



Advanced Placement Seminar

Course Syllabus 2026-2027

Instructor: Mrs. Lora Pate

Classroom: BHS South 1605; (479) 254-5100

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A Day Schedule	B Day Schedule
0A: AP Seminar	0B: AP Seminar
1st: PLANNING	5th: PLANNING
2nd: AP Language	6th: Advisory/Flex
3rd: AP Language	7th: AP Seminar

CONTACT METHOD: Email is the best way to communicate.

TUTORING OPTIONS: Students should sign up for Flex and communicate their need for help upon arrival.

LEARNING GOALS

Click [here](#) to read College Board's overview for this course. Below is a short summary of goals:

- Read critically and conduct academic research.
- Investigate issues through multiple perspectives, lenses, and stakeholders.
- Analyze and use effective rhetoric.
- Practice ethical research (no plagiarism or fabrication/falsification).
- Collaborate professionally and respectfully.
- Present ideas effectively through oral and visual communication.
- Demonstrate strong time management and accountability, individually and in teams.
- Write with precise grammar, usage, mechanics, capitalization, and spelling.
- Students will also complete 1.5 Arkansas State-required, community service learning hours per semester (3 total hours per year)
 - 1st Sem: Mock PT1 Team Presentation/s
 - 2nd Sem: PT2 Individual Presentation/s

AP SEMINAR ASSESSMENT FORMAT

The following components will comprise your AP exam score:

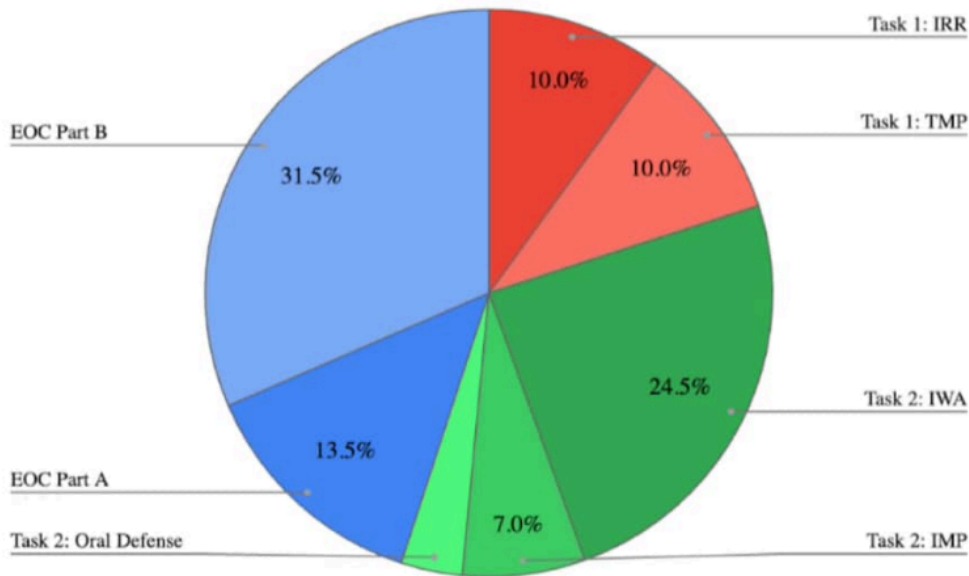
- 1. Performance Task 1: Team Report & Presentation | 20% of AP Score | Completed by mid-Feb.**
 - **IRR: Individual Research Report (1,200 words)**
 - Students are assigned to a team of 3-5. Teams develop a research question within their topic and divide up the research into one area of investigation for each team member.
 - Individuals research their area of investigation and analyze stakeholders and perspectives.
 - Each student writes an Individual Research Report about what they learned.
 - Students participate in peer review before submitting the final report to the College Board Digital Portfolio.
 - **Team Multimedia Presentation and Oral Defense (8-10 minutes)**
 - Using each member's research, teams identify a central problem within their topic and present well-supported solutions using visual media, ultimately identifying the BEST solution. Each student also answers an oral defense question.
 - Presentations are digitally recorded, scored by Mrs. Pate, and submitted to the College Board.
- 2. Performance Task 2: Individual Argument & Presentation | 35% of AP Score | Completed by mid-April**
 - **Individual Written Argument (2,000 words)**
 - Students read and analyze the stimulus packet released by the College Board in mid-Jan. Individually, students identify a central theme between at least two of the 8-10 stimulus sources and narrow it to craft a unique research question related to the theme.
 - Students research this theme in contemporary society by exploring sources representing key lenses, stakeholders, and perspectives.

