

AP Seminar Syllabus and Class Policies 2026-27

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Email is preferred. Emails sent after school hours will be returned during school hours.

Welcome to AP Seminar! This challenging, college-level course will confront real world topics that require students to synthesize information from a variety of sources and communicate effectively through written essays, collaborative work, and oral and visual presentations. By completing this course and passing a test in May, students will receive college level credit.

Goals-

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Empower students to collect and analyze information with accuracy and precision.
- Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

Quest Framework-

Big Ideas: The class will focus on the five “big ideas” developed by College Board, with all learning objectives and essential knowledge to derive from these big ideas

Q: Question and Explore

U: Understand and Analyze

E: Evaluate Multiple Perspectives

S: Synthesize Ideas

T: Team, Transform, and Transmit

Required Materials-

Please come to class daily with the following materials:

- Charged iPad & Charger
- Writing Utensils (blue/black pen only)
- Notebook (college ruled)
- 2 pocket folder (plastic suggested)
- Highlighters
- Post its
- iPad-compatible keyboard (optional but highly recommended)

Grade Maintenance

Your grade is your responsibility. You should check your grade on a regular basis and alert me to any discrepancies, so they can be remedied. If there is a problem/error, please notify me through email, not during class hours. That way we can handle the matter privately.

Tutoring

This course requires challenging and rigorous work. It is assumed that your involvement in an Advanced Placement course means that you are equipped with adequate foundational and organizational skills. If you find yourself struggling with material presented during class, seek after school tutoring. It is possible that your AP teacher may highly recommend you to attend tutoring, especially during the beginning of the year.

Class Participation

As this course is considered a college-level course, class discussion is of paramount importance. You are in AP because you savor the opportunity to talk about what you read and write. Adding your ideas and opinions in both small and large group settings is also an important learning tool for both you and for your peers. What you have to say is valuable for everyone.

Participation evaluation will be based on how your participation (comments, ideas, and questions) helps to enhance and/or advance our overall collective understanding through critical discussion and listening. The following criteria will be used to assign the participation component of your overall grade. A participation grade will often be recorded based on the teacher's observations and notes.

A - Highly Effective Participant Near-perfect attendance; insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.

B - Consistent Participant Good attendance; thoughtful questions and comments; clearly does the reading.

C - Occasional Participant Regular attendance; sporadic involvement in discussions, often based on personal opinion rather than analysis of class material.

D - Observer Regular attendance; does not get involved in class discussions.

F - Occasional Observer Sporadic attendance; no participation in class.

Plagiarism

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.

This course adheres rigorously to the 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.

Students are categorically prohibited from using any and all Artificial Intelligence tools (e.g. ChatGPT or DALL-E) or essay writing services (e.g. Chegg or Course Hero) to guide, brainstorm, draft, or create student work related to any AP assessment, including written projects and performance tasks. The AP Program reserves the right to validate student work submitted for AP African American Studies, AP Art and Design, AP Computer Science Principles, AP Research, and AP Seminar with plagiarism detection tools and other investigative efforts to identify non-student generated work. Any use of Artificial Intelligence tools or essay writing services will be considered an exam violation and may result in the cancellation of a student's AP score(s).

Grading Policy

As this is an AP course, many of you can expect to earn grades of which you may not be accustomed, especially in the beginning of the course. Grades will be earned accordingly, but your teacher will be there to help you every step of the way. Also, the weight that you earn for taking an AP class necessitates that this course be as academically challenging as possible such that the grade you earn truly reflects the work you put in.

Grade Breakdown

- **Practice** (15%): Various writings, annotations, readings, questions, participation
- **Quiz** (20%): Various writings, annotated bibliographies, reading quizzes, debates
- **CUA** (65%): Research reports, seminars, presentations

A: 100 - 90

B: 89 - 80

C: 79 – 70

D: 69 – 60

F: 59 - below

Late Assignments/Retakes

Late work is not accepted with the exception of assessments. A CUA is expected to be submitted on time. Late CUAs will result in a 25% grade drop per day and will not be accepted after 3 days unless a doctor's notes is received. In general, you have the number of days you were absent plus one additional day to hand in work assigned during an excused absence. Extended-length work assigned before your absence is due immediately upon your return. There will be no extensions given for assignments late as a result of unexcused class absences. Anything in the CUA category can be revised as long as it was submitted fully and on time. CUA revisions will require a meeting with the teacher and a written reflection.

Please note: the assignments submitted to/graded by Collegeboard **CANNOT** be late.

College Board Performance Tasks

The following summative assessments will be completed second semester and are used to calculate a final AP Score (using the 1–5 scale).

- **Performance Task 1: Team Project and Presentation**
 - 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 a defense to questions posed by the teacher.
 - Individual Research Report (1,200 words): Externally scored
 - Team Multimedia Presentation and Defense (8–10 minutes): Internally scored
 - Oral Defense (one question per group member from the teacher): Internally scored

Weight: 20% of total AP score
- **Performance Task 2: Individual Research-Based Essay and Presentation**
 - The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students 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 must refer to and incorporate at least one of the provided sources.
 - Individual Written Argument (2,000 words): Externally scored
 - - Individual Multimedia Presentation (6–8 minutes): Internally scored
 - -Oral Defense (two questions from the teacher): Internally scored

Weight: 35% of total AP score

- **Performance Task 3: AP Seminar End-of-Course Exam (2 Hours)**

- During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short-answer questions and one essay question.
 - -Three Short-Answer Questions (analysis of argument in a single source or document):Externally scored
 - -One Essay Question (synthesizing and creating an evidence-based argument): Externally scored
- Weight: 45% of total AP score*

Teacher Roles

Due to how the class is set up, there are limitations on how teachers can offer support and assistance to students. The College Board's policy is in place in order to protect the integrity of students' work and ensure that teachers are not exerting undue influence on students' exam scores. The following is a list of expectations and limitations regarding teacher-student interactions once the exam period begins:

Teachers...

- Must ensure students are aware of the task, timeline, components, and scoring criteria
- May explore issues, lead discussion of the stimulus materials, discuss topics and perspectives, and/or question students as necessary
- Oversee the formation of groups
- May continue whole-class teaching of skills pertinent to the performance task as students are working on their research and/or presentations
- May share the rubric with students
- May encourage students to review each other's work

Teachers 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
- Give specific, directive feedback to individuals or groups

Equal access to education will be provided in this room without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, citizenship, national origin, etc. This is a safe learning space; ideas, opinions, and questions will be exchanged respectfully and with appropriate language.