tips for researching efficiently and finding credible research.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 8

Student-generated research

Activities

Students will work towards finding credible, relevant research. Once they’ve found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once they’ve assessed the research, students will begin to look at what the experts say on prison procedures, and they will start to synthesize that information to construct their own prison procedures.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 9

Ethical research practices

Activities

Students will consider three different versions of using material from a single source, followed by a discussion of which, if any, constitute plagiarism, and why. This will serve as a starting point for a discussion of the ethical use of the intellectual property of others. Students will be given instruction on acknowledgement and proper citation style using MLA format. Students will be acquainted with online resources such as Purdue’s OWL. [CR4a]

Learning Objective

4.3A

[CR4a] — Students develop an understanding of ethical research practices.

Resource 10

Student-written proposal for prison design, supplemented with research

Activities

Students will work together to develop a proposal that outlines all of the procedures that the prison will follow. They are all creating an argument with the conclusion that, “Our team’s prison is ideal.” However, they need to define what an “ideal” prison is, and then illustrate how their procedures relate to that. Also, they’ll need to justify their procedures with valid research. They will need to construct their argument in such a way that it’s reasoned well and builds up to that conclusion. [CR2h]

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A; 5.2B

Resource 11

Team multimedia presentation on prison proposal [CR2f]

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Activities

Students will present, in an engaging, clear, and thoughtful way, their research and proposed prison design. [CR2f] [CR2h]

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A; 5.2B

**Unit 2: Examining Specific Prison Facilities
Through Multiple Perspectives [CR2a]**

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

Now that students have looked at the ideal conditions under which a prison can operate, they will take a look at the pragmatic constraints applied to prisons. Therefore, they will choose a prison facility that they will research, answering the broad question “Is this prison facility beneficial for the society in which it operated?” In order to answer this question, they’ll need to create a set of criteria to measure benefit and measure their prison against those criteria. In order to develop a thorough and holistic answer, students will need to research their facility through four different lenses, to flesh out a myriad of perspectives. Additionally, students will use a mix of primary and secondary sources, so their research is, again, holistic and thorough. Concurrently, because all students will be presenting research on a specific facility, students will get to learn about a plethora of facilities, giving them a wide array of knowledge on prisons from different countries and with different philosophies. As students are researching this facility, we will continue to look at different arguments that pertain to our initial essential question. Through those arguments, we will continue practicing deconstructing and understanding arguments and reasoning as we also develop and deepen our understanding of the complexity of the prison system. Concurrently, we will be reading Michel Foucault’s *Discipline and Punish*, which will give students an in-depth exploration of the philosophy and history behind incarceration. The arguments and *Discipline and Punish* will influence student research of specific facilities. **[CR1]**

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

Resource 1

Foucault, Michel. *Discipline and Punish*. New York: Random House, 1995.

Activities

Reading this text will serve a dual function: firstly, students will understand, examine, and analyze Foucault’s complex philosophy on incarceration, and secondly, students will break down Foucault’s argument, to see how he develops his reasoning and conclusion.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 2

Bower, Bruce. “United Neighbors Take a Bite Out of Crime.” *Science News* 152, no. 7 (1997).

Activities

Students will look at the essential questions “What is the effect of imprisonment?” and “What are the causes of imprisonment?” through the theory of Collective Efficacy. Additionally, students will analyze how effectively Bower has constructed his argument. They will also be looking through the social and ethical lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 3

Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. “Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy.” *Science*, New Series 277, no. 5328 (1997): 918–924. (research study) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

Students will look at the essential questions “What is the effect of imprisonment?” and “What are the causes of imprisonment?” through the theory of Collective Efficacy. Additionally, students will analyze how effectively Sampson, Raudenbush, and Earls have constructed their argument. They will also be looking through the social and ethical lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 4

Swanson, Cheryl G. “Have Attitudes Changed? Citizens' Views of Prison Effects on Their Community over Time.” *State and Local Government Review* 29, no. 3 (Fall 1997): 147–155.