(Student's Initials_____)

- Students use this research to offer a solution or a position in an argumentative essay.
- **Individual Multimedia Presentation and Oral Defense (6-8 minutes)**
 - Students present and defend their argument using visual media. Presentations are digitally recorded, scored by Mrs. Pate, and uploaded to the College Board. Students will answer two oral defense questions at the end of their presentation.

3. **End of Course Exam (2 Hours) | 45% of AP Score | Taken in May**

- **Part A:** Analyze and evaluate one argument source (3 short-answer questions)
- **Part B:** Write an evidence-based argument using four sources with differing perspectives on a common topic (1 essay)



MAJOR SHIFT IN FEEDBACK & GRADING

Most of the first semester focuses on building research and writing skills so students can work independently during formal performance tasks. Once performance tasks begin, AP Seminar teachers may **not**:

- assign or generate student research questions,
- provide research, sources, or evidence,
- revise or edit student work,
- **provide individualized feedback** on performance tasks

UNIQUE TEAM ASPECT OF AP SEMINAR

AP Seminar emphasizes collaboration. Because Performance Task 1 is team-based, students will regularly work with assigned or student-selected groups. Students are expected to do the following:

- contribute consistently
- collaborate professionally
- participate in discussions
- meet deadlines
- support their team's success

MAJOR TEXTS

- Caufield's Web Literacy; *The Resourceful Reader* by Webb & Thompson; *Models for Writers* by Rosa & Eschholz
- APA Style Guide
- Various articles, poems, images, texts, videos
- College Board generated stimulus material

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COLLEGE BOARD STATEMENT ON CONTENT

The following excerpt is from the AP Seminar Course Exam Description. Full text linked [here](#).

"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."

STUDENT RESPONSIBILITIES

- **Be Respectful:** Treat classmates, staff, and property with respect.
- **Be Responsible:** Ask questions early, stay organized, monitor grades, manage time wisely, and avoid procrastination.
- **Be Ready:** Come prepared for class, collaboration, and assessments. Expect approximately **four (4) hours of non-class time homework per week**, especially during the third quarter.
- **Be Present:** Attend regularly and participate actively. Because much of this course is collaborative, **attendance is essential**. Remember: The **College Board sets deadlines that are non-negotiable**.

MAKE UP WORK IF ABSENT

- I will update Google Classroom by 4pm daily. Students are responsible for checking Google Classroom **on the day of their absence and doing the following:**
 - Complete missed work before the next class.
 - Make up quizzes and timed writings within two Flex days of returning to school.
 - Submit digital assignments **by the original deadline, even if absent**.
 - Extensions are granted only for genuine emergencies. **School activities, athletics, outside commitments, or planned vacations do not extend deadlines.**

LATE WORK

- **1st Semester:**

Because many assignments are collaborative, when a student fails to follow through on responsibilities, the team is negatively impacted. If a student fails to meet any assignment's deadline, the following applies:

 - **First late assignment each semester** = 24-hour grace period with full credit.
 - **Subsequent late submissions each semester** = no credit is granted and a Z (0%) is entered in HAC; an L (0%) may replace that Z if student proficiently fulfills the assignment within a one week turnaround from deadline to protect student's exemptions.
 - Second-semester teams may be assigned based on first-semester work ethic, collaboration, and time management.
- **2nd Semester:**
 - **Digital Portfolio Assignments**
 - Final papers and presentations submitted to the College Board Digital Portfolio receive **no extensions** because deadlines are announced several weeks in advance.
 - Students receive a zero (Z) if work is not submitted by the deadline. (The Z may be converted to an L (for final exam exemption purposes) if submitted within 48 hours.
 - Extensions are granted only for documented emergencies (serious illness, hospitalization, death in the immediate family, or severe weather) that are communicated before the deadline. **Parent/guardian email required for extenuating circumstance extensions.**
 - School activities, athletics, outside commitments, and planned trips are **not** exceptions.

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PLAGIARISM/AI/ATTESTATIONS

Students must follow all College Board policies regarding plagiarism and the use of artificial intelligence. Read the complete policy and the Acceptable Use Chart in the AP Seminar Course and Exam Description (linked [here](#)). Additional class-specific writing procedures and AI expectations are outlined later in this syllabus.

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.

