

## AP Seminar: Entrepreneurial Research

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### **Course Description**

AP Seminar is a research-based 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 various types of texts. Since this course is offered as an alternative to the 3DE Introduction to Entrepreneurship, students will synthesize their research findings to develop a brand or product that fills a need. Students' first semester will culminate in a 3DE Market Day presentation of their brand. The second semester of the course works through the same inquiry-based research process to develop multimedia presentations with a team and individually. These second semester tasks will be included in your Digital Portfolio submission to the College Board as part of your AP Seminar exam.

### **Big Ideas: QUEST**

Big Idea 1: Question and Explore

Big Idea 2: Understand and Analyze

Big Idea 3: Evaluate Multiple Perspectives

Big Idea 4: Synthesize Ideas

Big Idea 5: Team, Transform, and Transmit

### **3DE Core Competencies**

Core Competency 1: Self-Direction

Core Competency 2: Cultural Agility

Core Competency 3: Creativity and Innovation

Core Competency 4: Critical Thinking

Core Competency 5: Engaging Communication

Core Competency 6: Effective Collaboration

### **Materials**

Your teacher will inform you of any specific required materials. Materials may include a three-ring binder, paper, pens (blue or black for class work, homework, and essays), dry-erase markers, highlighters, post-it notes, and other materials required by your instructor. For virtual learning, access to a chromebook or other computer device is required. Chromebooks can be obtained from the school.

## **Communication**

**Students:** Every student should check their FCS email EVERY DAY for announcements and communication. Teachers will communicate with students via Teams and FCS email.

**Parents:** Teachers will call and/or email and/or Teams meet with parents and their student, as needed, to discuss student progress.

**Who to contact in case of an Academic issue:** Parents and/or students should contact the teacher first. If the issue is unresolved, the next communication point would be the Department Chair, then the Assistant Principal in charge of the content, then the Principal.

**Who to contact in case of a Social/Emotional issue:** Parents and/or students should contact a trusted adult in the building and a counselor. If needed, our School Social Worker may also provide support.

## **Grade Book Categories and Distribution**

### Grade Categories

Major—55%

Minor—35%

Practice—25%

### Grade Distribution

- A – 90 and Above
- B – 80-89
- C – 70-79
- F – 69 and below

*This course is designed to have students work in groups/teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.*

## **Recovery Policy**

- Eligibility for a redo/retake is for students who receive a 75 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 75.
- Student redo/retakes must be completed before the next major assignment/assessment is given or 5 school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).

**CELL PHONE POLICY**

Students may not use cell phones during class unless explicitly approved on a specific day for instructional purposes by the teacher.

- Upon entering the classroom, all students must place their cell phone in their assigned pocket # of the classroom's hanging cell phone holder
- Once placed in the cell phone holder, students may not access during class time without the explicit permission of the teacher on a specific day for instructional purposes
- If leaving the classroom to use the restroom, vending machine, etc., cell phones must remain in the classroom holder; students are not allowed to bring phones with them
- If a student refuses to follow school and district cell phone rules, the teacher should (1) remind the student of the rule, (2) notify the parent/guardian via email that the student is not following the rule, (3) assign a detention, and (4) submit a behavior referral to the appropriate administrator. At the administrator's discretion, the student's cell phone may be confiscated and returned only to a parent/guardian. Further disciplinary consequences may be assigned depending on the circumstances.

**Tardies**

Students are expected to be in class and ready to begin work before the tardy bell sounds. Upon the first tardy to any class during a 4.5 week grading period, teacher will review tardy policy with student.

Repeated tardiness to the same class will result in assignment of the following consequences:

- 2nd tardy: one day private detention with teacher
- 3rd tardy: referral to administrator and one day of public detention (2 hours)
- 4th & subsequent tardy: referral to administrator and Titan Opportunity School (2 days, 2 hours each)

Tardies accumulate throughout each 9 week grading period. At the start of each new 9 week grading period, the tardy count restarts.

**Honor Code**

Cheating and plagiarism will not be tolerated. Cheating is defined as "the giving or receiving, in any form, information relating to a gradable experience." Cheating is any act whose intent is to gain reward or success that is not honestly earned. Plagiarism is the presentation of materials as one's own effort when it is actually the work of another. Violations of the Honor Code will result in a referral to the proper administrator for disciplinary action pursuant to Rule 9 in the FCS Student Code of Conduct and Discipline Handbook.

Acts of plagiarism can include, but are not limited to:

1. using words or ideas from a published source or the internet without proper permission;

2. using the work of another student (e.g., copying another student's homework, composition, or project in entirety or in part;
3. using excessive editing suggestions of another student, teacher, parent, or paid author.
4. When citing work and acknowledging the work of other writers, students are expected to know both MLA and APA formatting. Excessive editing note: Students learn to write well through practice and independent exploration of language manipulation. This effort, like any learning experience, often requires persistence and "perspiration." Well-meaning parents, siblings, tutors, and others who contribute their own ideas, words, phrases, and revisions to a student's writing not only cause that student to miss the opportunity to achieve self-reliance but also inhibit the student from presenting his own voice. Positive ways to help a student grow in his writing process include reading the paper or writing exercise and marking areas that need clarification, punctuation, elaboration, or more precise wording, allowing the student to figure out the error and correct it independently. Oftentimes having the student read the paper aloud will greatly help in error identification. Cues such as, "What exactly do you mean?" or "This sentence seems awkward" are also very appropriate.

Students who willingly provide other students with access to their coursework or homework are also in violation of the Honor Code.

#### **AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information [CR4]**

AP Seminar students will be instructed in the high standards of academic honesty and research ethics. As an additional safeguard against plagiarism, AP Seminar work will be submitted to the TurnItIn program.