Activities

Students will look at the essential questions “What is the effect of imprisonment?” and “What are the causes of imprisonment?” through the theory of Collective Efficacy. Additionally, students will analyze how effectively Swanson has constructed her argument. They will also be looking through the social and ethical lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 5

Prisonphotography.org website (artistic work) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

Students view the online exhibitions of three photographers at the Prisonphotography.org website. Choosing one particularly striking photograph from each artist, they examine the underlying perspective and argument conveyed by the image. Working in teams of three, students present one image to the class via PowerPoint.

Learning Objectives

2.1B; 4.1A; 4.2A

Resource 6

Student skits

Activities

The teacher will assign students a specific logical fallacy after having gone after all of them. Students, in teams, will need to come up with a skit, followed by a response to the skit. Audience members will need to explain the logical fallacy used by the actors in the skit and analyze why the fallacy is problematic.

Learning Objectives

2.1A; 2.2A; 2.2B; 5.2A; 5.2B

Resource 7

Billions Behind Bars: Inside America's Prison Industry, a CNBC television series. Originally aired November 11, 2011.

Activities

Students will watch the documentary to examine prisons through the economic lens and identify the impact on privatizing the prison systems. This will help address the essential questions about the causes of imprisonment, the effects of imprisonment, and the conditions within prisons. Additionally, students will analyze and deconstruct the argument presented in the documentary. **[CR2c]**

[CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 8

Teacher created PowerPoint on perspectives

Activities

Students will take a single research question and try to flesh out as many perspectives as possible through the ten lenses provided. Therefore, students will be able to use those lenses to explore perspectives in their individual research on their prison facilities. **[CR2b]** **[CR2d]**

[CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2d] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

Learning Objectives

1.1A; 1.1B; 1.2A; 3.1A; 3.2A

Resource 9

Student-generated research

Activities

Students will work towards finding credible, relevant research. Once they've found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once they've assessed the research, students will begin to look at what the experience is like in their prison facility, and they will start to synthesize that information to construct an assessment of whether or not this facility is beneficial for the society in which it operates.

Learning Objectives

1.1A; 1.1B; 1.2A, 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 10

Student-written research papers on specific prison facilities

Activities

Students will develop their qualified thesis based on answering the question, “Is this prison beneficial for the society under which it operates?” Students will need to substantiate their argument and reasoning with credible, varied, and relevant research. Additionally, they will need to synthesize all of their points in a coherent, constructive way to develop an argument that is reasoned and proven well. **[CR2e]** **[CR2h]**

[CR2e] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2B

Resource 11

Individual multimedia presentation on prison facility

Activities

Students will present, in an engaging, clear, and thoughtful way, their research and their judgment on the facility's benefit to society. **[CR2h]**

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A; 5.2B

**Unit 3: Team Research Project with
Team-Generated Research Question [CR2a]**

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

For this unit, I want students, in teams, to explore their own interests in the prison system. 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 incarceration. 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 incarceration. Finally, during this unit, students will continue to develop a more in-depth understanding of the philosophy and history of incarceration through Michel Foucault's *Discipline and Punish*. **[CR1]**

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

Resource 1

Foucault, Michel. *Discipline and Punish*. New York: Random House, 1995. (foundational text) **[CR3]**

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

Reading this text will serve a dual function: firstly, students will understand, examine, and analyze Foucault's complex philosophy on incarceration, and secondly, students will break down Foucault's argument, to see how he develops his reasoning and conclusion.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 2

Plank, Stephen B., Catherine P. Bradshaw, and Hollie Young. “An Application of ‘Broken-Windows’ and Related Theories to the Study of Disorder, Fear, and Collective Efficacy in Schools.” *American Journal of Education* 15, no. 2 (2009): 227–247. (article) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

Students will look at the essential questions “What is the effect of imprisonment?” and “What are the causes of imprisonment?” through the theories of broken windows and collective efficacy. Additionally, students will analyze how effectively Plank, Bradshaw, and Young have constructed their argument. They will also be looking through the social, futuristic, and ethical lenses. [CR2c]

[CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 3

Worrall, John L. “Does Broken Windows Law Enforcement Reduce Serious Crime?” *California Institute for County Government*, 2002.