AP Capstone Policy on Use of Generative Artificial Intelligence (AI)

DEFINITION OF GENERATIVE AI IN AP CAPSTONE COURSES

Generative AI tools use predictive technology to produce new text, charts, images, audio, video, etc. This includes not only ChatGPT and similar Large Language Models (LLMs), but also many writing assistants or plug-ins that are built on this or similar AI technologies. Generative AI tools can be contrasted with other AI-based tools that do specific tasks—for example, that help students with grammar, but don't generate new writing.

POLICY ON ACCEPTABLE GENERATIVE AI USE IN AP CAPSTONE COURSES

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student's own work. While students are permitted to use Generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on the performance tasks. Students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the tasks.

REQUIRED CHECKPOINTS AND ATTESTATIONS

To ensure students are not using generative AI to bypass work, students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the tasks. **AP Seminar and AP Research students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically in the AP Digital Portfolio. Failure to complete the checkpoints will result in a score of zero on the associated task.**

- In AP Seminar, teachers assess the authenticity of student work based on checkpoints that take the form of short conversations with students during which students make their thinking and decision-making visible (similar to an oral defense). These checkpoints should occur during the sources and research phase (IRR and IWA), and argument outline phase (IWA only). A final validation checkpoint (IRR and IWA) requires teachers to confirm the student's final submission is, to the best of their knowledge, authentic student work.
- In AP Research, students must complete "checkpoints" in the form of in-progress meetings and work in the Process and Reflection Portfolio (PREP). No further checkpoints will be required.

College Board reserves the right to investigate submissions where there is evidence of the inappropriate use of generative AI as an academic integrity violation and request from students copies of their interim work for review.

(Student's Initials_____)

WRITING PROCEDURES

In addition to following College Board policies on AI and academic honesty, students must follow these procedures to ensure a transparent and organized research process.

1. Writing Location

- All outlines, drafts, and final writing (typed or handwritten) must be completed during class or teacher-designated Flex time.
- Handwritten work must remain in the classroom in the location designated by the teacher.
- Bringing prewritten work, accessing documents outside approved times, or removing handwritten work from the classroom will result in a **50% deduction** for the assignment.

2. Google Docs

- All typed work must be completed in the Google Doc assigned by the teacher in Google Classroom.
- Work completed elsewhere will receive a **50% deduction**.

3. Copying & Pasting

- Students may copy and paste **properly cited direct quotations** from credible sources.
- Students may copy and paste their reference page entries.
- Any other copied or pasted material will result in a **50% deduction (this includes copy and pastes for revision purposes)**.

4. Citation Requirements

- All information from sources must include both:
 - an in-text citation, and
 - a matching reference page entry.
- Every source listed on the References page must be authentic and actually exist.

5. Penalties

- Missing in-text citation: **-10 points per occurrence**
- Missing References entry: **50% deduction**
- Fabricated reference: **50% deduction**

6. Attestations: Be advised that adherence to AI policy and the class writing procedures will best protect student AP composite scores. As such, any scoring disputes are solely between College Board and students.

7. AI Influence

- AI may be used only when specifically authorized by the teacher verbally and within College Board guidelines. All submitted writing must reflect the student's own work. When AI use is suspected, I may review revision, browsing, and copy/paste histories, compare the writing to the student's previous work, use AI detection tools, and conference with the student before determining appropriate consequences. AI identified in a College Board Digital Portfolio submission may result in a score of 0 for that assessment component and school disciplinary action.
- Refer to College Board's [Acceptable and Unacceptable Use chart](#) when necessary, pg. 68 digitally.

Accommodations

Approved BHS 504 and IEP accommodations will be implemented while maintaining the integrity of instruction.

● Extended Time (ET)

- Timed writing must be completed in one continuous sitting beginning when the prompt is accessed.
- Extended-time testing sessions take place during a double Flex period (6.3–6.4 or 6.5–6.6). Students should notify coaches or activity sponsors in advance.
- Extended-time essay prompts follow the same format but use different reading selections.
- For long-term projects, students needing extended time should sign up for recurring Flex sessions and communicate their work to me upon arrival.
- For College Board presentations and exams, **extended time must be approved by the College Board** and, if College Board approved, applies only to the accommodated student's speaking time.

● Counselor Pass (CP)

- ask the counseling receptionist to email the teacher upon arrival in the counseling office.
- obtain a time-stamped pass before returning to class
- Sign up for and attend the next available Flex to complete missed work or instruction

- **Preferential Seating (PS)**

- The student should sit away from distractions when possible.
- Instruction is delivered from all areas of the classroom.

