

Offering AP Seminar as English 10

AP Seminar is often offered as an English 10 course.

An AP[®] course with no prerequisites, AP Seminar helps a wide range of students develop critical thinking, analytic writing, collaboration, and academic research skills on topics of the teacher's and student's choice.

More than half of current AP Seminar teachers are part of their school's English department, and school leaders are increasingly offering AP Seminar in 10th grade because the skills acquired in AP Seminar help students outperform their peers in AP English, history, and government exams taken in 11th and 12th grades.

AP Seminar students master skills in analyzing a variety of texts, writing explanatory and argumentative essays, conducting research, working in teams, and presenting. These skills overlap with common English 10 standards, and the course provides teachers with flexibility to integrate instruction covering local English standards.

This document helps educators learn how AP Seminar elevates common English 10 skills. It also shares strategies to incorporate additional English skills such as literary analysis and creative writing into the course.

Teachers will find the following information:

- [About the course and assessments](#)
- [Planning AP Seminar along with English 10 requirements](#)
- [Teaching your favorite literary texts in AP Seminar](#)
- [Integrating English 10 writing types into AP Seminar](#)
- [Offering AP Seminar at your school](#)

Additional resources, including sample AP Seminar syllabi, teacher testimonials, and guidance videos, are available at: collegeboard.org/apseminarELA

About the course and assessments

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.

The course aims to equip students with the skills to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

Using an inquiry framework, students learn to engage and analyze a variety of sources, including:

- Articles and research studies.
- Literary, foundational, and philosophical texts.
- Speeches, broadcasts, and personal accounts.
- Artistic works and performances.

Students synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

These essays, presentations, and oral defenses completed during the academic year are known as AP Seminar Performance Tasks, which are project-based assessments and contribute to the overall AP Seminar score. An overview of the AP Seminar assessment, including performance tasks, is below.

AP SEMINAR ASSESSMENT STRUCTURE





AP Seminar is unique among AP courses in that project-based assessments, named performance tasks, contribute to the overall AP score. Students complete two performance tasks, each requiring a written essay and a multimedia presentation, as well as a timed end-of-course exam in order to receive a final AP score using the traditional 1–5 scale.

A full description of the AP Seminar Performance Tasks and AP Seminar End-of-Course Exam is available on pages 37–45 of the [AP Seminar Course and Exam Description](#).

Assessment and Task	Deliverable	AP Exam Weighting
Performance Task 1: Team Project and Presentation (Completed Jan–Feb)		
▪ Individual Research Report	1,200-word report (small-scale literature review)	10%
▪ Team Multimedia Presentation and Oral Defense	8- to 10-minute team presentation of argument (group size: 3–5)	10%
Performance Task 2: Individual Research-Based Essay and Presentation (Completed Mar–Apr)		
▪ Individual Written Argument	2,000-word argument based on research prompted by stimulus materials	24.5%
▪ Individual Multimedia Presentation and Oral Defense	6- to 8-minute presentation of argument, followed by questions from the teacher	10.5%
End-of-Course Exam (Completed in May)		
▪ Part A: Analyze an argument	Short answer—analysis of reasoning and evidence in one source (approx. 30 mins.)	13.5%
▪ Part B: Construct an evidence-based argument	Argument essay using 2 of 4 provided sources (approx. 90 mins.)	31.5%

Planning AP Seminar along with English 10 requirements

The graphic below outlines how the typical AP Seminar course is often organized to accommodate the course requirements as well as the two performance tasks.

Month	Sept–Dec	Jan–Feb	Mar–Apr	May
Assessment	 <p>No Performance Task Focus on Skills Development</p>	 <p>Performance Task 1: Team Project and Presentation</p>	 <p>Performance Task 2: Individual Research-Based Essay and Presentation</p>	 <p>End-of-Course Exam and Post-Exam Instruction</p>
Activity and Instruction	<p>Discussions and analysis of texts and themes to inspire research</p> <p><i>Teacher-led investigations</i></p>	<p>Student teams investigate real-world issues of interest</p> <p><i>Blend of teacher-led and student teamwork</i></p>	<p>Students investigate a topic on a given theme</p> <p><i>Blend of teacher-led and independent work</i></p>	<p>Students take two-hour exam</p> <p><i>Post-exam instructional delivery varies by teacher</i></p>
Key Skills	<p>Develop skills to:</p> <ul style="list-style-type: none"> Analyze literary and informational texts. Understand and compare different perspectives. Find credible and relevant sources of information. Develop their own arguments. Write in an academic style. Work in teams. Create and deliver effective oral presentations. 	<p>Demonstrate mastery of:</p> <ul style="list-style-type: none"> Developing and revising a research question. Finding credible and relevant sources. Understanding arguments. Synthesizing different perspectives. Collaborating to develop a solution. Citing and attributing. Writing in an academic style. Presenting in teams. 	<p>Demonstrate mastery of:</p> <ul style="list-style-type: none"> Identifying themes from texts. Developing and revising a research question. Finding credible and relevant sources. Understanding arguments. Synthesizing different perspectives. Conveying their own complex argument. Citing and attributing. Writing in an academic style. Presenting individually. 	<p>Demonstrate mastery of:</p> <ul style="list-style-type: none"> Analyzing an argument. Writing an evidence-based argument. <p>Post-exam instruction on:</p> <ul style="list-style-type: none"> Local standards not previously covered. Preparing for future AP coursework.

During the first semester, AP Seminar instruction focuses on discussion and analysis of texts and ideas and draws on strategies commonly used in English classrooms such as Socratic seminars, debates, jigsaw, fishbowl, reverse outlining, and annotation of texts.

