AP Seminar/Honors 10 Syllabus
2026-2027

Mr. Bandera-Duplantier – email: ebandera-duplantier@west-fargo.k12.nd.us
School Phone: (701) 356-2050 ext. 9317
Classrooms: 206H & 212H Office: 205H
Prep Periods: 4A and 1B

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, reseach 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 deisng an ddeliver 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).

The units we study in this course revolve around developing and practicing effective communication skills, research and creation of self-led projects, and 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. This class will focus on and develop specific skills and practices that encourage success in future AP classes and beyond.

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.

Course 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)

Course Requirements:

- A composition notebook, wide or college-ruled
    - If you cannot purchase one, please see your teacher immediately.
- Folder for work
    - If you cannot purchase one, please see your teacher immediately.
- Writing utensils (pencils, pens, or mechanical pencils)
- Charged iPad and charger

Course Logistics:

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 Semianr requies 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 an endorsement by Mr. Bandera-Duplantier or by West Fargo High School.

Group Work

This course is 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 students must effectively communicate with one another. You each serve a critical role in everyone else's learning. It will be expected that groups establish working norms that will help guide group discussion and effective wok time. **You will not be allowed to "opt out" of group work. Rather, you will be expected to problem solve to meet academic goals.**

Grading Policy

Grading Scale: AP Seminar & Honors English 10 will use the standard West Fargo grading scale. Grades will be updated weekly. AP Seminar is a weighted course. 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

- If an assignment is missing, it will be marked as a zero until submitted. Due to the length of certain units, "blackout dates" will be assigned throughout. 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.
- You must communicate via email to me when you have submitted a late assignment before I will grade it.
- 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.

<u>Communication:</u>

- **Class Updates/ Changes:**
  - I will communicate with you using Schoology, email, and announcements made in class. Please check your Schoology and Outlook inboxes regularly.
- **Email or Schoology message:**
  - ebandera-duplantier@west-fargo.k12.nd.us

- I will attempt to return all email and Schoology messages by the end of the school day. Messages sent after the school day is over or during the weekend will be responded to the next school day.

- **Infinite Campus:** Grades will be updated each week in the English 2 Honors class and this is where you should check for assignments and your actual grade in the class, the AP Seminar grade will be updated every 2-3 weeks and might be slightly out of dates at times but it will always be the same as the English 2 Honors grade at the end of each quarter. Larger projects/writing assignments and make up work may take longer to grade.

Units Covered:

Semester 1	Semester 2
Unit Zero	Performance Task 1 completion
QUEST Intro and Literature Circles	Performance Task 2 completion
Research essentials and mini group presentation	End of course exam prep
Performance Task 1 Begins	End of Course Exam: May 10, 2027

Performance Tasks Breakdown:

Performance Task 1	**TASK OVERVIEW:** 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. **IRR (Individual Research Report):** 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. **TMP (Team Multimedia Presentation):** 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. **The Oral Defense:** 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. Teachers may select questions from the following list or formulate more specific questions appropriate to the team's preparation, as long as the questions meet specific criterion. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.
Performance Task 2	TASK OVERVIEW: The College Board's AP program will 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. **IWA (Individual Written Analysis):** 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 final paper must integrate at least one of the stimulus materials as part of the response. **IMP (Individual Multimedia Presentation):** 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. **The Oral Defense:** Following the presentation, teachers should ask two questions of the student. This component is designed to assess the students 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 the students presentation, but the questions must address certain criterion. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.
AP End of Course Exam (2 Parts)	**Part 1:** 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. **Part 2:** 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.

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.

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 continue to evolve and progress, and our students will need to know how to use these. 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 the writing and reading process.

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

WFHS Attendance, Cell Phone, and Food/Drink Policy

- Details for all the school-wide policies can be found on our WFHS website and the link is provided below. These procedures are also posted in the Welcome Folder in Schoology. **Per new legislation, cell phones are prohibited from being visible during school hours.**

Rules and Procedures Family Presentation.mp4

English Department Cheating 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 (per teacher discretion) 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 **or using AI**).

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.