Activities

Students will look at the essential questions “What is the effect of imprisonment?” and “What are the causes of imprisonment?” through the theories of broken windows and collective efficacy. Additionally, students will analyze how effectively Worrall has constructed his argument. They will also be looking through the social, futuristic, and ethical lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 4

Reynolds, Marylee. “The War on Drugs, Prison Building, and Globalization: Catalysts for the Global Incarceration of Women.” *NWSA Journal* 20, no 2 (Summer 2008): 72–95.

Activities

Students will look at the essential questions “What is the effect of imprisonment?”, “What are the conditions within prisons?”, and “What are the causes of imprisonment?” Additionally, students will analyze how effectively Reynolds has constructed her argument. They will also be looking through the social, futuristic, economic, political, historical, and ethical lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 5

Davis, Angela Y. and Cassandra Shaylor. “Race, Gender, and the Prison Industrial Complex: California and Beyond.” *Meridians* 2, no. 1 (2001): 1–25.

Activities

Students will look at the essential questions “What is the effect of imprisonment?”, “What are the conditions within prisons?”, and “What are the causes of imprisonment?” Additionally, students will analyze how effectively Davis and Shaylor have constructed their argument. They will also be looking through the social, futuristic, economic, political, historical, and ethical lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 6

Mauer, Marc. “Justice for All? Challenging Racial Disparities in the Criminal Justice System.” *Human Rights* 37, no. 4 (Fall 2010).

Activities

Students will continue to study how race influences incarceration. They will analyze Mauer’s argument. Students will also analyze the content, using the ethical, historical, political, philosophical, and social lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 7

Sudbury, Julia. “Celling Black Bodies: Black Women in the Global Prison Industrial Complex.” *Feminist Review* 8 (2005): 162–179.

Activities

Students will continue to study how race and economics influence incarceration. They will analyze Sudbury’s argument. Students will also analyze the content, using the ethical, historical, political, philosophical, economic, and social lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 8

Student produced research

Activities

Students will work towards finding credible, relevant research. Once they’ve found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once students have established the credibility and relevance of their research, students will deepen their understanding of the specific topic that they have decided to study.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 9

Individual student research paper

Activities

Students will develop an in-depth understanding of a specific perspective, pertaining to the complex system of incarceration. Additionally, they will synthesize all of their research in order to provide a holistic and thorough view of the perspective. [CR2e]

[CR2e] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A

Resource 10

Team student-synthesized research paper [CR2f]

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Activities

Students will share each of their perspectives to their team, and from the sharing of perspectives, students will need to synthesize in order to come up with a specific, thorough thesis statement that clearly answers the research question. Students will synthesize perspectives to create a clear and cogent argument. [CR2d] [CR2e]

[CR2d] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

[CR2e] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A; 5.2B

Resource 11

Team multimedia presentation [CR2f] [CR2h]

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Activities

Each team will give a multimedia presentation that reflects their research and argument in a clear, concise, and engaging way. The presentation will firstly function as a way for students to develop and enhance their

presentation skills, but it will also be an opportunity for the other students to learn more about incarceration. [CR2h]

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A; 5.2B

Resource 12

Individual reflection on team project [CR2g]

[CR2g] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Activities

Students will write a reflection that considers the experience of working in a team. The reflection should also consider the individual's effort and process in producing the several components of the project. [CR2g]

[CR2g] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

5.3A; 5.3B

Unit 4: Individual Research Project with Student-Generated Research Question [CR2a]

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

For this unit, I want each student to explore his/her own interests in the prison system. Students will need to come up with specific, researchable, and debatable research questions. [CR2b] Then, each student will be in charge of researching multiple perspectives. After all of the research and synthesis for each perspective is 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 the perspectives 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 an individual multimedia presentation to further those presentation 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 incarceration. 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 incarceration. Finally, during this unit, students will continue to develop a more in-depth understanding of the philosophy and history of incarceration through Michel Foucault's *Discipline and Punish*. [CR1]

[CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

Resource 1

Foucault, Michel. *Discipline and Punish*. New York: Random House, 1995.

