

## AP Seminar/Honors English 10

Mr. Bandera-Duplantier

2024-2025

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Classroom: 206H

English Office: 205H



## AP Seminar/Honors English 10 Syllabus

### AP Seminar Course Overview

“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 research-based 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” (College Board).

### Honors English 10 Overview

Through the examinations of various forms of literature, the students will develop the ability to think abstractly and critically. The units we study in this course revolve around developing and practicing effective communication skills, research and creation of self-led projects, the study of world and American literature. Throughout this year, you will be writing, reading, speaking, and listening for and about a variety of purposes and audiences. While this class is similar to English II courses, we will also focus on and develop specific skills and practices that will encourage success in future AP classes.

As a member of this course, you will be expected to be a citizen of this class and school community. *Preparation and engagement are essential.* In this class you are expected to **listen, speak, and act with integrity**. You are also expected to honor all individuals in this classroom. Every voice matters and deserves to be treated with respect.

This will be a blended learning environment, meaning the skills of AP Seminar and Honors English 10 will be interwoven. All students will be completing the same skills practice throughout the school year. Students enrolled in AP Seminar will be submitting some of their work to the College Board.

### Goals and Objectives

“The AP Capstone program aims to empower students by

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- enabling them to collect and analyze information with accuracy and precision;
- cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity” (College Board).

## Multiple Perspectives and Interdisciplinary Connections

“As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by College Board of the content, ideas, or values expressed in the material” (College Board). Furthermore, the inclusion of topics, readings, texts, and other source material is not intended as an endorsement by \_\_\_\_\_ or West Fargo High School.

Mr. B-D

## Group Work

This course will be extremely collaborative, both in an in-person and online environment. The nature of the course requires a high level of respect, vulnerability, and commitment to group work. Collaborative work will occur throughout the entire school year. Everybody’s participation is essential, which means that you have to effectively communicate with one another. Know that each one of you serves a critical role in everyone else’s learning. It will be expected that groups establish working norms, which the teacher will help you construct. These norms will help guide group discussions and effective work time. It also provides accountability for each member of the group. **You will not be allowed to “opt out” of group work. Rather, you will be expected to problem solve to meet the academic goals.**

“Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal. Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration” (College Board).

## General Scope & Sequence

### First Semester

Unit 1: Quest & Literature Circles

Unit 2: Mock Performance Task 1

Unit 3: Performance Task 1

### Second Semester

Unit 4: Performance Task 1

Unit 5: Performance Task 2

Unit 6: End of Course Exam

End of Course Exam: Tuesday, May 12<sup>th</sup>, 2025 (afternoon)

## Final Performance Tasks

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar. Team Project and Presentation — 20% Individual Research-Based Essay and Presentation — 35% End-of-Course Exam (2 Hours) — 45%. All information regarding final performance tasks has been taken from the College Board.

<b>Performance Task 1</b> (January—March)	<b>TASK OVERVIEW:</b> Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides an oral defense to questions posed by the teacher.
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	<p><b>IRR:</b> Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that: identifies the area of investigation and its relationship to the overall problem or issue; summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources; identifies, compares, and interprets a range of perspectives about the problem or issue; and cites all sources used and includes a list of works cited or bibliography.</p> <p><b>TMP:</b> Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team: collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue; considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and proposes one or more solutions or resolutions and prepares an argument to support their proposal. The team develops an 8–10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team should ensure the claims made are supported by evidence which should be attributed or cited (orally or visually). They should ensure they have considered different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation should consider audience, context, and purpose.</p> <p><b>The Oral Defense:</b> Following the presentation, teachers should ask one question of each individual student. The questions are designed to prompt student reflection on their experiences with group collaboration. Each team member should be prepared to answer questions about any part of the presentation. It is important that teachers ask students questions that allow them to provide specific evidence of their collaboration (for example, asking one student about another team member’s research). Teachers may select questions from the following list or formulate more specific questions appropriate to a team’s presentation, as long as the questions posed address this criterion. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.</p>
<p><b>Performance Task 2</b> (March-April)</p>	<p><b>TASK OVERVIEW:</b> 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</p> <p><b>IWA:</b> Students read and analyze the provided 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 prompted by their analysis of the stimulus materials; gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The</p>

	<p>final paper must integrate at least one of the stimulus materials as part of the response.</p> <p><b>IMP:</b> Each student develops a 6- to 8-minute presentation to convey their perspective and present their conclusions from their individual written argument. Students should use and attribute, either orally or visually, evidence to support their claims and situate their perspective in a larger context, rather than merely summarizing their research. The presentation and the media used to enhance the presentation should consider audience, context, and purpose.</p> <p><b>The Oral Defense:</b> Following the presentation, teachers should ask two questions of the student. This component is designed to assess the student’s response to and understanding of the two criteria below, and a question must be asked to address each of them. Teachers may select questions from the list or formulate more specific questions appropriate to a student’s presentation, as long as the questions posed address the two criteria below. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.</p>
<p><b>End of Course Exam</b> (Tuesday, May 12<sup>th</sup>, 2025)</p>	<p><b>TASK OVERVIEW:</b> During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students’ skills in synthesizing and creating an evidence-based argument.</p> <p><b>DESCRIPTION OF END OF COURSE EXAM:</b> Five sources will be included with each end-of-course exam. Sources on the end-of-course exam will represent a range of disciplines and perspectives. The four prompts listed in the table below will remain the same on the end-of course exam from year to year.</p>