"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."

[Curricular Requirement 4: Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.]

## **CURRICULUM CONTENT MAP**

### **Semester 1 - Entrepreneurial Values**

**Focus:** Students will work on developing a business plan and a pop-up shop using the QUEST framework. They will also practice the skills assessed on the EOC.

*Georgia Performance Standards and course description for Entrepreneurship can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Entrepreneurship.pdf>.*

#### **Unit 1: Business Rhetoric**

- Theme 1: Entrepreneurial Idea Generation
- Theme 2: Marketing and Sales
- Theme 3: Business Strategy

#### **Skills:**

LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.

LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.

LO 1.3A: Accessing and managing information using effective strategies.

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding generalizations and oversimplification.

LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.

LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.

LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.

LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

LO 4.4A: Extending ideas, questions, process, or product to innovate or create new understandings.

LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

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

LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.

LO 5.1C: Communicating information through appropriate media using effective techniques of design.

**Essential Questions:**

- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it? What keywords should I use to search for information about this topic?
- 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?
- How do I know whether something is true?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or 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?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- What is the benefit of revision?

**Performance Based Assessments:**

Students are asked to analyze an argument using evidence. Identify the author's argument, main idea, or thesis. Identify claims the author uses to develop the line of reasoning. Evaluate the effectiveness of the author's use of evidence to support his or her argument. [mock EOC part A]

After developing their own entrepreneurial ideas, marketing plan, and business strategies, students will engage in a 3DE networking event to find three to five business partners. Students should be sure to build a team that incorporates multiple perspectives and skills around a common interest.

**Unit 2: Business Research**

- Theme 4: Business Operations
- Theme 5: Finances, Accounting, and Insurance
- Theme 6: Regulations and Legalities

**Skills:**

LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relating to the inquiry.

LO 1.5A: Identifying the information needed for the context of the inquiry.

LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.

LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.

LO 2.2C: Evaluating the validity of an argument.

LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.

LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

LO 5.1D: Adapting an argument for context, purpose, and/or audience.

**Essential Questions:**

- How does the context of a problem or issue affect how it is interpreted or presented? How might others see the problem or issue differently?
  - What questions have yet to be asked?
  - What are the implications of these arguments?
  - How does this conclusion impact me and my community? Or my research?
  - What patterns or trends can be identified among the 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? What other issues, questions, or topics do they relate to?
  - How can I explain contradictions within or between arguments?
  - From whose perspective is this information being presented, and how does that affect my evaluation?
  - 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?
  - What is the best medium or genre through which to reach my audience?
  - How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?

**Performance Based Assessments:**

Students work independently to identify a research question based on the focus of their team's business; 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. [Performance Task 2 Practice]

Comparative analysis and evaluation of the authors' arguments: synthesis/development of evidence-based argument [mock EOC part B]

### **Unit 3: Business Collaboration**

- Theme 7: Technology and Productivity
- Theme 8: Stages of Small Business Growth

#### **Skills:**

LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.

LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.

LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes.

LO 5.3B: Reflecting on experiences of collaborative effort.

#### **Essential Questions:**

- How does the context of a problem or issue affect how it is interpreted or presented? How might others see the problem or issue differently?
- What questions have yet to be asked?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?
- What patterns or trends can be identified among the 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? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- 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?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to reach my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?



- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

### Culminating Performance Based Assessment:

Business Plan- Utilizing the QUEST framework, students work collaboratively with a team to identify, investigate, analyze, and evaluate a real- world or academic issue; *through an entrepreneurial lens* consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a *business model* conclusion or recommendation. After presenting in class, teams will put their business plan into action in a 3DE Market Day that is open to the broader student body as well as business professionals. [Performance Task 1 practice]

## Semester 2 - Seminar Assessments [CR5] [CR6]

**Focus:** Second semester, students will continue to practice the skills assessed on the EOC. They will also work on the performance assessments for the College Board digital portfolio.

### Team Project and Presentation [CR5]

25% of total score

#### Task Overview:

Students work collaboratively in teams of three to five to identify a problem or issue and develop a research question. Teams members will work together to identify multiple approaches, perspectives, or lenses to examine the question and divide the research between them. After completing an individual research report, teams will synthesize their research into a multimedia presentation to present the argument for their proposed solution or resolution. Immediately following their presentation they will provide an oral defense to questions posed by the teacher. This task consists of two graded components: (1) individual research report (IRR) and (2) team multimedia presentation (TMP).

Students have 30 days to complete their research, compose their essays, and develop their presentations.

#### Instructors *may*:

- explore issues, discuss topics and perspectives, and/ or question students as necessary
- oversee the formation of groups

#### Instructors *may not*:

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- reveal defense questions to students prior to the presentation

[Curricular Requirement 5: 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.]

## Individual Research-Based Essay and Presentation [CR6]

35% of total score

### Task Overview:

The College Board will release cross-curricular source material 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 paper and presentation must refer to and incorporate at least one of the provided sources. This task consists of three graded components: (1) individual written argument (IWA), (2) individual multimedia presentation (IMP), and (3) individual oral defense.

Students have 30 days to complete their research, compose their essays, and develop their presentations.

#### Instructors *may*:

- may lead discussion of the source material, discuss topics and perspectives, and/ or question students as necessary

#### Instructors *may not*:

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- provide or identify defense questions a student will be asked prior to his or her defense

[Curricular Requirement 6: 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.]

## End-of Course Exam

40% of total score

### Task Overview:

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A - Students are asked to analyze an argument using evidence; (2) Part B - Students are asked to build their own argument using at least two of four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.

Students have two hours to complete both parts of the End-of-Course Exam. Suggested time for Part A is thirty minutes and suggested time for Part B is ninety minutes.