Activities

Reading this text will serve a dual function: firstly, students will understand, examine, and analyze Foucault’s complex philosophy on incarceration, and secondly, students will break down Foucault’s argument, to see how he develops his reasoning and conclusion.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 2

Saxe, Leonard, PhD, Charles Kadushin, PhD, Andrew Beveridge, PhD, David Livert, MS, Elizabeth Tighe, PhD, David Rindskopf, PhD, Julie Ford, PhD, and Archie Brodsky, BA. “The Visibility of Illicit Drugs: Implications for Community-Based Drug Control Strategies.” *American Journal of Public Health* 91, no. 12 (2001): 1987–1994.

Activities

Students will explore the war on drugs through the philosophical, ethical, social, political, historical, and futuristic perspectives in order to see how drug use is complexly interwoven into the incarceration mechanisms. Additionally, students will analyze and deconstruct the argument presented in the article.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 3

Small, Deborah. “The War on Drugs Is a War on Racial Justice.” *Social Research* 68, no. 3 (2001): 896–903.

Activities

Students will explore the war on drugs through the philosophical, ethical, social, political, historical, and futuristic perspectives in order to see how drug use is complexly interwoven into the incarceration mechanisms. Additionally, students will analyze and deconstruct the argument presented in the article.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 4

Kassin, Saul M., Christian A. Meissner, and Rebecca J. Norwick. "I'd Know a False Confession If I Saw One": A Comparative Study of College Students and Police Investigators." *Law and Human Behavior* 29, no. 2 (2005): 211–227.

Activities

Students will consider the question about what causes incarceration by looking at questionable interrogative techniques used by police officers. With this aspect of incarceration, students can use the scientific (psychological), ethical, philosophical, historical, political, and futuristic lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 5

Weiss, Kenneth, Clarence Watson, and Bala Cynwyd. "Wrong Place, Wrong Time: The Central Park Five." *The Journal of the American Academy of Psychiatry and the Law* 41, no. 3 (2013): 470–473.

Activities

Students will consider the question about what causes incarceration by looking at questionable interrogative techniques used by police officers. With this aspect of incarceration, students can use the scientific (psychological), ethical, philosophical, historical, political, and futuristic lenses.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 6

The Central Park Five. Written and directed by Ken Burns, Sarah Burns, and David McMahon. Walpole, NH: Florentine Films, 2012. (broadcast) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities

Students will watch the documentary to examine incarceration through the political, social, and ethical lenses to help flesh out a myriad of perspectives. This will help us look at the causes and effects of imprisonment. Additionally, students will watch the documentary to analyze and deconstruct the presented argument.

Learning Objectives

1.2A; 1.3A; 1.4A; 1.5A; 2.1A; 2.3A; 3.2A

Resource 7

Student produced research

Activities

Students will work towards finding credible, relevant research. Once they've found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once students have established the credibility and relevance of their research, students will deepen their understanding of the specific topic that they have decided to study.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 8

Independent research paper

Activities

Students will write a research paper that synthesizes all research and perspectives to build a clear, cogent argument that is well reasoned and developed. The research paper should clearly and thoroughly answer the student produced research question. **[CR2h]**

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A

Resource 9

Independent multimedia presentations

Activities

Students will present their research in a clear, concise, and engaging way. The presentation will firstly function as a way for students to develop and enhance their presentation skills, but it will also be an opportunity for the other students to learn more about incarceration. **[CR2h]**

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Students have now completed both their individual and team presentations on the prison system and incarceration. Students will reflect on the process of carrying out these tasks in a three- to four-page paper. Among the things to be considered are: (1) the differences between doing individual research and research as a member of a team; (2) the use of evidence and example (how much is enough and how much is too much); (3) how style of presentation may have affected the reception of an argument; (4) the strength of the argument supporting the conclusion(s); and (5) what issues affect individual versus team perspective. **[CR2g]**

[CR2g] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1C; 5.1D; 5.1E; 5.3A; 5.3B

Unit 5: AP Team Research Project

For this unit, students, in teams, will explore their own interests within the broad concept of “incarceration.” This incarceration can either be literal, as we’ve been studying for the previous part of the year, or it can be figurative imprisonment. 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 presentation skills and demonstrate all that they’ve learned. Aside from the presentations giving the students an opportunity to demonstrate their presenting skills, it also allows the other students to learn more in-depth about incarceration.