### AP Capstone Plagiarism Policy

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

### WFHS English Department Cheating and Plagiarism Policy

The cheating policy follows the WFHS student handbook. This includes a zero for the assignment, a PACK referral, and notification of the parent/guardian and administrator/counselor.

If caught cheating on a critical and/or common assessment, the critical and/or common assessment still must be successfully completed in order to have the opportunity to pass the class for the semester. In this instance, a zero will be given for the work; however, the work must be successfully completed in order for the teacher to evaluate the student’s

skills and readiness to move onto the next course. The timeline for successful completion will be arranged between the student and teacher and will be communicated with the parent/guardian and administrator/counselor.

If caught accidentally plagiarizing an assignment (i.e. an essay or research paper), the student will have the opportunity to learn from the mistakes and receive credit for the assessment. Should accidental plagiarism occur, the critical and/or common assessment will be returned to the student for resubmission. The critical and/or common assessment will not be graded until the student has made the appropriate revisions. The timeline for successfully resubmitting the assessment and demonstrating mastery of the skills will be arranged between the student and teacher and will be communicated with the parent/guardian and administrator/counselor. Failure to successfully resubmit the assignment and demonstrate skill mastery will result in a percentage deduction.

The English department recognizes a difference between intentional cheating and accidental plagiarism. Our common definition includes:

- Cheating is the intentional use of someone else's work being presented as one's own work (i.e. submitting another student's essay).
- Accidental plagiarism is the misrepresentation of another's work as one's own (i.e. forgetting a works cited page; not attributing a quotation to the author; not understanding the correct method of paraphrasing a quotation).
- With regard to cheating, school policy will be enforced. Remember that cheating is as much a character issue as it is a policy issue.

## **AI Policy**

AI (artificial intelligence) is an evolving and growing space as I type this. I recognize the tools available to us right now will evolve as the school year progresses. And, I fully recognize that it's ridiculous for teachers to believe technology like this won't be available to people in the future.

However, and this is the important part here, the students in my classroom still need to understand the *why* and *how* behind grammatical structures, spelling, sentence variety, and the myriad of other things real writing does. This happens by *doing the work* and getting "messy" with writing, drafting, and revising.

**Therefore, the use of AI in my courses will be considered cheating and will have the same consequences as listed above.** I am here to help you to be successful in my class and am happy to meet with you to discuss any course assignments, study strategies, and other academic matters. I want you to be able to think critically, be analytical, and be creative in your work in my class. Since the goal is for you to develop your critical thinking skills, ideas, and critical perspectives on the class materials, the use of any artificial intelligence (AI) content creation tool/system (e.g. Jasper, ChatGPT, Bard, etc.) is not permitted. If you have difficulty with an assignment, please do not hesitate to contact me.

***This AI/ChatGPT policy is new territory and is evolving. It may change to align with English Department, WFHS, and/or WFPS policies. Any changes will be announced.***

## **What AP Stands For**

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

- **AP stands for clarity and transparency.** Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.

- **AP is an unflinching encounter with evidence.** AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
- **AP opposes censorship.** AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
- **AP opposes indoctrination.** AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.

- **AP courses foster an open-minded approach to the histories and cultures of different peoples.** The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
- **Every AP student who engages with evidence is listened to and respected.** Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
- **AP is a choice for parents and students.** Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

"What AP Stands for." *AP Central*, College Board, 2022, [apcentral.collegeboard.org/about-ap/what-ap-stands-for](https://apcentral.collegeboard.org/about-ap/what-ap-stands-for). Accessed 22 Aug. 2022.

## General Policies and Procedures:

### Course Logistics & Communication

- Lesson plans, due dates, and assignment submission drop-boxes will all be available on Schoology.
- Emails will only be answered during standard school hours. On Mondays—Fridays, I will be available from 8:00 a.m.-3:50 p.m. Emails received over the weekend and/or holidays will not be responded to until the work week resumes.
- Email is the preferred and easiest mode of communication when you need help or clarification.
  - Email: [ebandera-duplantier@west-fargo.k12.nd.us](mailto:ebandera-duplantier@west-fargo.k12.nd.us)
- It is the expectation that you are checking Schoology daily for all course updates.

### Materials:

- **Daily:**
  - WFPS issued iPad (and charging accessories)
  - WFPS issued Logitech crayon
  - Books
  - Writing utensils/organizational materials/planner
  - Make sure you know your College Board login. We will be using AP Central!