AP Seminar Performance Task 1 and Task 2 are typically completed between January and April. During this time, whole class teaching focuses on skills directly relevant to the performance tasks, including writing mechanics, citation, and linking claims and evidence. Instructional time is also allocated for students to engage in small group work, research, write extended papers, and develop presentations.

To offer AP Seminar as an English 10 course, teachers must carefully plan class structure, pacing, and organization to meet English 10 requirements, with specific attention to literary analysis and non-argumentative writing. The following sections offer multiple strategies to integrate literary texts and varied writing assignments into the course.

Teaching your favorite literary texts in AP Seminar

AP Seminar requires students to read and analyze foundational and literary texts, but there's no expectation that students will focus on them solely.

So if your state, district, or school has specific expectations for reading in your English course, or if you rely on specific novels, plays, and poetry for class instruction, consider the following three strategies to fit literary themes and texts into AP Seminar.

HOW TO INTEGRATE LITERARY TEXTS INTO YOUR AP SEMINAR CLASS

AP Seminar requires dedicated class time from January to April to complete performance tasks. The strategies below can help you meet course requirements by including literary texts at specific times.

Sample syllabi referenced for each strategy can be found at: collegeboard.org/apseminarELA

Strategy	Syllabus	Description
Leverage Thematic Anchor Texts	A , B , C	Literary texts can serve as anchor texts for thematic units within AP Seminar. These literary works, often common English 10 novels, plays, and poems, are paired with a variety of nonfiction texts that support student exploration of academic and real-world topics.
Use Text Excerpts	B	Literary excerpts may be implemented either in place of or in addition to literary anchor texts. Excerpts may offer greater textual variety, classroom flexibility, and better align to course-level expectations. Textual excerpts may include key scenes from novels or plays and/or feature specific literary techniques that students must grasp by the end of English 10. These textual excerpts may be used in thematic units, just like anchor texts, to support student exploration of academic and real-world topics.
Assign texts in summer or after AP Exam	C	The course can be structured to include key grade-level literary texts as summer reading and/or as part of student reading after the AP Seminar Exam. Within this context, the literary texts may fulfill state/district textual requirements, support course alignment to state standards, and offer the opportunity for literary analysis as well as creative writing.

Integrating English 10 writing types into AP Seminar

Secondary English courses rely upon a wide variety of writing tasks to ensure that students develop critical thinking and clear communication skills. AP Seminar requires that students construct writing focused on assessing arguments, creating evidence-based arguments, discussing research, and synthesizing multiple perspectives.

To satisfy other English 10 writing assignments, including rhetorical analysis, literary analysis, and creative writing, teachers should consider how to implement grade-level writing requirements within the AP Seminar Framework. Below are several strategies to incorporate writing tasks to complement AP Seminar expectations.

GRADE-LEVEL AND STATE STANDARD WRITING TASKS

AP Seminar requires dedicated class time from January to April to complete performance tasks. Here are strategies that accommodate course requirements by including other writing requirements.

Writing Type	Syllabus	Description
Rhetorical Analysis	C	<p>Writing tasks that focus on the rhetorical analysis of others' arguments can be embedded within AP Seminar units to support thematic understandings of real-world issues and develop students' ability to identify rhetorical choices in writing by others and implement rhetorical choices within their own arguments.</p> <p>Approaches include implementing:</p> <ul style="list-style-type: none">▪ Excerpts from foundational texts focused on rhetoric and student practice of rhetorical analysis writing tasks.▪ Rhetorical analysis reading and writing skills with annotation/close reading exercises.▪ Rhetorical analysis tasks that construct partial or full responses.
Literary Analysis	A , B	<p>Writing tasks that focus on literary analysis can be embedded within AP Seminar units as a way to support students' AP Seminar coursework and create vertical alignment to other secondary English courses.</p> <p>Approaches include implementing:</p> <ul style="list-style-type: none">▪ Anchor texts or text excerpts to support literary analysis writing tasks.▪ Writing tasks to support literary themes, characterization, and literary techniques that support AP Seminar unit themes.▪ Literary analysis tasks that construct partial or full responses.
Creative, Narrative, Letters	A , B	<p>Writing tasks that are creative or replicate professional circumstances can be embedded within AP Seminar units, used as summer assignments, and/or post-exam assignments to help satisfy state writing expectations.</p>

Offering AP Seminar at your school

As an English 10 course, AP Seminar provides students dynamic opportunities to explore real-world issues, read a variety of text types, construct written responses, collaborate in teams, and present confidently—all skills which support future success in AP and college coursework.

For educators considering offering AP Seminar as an English 10 course, we recommend these steps to determine fit with their schools:

1. **Confirm adherence to local requirements:** AP Seminar learning objectives strongly overlap with common English standards; however, course coding varies by district or state and AP Seminar is offered across many curricular departments. School or district leaders should confirm AP Seminar satisfies local English or English 10 requirements. Sample syllabi to share with reviewers are available at: collegeboard.org/apseminarELA
2. **Confirm local teacher requirements:** the Advanced Placement® Program doesn't require AP Seminar teachers to hold specific curricular credentials; however, certifications or credentials for English teachers vary by district or state. School or district leaders should confirm what requirements are necessary before selecting AP Seminar teachers.
3. **Complete online registration form:** schools wishing to offer AP Seminar in any department must complete a free, online form which confirms schools understand the AP Seminar Performance Task assessment model. The online form is available at: collegeboard.force.com/APCapstone/s/
4. **Register teachers for required AP training:** every new AP Seminar teacher must complete a 5-day workshop hosted by AP Summer Institutes before teaching the course. These workshops focus on cross-curricular instruction and project-based assessments. Information on summer professional learning is available at: apcentral.collegeboard.org/courses/ap-capstone/professional-learning