Resource 1

Student produced research

Activities

Students will work towards finding credible, relevant research. Once they’ve found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once students have established the credibility and relevance of their research, students will deepen their understanding of the specific topic that they have decided to study.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.1A; 2.1B; 3.1A; 3.2A

Resource 2

Individual student research paper

Activities

Students will develop an in-depth understanding of a specific perspective, pertaining to the complex system of incarceration. Additionally, they will synthesize all of their research in order to provide a holistic and thorough view of the perspective.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A

Resource 3

Team synthesis of student research

Activities

Students will share each of their perspectives to their team, and from the sharing of perspectives, students will need to synthesize in order to come up with a specific, thorough thesis statement that clearly answers the research question. Students will synthesize perspectives to create a clear and cogent argument.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A; 5.2B

Resource 4

Team multimedia presentation

Activities

Each team will give a multimedia presentation that reflects their research and argument in a clear, concise, and engaging way. The presentation will firstly function as a way for students to develop and enhance their presentation skills, but it will also be an opportunity for the other students to learn more about incarceration.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A; 5.2B

Resource 5

Individual reflection on team project

Activities

Students will write a reflection that considers the experience of working in a team. The reflection should also consider the individual's effort and process in producing the several components of the project.

Learning Objectives

5.3A; 5.3B

Unit 6: Individual Research Project

For this unit, each student will explore his/her own interests based off of the packet given by the College Board. Students will need to come up with specific, researchable, and debatable research questions. Then, each student will be in charge of researching multiple perspectives. After all of the research and synthesis for each perspective is 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 the perspectives 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 an individual multimedia presentation to further those presentation skills and demonstrate all they've learned. Aside from the presentations giving the students an opportunity to demonstrate their presenting skills, it also allows the other students to learn more in-depth about the student's particular topic.

Resource 1

Student produced research

Activities

Students will work towards finding credible, relevant research. Once they've found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once students have established the

credibility and relevance of their research, students will deepen their understanding of the specific topic that they have decided to study.

Learning Objectives

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A

Resource 2

Independent research paper

Activities

Students will write a research paper that synthesizes all research and perspectives to build a clear, cogent argument that is well-reasoned and developed. The research paper should clearly and thoroughly answer the student produced research question.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A

Resource 3

Independent multimedia presentations

Activities

Students will present their research in a clear, concise, and engaging way. The presentation will firstly function as a way for students to develop and enhance their presentation skills, but it will also be an opportunity for the other students to learn more about incarceration.

Learning Objectives

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1C; 5.1D; 5.1E

Teacher Goals for the Course

My goal is that students learn a myriad of skills, which will all be connected. I want students to learn the principles of argumentation, so they can deconstruct arguments as well as build their own arguments effectively. In order to do this, students must learn to identify, understand, and investigate the different types of reasoning and their effectiveness. Additionally, students will need to be able to identify and explain the problems with employing logical fallacies in argumentation.

After students have developed an in-depth understanding of argumentation, logic, and reasoning, students should begin to research in an attempt to build their own arguments. First, they'll need to learn how to produce specific, debatable, and researchable research questions. Then, they will learn how to research both effectively and efficiently. Concurrently, as students are researching, they should be able to assess the credibility of the evidence. Students should be able to assess the credibility by looking at several components of the argument, including the reasoning, the evidence, the author, the perspective, and the potential bias.

Students, once they've learned to research effectively, should begin using those first two aforementioned skills to construct a well-researched and developed argument, employing the reasoning skills we developed initially. This requires that students are able to synthesize material. By the end of the course, students should be able to pursue



AP® Seminar: Sample Syllabus 5

synthesis both as a team, then as an individual. From this synthesis, students should be able to develop a thorough and holistic answer, with a myriad of perspectives that satisfactorily respond to the initially posed research question.

For both the independent and team research projects, students will also present their information in a clear and engaging multimedia presentation, which will allow students to develop and improve on their speaking skills.

Ultimately, the course aims to prepare students for both their academic and professional careers, giving them the ability to think logically; to build arguments cogently and effectively; to identify problems in arguments and in the world incisively; to research efficiently, effectively, and thoroughly; to synthesize information to produce holistic and thorough understandings; to evaluate multiple perspectives to understand the complexities of a given topic; to speak and present information clearly and engagingly; and to work well in a team with other people.