### Grading Policy

**Grading Scale:** AP Seminar & Honors English 10 will use the standard West Fargo grading scale. Grades will be updated weekly. AP Seminar & Honors English 10 are “weighted” courses. My goal is to always keep grades updated on a weekly basis. Larger projects and writing assignments may take me longer to grade (I usually communicate that to learners).

- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** 0-59%

### Missing Work/Late Work Policy

- Homework will be marked as “missing” and entered as a zero until it has been completed. Due to the length of certain units, “blackout dates” will be assigned throughout it. A “blackout date” indicates that an assignment is no longer worth credit after that date and will remain a zero. These dates will be communicated early and often.
- If you are submitting an assignment late before the “blackout date,” you **must** communicate via email to me **and** parent/guardian that you have submitted your assignment and a plan of action of how to avoid a late submission in the future. Your assignment will **not** be graded until you have sent this email to me with your parent/guardian included on the same email.
- Any planned absence, whether personal or school-related, must be communicated to me ahead of time. Please send me an email with the dates that you will be gone, and I will work with you to get you the necessary resources and materials ahead of your absence.

### Additional notes about grading:

- If an assignment is marked with a late indicator (red) – it was turned in late.
- If an assignment is marked with a missing indicator (orange) – I’m missing it and it needs to be turned in. I’ll clear the indicator soon after you have sent the required email (please see above) and submitted the assignment.

### **West Fargo High School Cell Phone Policy**

West Fargo Public Schools holds high expectations for student behavior, academic integrity, and responsible use of existing and emerging technology, such as cell phones, iPods, iPads, laptops, and other personal electronic devices capable of transmitting data or images. Students who possess and/or use such devices at school or school-sponsored events shall demonstrate the greatest respect for the educational environment. Standards for responsible use at school, on busses, or at school activities:

- Students shall not use any electronic device that in any way disrupts or detracts from the educational environment. Electronic devices are inclusive of cell phones, smart watches, earbuds, and school-issued devices.
- Cell phones must be out-of-sight and out-of-use from the first bell to the last bell of all classes, including during study halls and within flexed learning spaces that are an extension of a classroom.
- Cell phones may be used appropriately and respectfully in common spaces during non-instructional times, including passing time, the student lunch period, and before and after school.
- It is the student's responsibility to secure their electronic devices to show care for their technology devices and personal information. The school is not responsible for lost or stolen items or individual service plan charges related to use of electronic devices.
- Students are expected to respect the network and adhere to the Acceptable Use Policy (AUP) when using school-issued and personal electronic devices. Students will be expected to access the district's Wi-Fi network via their iPad during designated school activities unless connections are unavailable. Wi-Fi is not available for students' personal electronic devices.
- Photographing or recording of another person should be used for educational purposes as defined by the teacher. Any use of an electronic device for other than educational purposes will result in a consequence. Messages and photos on an electronic device are subject to viewing by administration given reasonable suspicion of a crime or school infraction.
- The USE of cellular phones or other personal electronic devices is strictly prohibited in locker rooms and restrooms.

### **West Fargo High School Cell Phone Procedure**

- The first time a phone is delivered to the Main Office due to an infraction of this policy, it will be returned to the student at the end of their instructional day.
- The second time a phone is delivered to the Main Office due to an infraction of this policy, the student must check the phone into the Main Office before the instructional day begins for the next five school days. Even if the student claims to be leaving the phone at home, they must report to the Main Office at the start of each day to check in with their administrator. The student can pick up the device at the end of their instructional day.
- The third time a phone is delivered to the Main Office due to an infraction of this policy, a family meeting will be scheduled by the student's administrator. Until the time of the family meeting, the student must check the phone into the Main Office before the instructional day begins. Even if the student claims to be leaving the phone at home, they must report to the Main Office at the start of each day to check in with their administrator. The student can pick up the device at the end of their instructional day. At the family meeting, further ramifications will be determined.
- Additional violations will be addressed by the discretion of the administrative team.

### **West Fargo High School Food and Drink Policy**

- No food in hallways
- This includes all lunches (purchased from school, brought from home, fast food, take-out, etc.)
- Food in classrooms must be provided by teacher(s)
- All drinks must be in a container with non-spill lid
- Food or drinks NOT in a non-spill lid will be directed to be thrown away

### **West Fargo High School Attendance Policy**

Visit this link [WFPS Attendance Policy](#) for a detailed policy.

- **Absences**
  - Automatic alerts at the end of the period for each UV to families

- Automatic alerts sent at 5 and 7 absences
- Family contact by admin when nearing 10 absences to discuss contract
- Will involve teachers if the student is passing most classes
- Take daily, accurate attendance
- Administrator is following up with call down list daily

- **Tardies**

- Tardy is defined by the teachers in the classroom In Mr. B-D's classroom, you must be in the classroom and ready to learn when the bell rings at the start of the period.
- **Every fifth tardy is recorded as a UV in PowerSchool.**
- **After 20 minutes have passed since the start of class, the student will be marked UV in PowerSchool.**