

AP Seminar/Honors English 10

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“Why, sometimes I've believed as many as six impossible things before breakfast.” – Lewis Carroll, *Through the Looking Glass*

Course Overview

AP Seminar develops students' foundational skills to expand cross-curricular conversations through multiple lenses while engaging with both academic and real-world applicable sources. Students will participate in the following: investigate a problem or issue, analyze arguments, compare varying diverse perspectives, synthesize information, and work both independently as well as in a group setting to convey their ideas through written and oral modes.

Unit 1: Navigating One's Reality

Unit 2: Dangers and Fears in Society/Mock Task 1

Unit 3: Identity/Mock Task 2

Unit 4: Performance Task 1

Unit 5: Performance Task 2

Unit 6: End-of-Course Exam

Curriculum Framework

Throughout the course, students will be grounded in five big ideas to continue to contextualize their thinking as well as develop a critical understanding of multiple perspectives surrounding different topics and themes. Through inquiry and investigation, students will continue to develop their critical thinking skills to evolve their own perspectives. The learning objectives and skills within these five big ideas will be explored consistently throughout the year as each skill is recursive. Please utilize the unit learning objectives to explore when each skill will be introduced initially. Within the course, we will utilize the acronym, **QUEST**, to stay cognizant of the big ideas we will be tying into each of our units.

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

COURSE MATERIALS

- Folder or binder dedicated to AP English
- Narrow or college-ruled lined paper
- Pens
- iPad (charged and ready to go daily) 😊

Literature

We will be studying several longer works in paperback form.* These include, but are not limited to:

- *American Born Chinese* by Gene Luen Yang
- *Until They Bring the Streetcars Back* by Stanley Gordon West
- *Oedipus Rex* by Sophocles
- *The Yellow Birds* by Kevin Powers**
- *Internment* by Samira Ahmed**
- *Uglies* by Scott Westerfield**
- *Dear Justyce* by Nic Stone**
- *Banned Book Club* by Kim Hyun Sook, Ko Hyung-ju, and Ryan Estrada**
- *Every Day* by David Levithan**
- *Just Mercy* by Bryan Stevenson**

* Selections may change given pacing for the year in preparation for the AP Exam in the second semester.

**Choice novel option in Literature Circle selection

AP Seminar Assessment Structure

Students will be assessed based on three tasks. The first two performance tasks will take place within the school year. The final assessment piece is an end-of-course exam, which will occur in May.

Format of Assessment

Team Project and Presentation- 20% of AP Score

- Individual Research Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation- 35% of AP Score

- Individual Written Argument
- Individual Multimedia Presentation
- Oral Defense

End of Course Exam (2 Hours)- 45% of AP Score

- Understanding and analyzing an argument (3 questions)
- Synthesizing information to develop an evidence-based argument (essay)

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

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.

EVALUATION

The assessments and grades in this class will follow the West Fargo High School English team's policies. Grades will be computed based on total points.

Grades will be updated by Friday at 8am, in accordance with West Fargo High School's policy.

Grading Scale: AP Seminar & Honors English 10 will use the standard West Fargo grading scale. Grades in AP Seminar & Honors English 10 are "weighted" courses.

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

Evaluation Components: Areas of Assessment (Formal and Informal)

- Daily participation in class (informal)
- Daily tasks (formal)
- Major writing assignments (formal)
- Analytical and Reflective Discussions (formal)
- Projects (formal)
- Presentations (formal)

Late Work

Students have the opportunity to complete assignments even if they are late; however, the score will be capped at 80%.

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 Mrs. Marlatt or West Fargo High School.

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. Everyone’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).

CLASSROOM RULES

1. **Please respect your peers and your teachers**, especially when anyone is speaking. Discussing literature and resources through multiple perspectives provides us with a wonderful opportunity to learn and grow from others’ ideas and thoughts. I look forward to discussing your many wonderful musings!
2. Furthermore, **respect yourself**. This means putting effort into producing quality work and maintaining your academic integrity.
3. You are responsible for completing all work missed due to an absence. It is your responsibility to catch up on daily notes and assignments. Please see me, email me, or check Schoology for extra handouts.
4. I understand that certain difficulties arise; so, if unforeseen circumstances suddenly interfere with a due date, please talk to me as soon as possible.
5. **You are considered tardy if you are not prepared for class and in the room when the bell rings.**

West Fargo High School Food and Drink Procedure

- No food in hallways
- 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.

WFHS 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 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 Usage

Given the nature of the AP Seminar course and to adhere to College Board's guidelines, AI will not be permitted for any assignments in this course.

Furthermore, in our English classes, we are striving for students to understand the *why* and *how* as it relates to 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 this course will be considered cheating and will have the same consequences as listed above.

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.