BEHAVIOR EXPECTATIONS

- **HANDBOOK:** Students should abide by all rules in the [Bentonville High School Handbook](#). Minor misconduct results in a teacher warning. Continued or serious misconduct may result in detention, parent contact, or a dean referral.
- **TARDIES & ABSENCES:** Students arriving within the first 10 minutes of class are marked tardy. Students arriving after 10 minutes but before half the class will be marked tardy and reported to the dean for possible truancy. Students arriving after half the class will be marked absent and referred to the dean for possible truancy. **Students should verify an absence has been changed to tardy and present a pass if coming in late from the office or another teacher.**
- **FINAL EXAM EXEMPTIONS:** Refer to the Bentonville High School Handbook for exemption policies.
- **ELECTRONICS:** State law mandates leaving personal electronics powered down in backpacks from [bell to bell](#).
- **ACADEMIC DISHONESTY:** Students must complete all work honestly and independently unless collaboration is specifically authorized. See handbook for details.
- **AI GENERATED WORK:** AI may be used only when specifically authorized by the teacher and within College Board guidelines. All submitted writing must reflect the student's own work. When AI use is suspected, I may review revision, browsing, and copy/paste histories, compare the writing to the student's previous work, use AI detection tools, and conference with the student before determining appropriate consequences. AI identified in a College Board Digital Portfolio submission may result in a score of 0 for that assessment component and school disciplinary action. See the Writing Procedures section for additional classroom grading consequences. Here is a link to College Board's [Acceptable & Unacceptable AI Use chart](#), pg. 68 digitally.

REQUIRED SUPPLIES

- one PLASTIC folder with POCKETS and PRONGS
- one ½", 3-ring binder for class notes
- blue or black pens, pencils, highlighters (two colors of student's choosing)
- **School-issued Chromebook and charger**
- access to a printer (students are responsible for printing some source material **before** class; students have access to 50 copies a year via a desktop in Pate's room)

GRADING SYMBOLS IN HAC

CODE	IMPACT ON AVERAGE	MEANING
EOL	Affects average	Evidence of Learning grade
P	Does not affect	Practice grade
LH	Does not affect	Learning Habit (time management & engagement)
DC / IC / NY	Does not affect	Learning Habit: DC = consistent, IC = inconsistent, NY = not yet
Blank	Does not affect*	Not yet scored. *Some teachers may use blanks differently.
X	Does not affect	Exempt from assignment (e.g., medical needs or alternate assignment)
N	Affects average (0%)	Missing – check with teacher to see if it may be submitted for credit.
Z	Affects average (0%)	Not submitted or not made up in time.
L	Affects average (0%)	Submitted late—no credit. Does not affect final exam exemption.

(Student's Initials_____)

Student and Parent Acknowledgement: Please read, sign in ink, and return to Mrs. Pate:

We have read and understand the AP Seminar syllabus and agree to uphold the course expectations, writing procedures, classroom rules, and Bentonville High School Handbook policies.

We understand that students are responsible for checking HAC weekly and Google Classroom (updated daily by 4:00 p.m.) for assignments and announcements. We understand the course policies regarding make-up work, retakes, late work, plagiarism, the use of AI, and that students are expected to bring required supplies each day.

We understand that AP Seminar includes the discussion of diverse and sometimes controversial topics. Students agree to engage respectfully and thoughtfully with differing perspectives, and parents agree to discuss concerns first with their student before contacting Mrs. Pate.

We understand that collaboration is a required component of AP Seminar and that some grades, including portions of the AP Exam score, are affected by both the student's individual work and the contributions of teammates.

We understand that outlining and drafting and revising for Performance Tasks 1-2 are completed IN class.

We understand that the College Board Performance Tasks are a required part of the AP Exam and that strict deadlines are required. We also understand that the College Board prohibits Mrs. Pate from providing feedback on students' College Board submission work.

If a concern arises, the student will first speak privately with Mrs. Pate. If additional support is needed, the parent/guardian may then contact Mrs. Pate. If the concern remains unresolved, the student or parent may contact Dr. Heather Katzakian, English Assistant Principal.

We understand that this syllabus with embedded links is available digitally on Google Classroom and Mrs. Pate's website.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Parent/Guardian Email: _____

Parent/Guardian Phone #: _____

