

## SYLLABUS

### Mr. Cooper's AP Research QSI Virtual School 2022

#### Instructor Information

**Instructor:** Geoff Cooper

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**Preferred Method of Communication:** Email

#### Course Description

"AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense." AP

Essentially, this is an independent research course where the student, with guidance from the teacher and if applicable, an expert advisor, completes the above-described activities.

**Course Credit Equivalency:** 10 QSI credits are equal to 1 Carnegie credit.

#### Course Prerequisites

Students must have successfully completed AP Seminar before registering for this course.

#### Technology Information and Requirements

Computer with internet access

Microphone and webcam

#### Course Grading

QVS is a mastery learning school where students must demonstrate that they meet certain criteria (The Student Will, or TSWs) before closing a unit and receiving credit for it. The assignments for each unit are designed to give students a chance to meet the TSW criteria for either B Level Mastery or A Level Mastery (see below). You will find the TSW criteria in the unit description documents on the course Moodle page.

**Assignments may be graded as follows:**

***Attempted /NOT Completed*** - the student has attempted the assignment but it is not done correctly or completely.

**Completed** - the assignment in question is not being used to evaluate mastery and is marked as complete.

**Mastery "B"** - the student has met the TSW criteria covered by the assignment for B Level Mastery.

**Above Mastery "A"** - the student has exceeded the TSW criteria covered by the assignment for B Level Mastery and meets the criteria for A Level Mastery. This is also referred to as "Above Mastery."

**Please note in order to remain consistent with AP grading, I will be using AP Research based rubrics which will be converted to mastery levels.**

AP Scoring out of 6	Mastery Level
0,1,2	Attempted/NOT complete
3,4	B Level Mastery
5,6	A Level Mastery

**Units may be graded as follows:**

**B "Mastery"** - the student has met all of the required criteria (TSWs) for B Level Mastery as demonstrated in the assignments.

**A "Above Mastery"** - the student has exceeded all of the required criteria (TSWs) for B Level Mastery for the unit as demonstrated in the assignments and has met the criteria for A Level Mastery. This is also referred to as "Above Mastery".

**D "Deficient"** - a D may be assigned to the unit if the student has not submitted one or more assignments on time and has fallen behind (typically 10 or more days late) OR if the student has plagiarized material. In the event of late work, a D may be entered into the QVS gradebook and QMS until the work is done. In the case of plagiarism, a D will be entered until the matter has been resolved.

***It is important to note that a "D" is not in itself a grade or a punitive measure but rather an indication that the student is not performing as required.***

**H "On Hold"** – for whatever reason, the student is unable to complete a unit and it is put on hold.

**Teacher feedback and revision of work:**

- The instructor will endeavor to return work within 24 hours, excepting weekends and holidays.
- If a student does not receive feedback within 48 hours, the student should contact the instructor.
- The student will endeavor to revise any assignment that requires it within 48 hours.

## Progression through course units:

- Students must close a unit with at least a B before beginning the next (unless a unit is intended to remain open for the duration of a term or the entire year, or an “H” was assigned to the unit). The teacher will work closely with students to ensure they attain B level mastery on a unit, regardless of the time it takes.
- The instructor may allow students to ‘upgrade’ their results on an assignment or on a unit from B to A level mastery. Since this is an English course, major assignments are typically essays that require drafting and there will be an opportunity to work towards an A during this process. **However, outside of this, the ability to upgrade from B to A hinges upon the ability of the student to keep up with progression through units and therefore, upgrades to A for units and assignments may not be possible if a student is behind in the course.**
- Students should complete all course work before the exam in May.

## Course Activities, Content and Structure

### Activities:

#### *Readings*

Readings consist of mainly sample essays but will also include “How To” documents, websites and of course the many academic articles that students will find on various databases. The text for our course is *The Craft of Research*, 3<sup>rd</sup> or 4<sup>th</sup> ed.

#### *Individual and Group Teams calls*

Meeting ‘in person’ is an important part of the course. Students must participate in mandatory sessions and will also be meeting with me individually from time to time as well as with each other.

#### *Written Assignments*

Students will maintain a Process and Reflection Portfolio (PREP) Journal. This is a requirement for successful completion of the course and is essentially a record of the student’s progress through the various smaller writing, presentation and reflection assignments that occur during the year.

#### *Academic Paper*

This is the final product of the research process and must be submitted in late or early May (date varies from year to year).

#### *Presentation and Oral Defense*

Students will present and defend their research in a presentation that will take place in mid-April.

## **Course Content:**

### ***Quartile One: From Topic to Methods***

We will begin by discussing the transition from AP Seminar to AP Research. The general point is that AP Research is an application of the skills you acquired last year to conduct and convey original research in an academic paper and presentation (POD). So, our next step is to review some academic papers submitted by AP students to see what AP expects of you. Once you know what the end product should look like, we get to the thick of it: you will select a topic, conduct secondary research, develop a research problem and question, choose a suitable research method, and convey all of this in a research proposal. The expectation is that you will also complete a rough draft of the introduction of your paper which would include a full literature review and methods section.

### ***Quartile Two: Research—Data Collection and Analysis***

In this quartile you will conduct your primary research and analyze the results. Be aware that you have about two weeks before the winter break and then six weeks afterward to complete your work. If you do not complete your data collection and analysis by the mid-February end of quartile date, you may end up struggling to complete your report by the April 1st soft deadline. Remember, the hard deadline for me to submit your POD grade and for you to submit your academic paper is late April or early May.

### ***Quartile Three: Academic Paper—Writing and Revising***

In this quartile you will focus on writing your academic paper which you must complete and submit before it is due. This should be a 'drafting' process wherein you write and revise based on feedback from peers and/or expert advisor and/or me. Remember, neither your peer, the expert advisor nor I can revise your paper for you. You must do the revising.

### ***Quartile Four: POD, FINAL draft of Academic Paper and PREP***

In this quartile, you will prepare your Presentation and Oral Defence (POD) and deliver it. You will also ensure that your Academic Paper is complete and ready to be submitted to CB. Finally, you will do your final PREP reflection.

## Course Structure

Students will move through the tasks and QSI units as follows:

Quartile	Tasks	QSI Units
Quartile I September 5 - November 30	1) Begin PREP (process and reflection portfolio) journal 2) Review course objectives and design 3) Analyze and discuss existing academic papers 4) Annotated Bibliography I: topic of inquiry background problem and question. 5) Annotated Bibliography II: discipline specific literature review 6) Annotated Bibliography III: inquiry methods of the field of study 7) Poster Presentation/Elevator Pitch and Reflection Oct 16-26 8) Submit draft of intro with Lit Review and Methods Nov 10-28 9) Submit final IPF by November 30	E01: Research Essentials and Research Question Formulation  E02: Building Body of Knowledge and Literature Review.  E03: Designing Research Methodology and Inquiry Proposal Form/IRB
Quartile II Dec 1 – February 17	1) Conduct research 2) Compile results 3) Analyse results 4) Create tables and figures 5) Complete/Update draft of methods section of paper	E04: Data Collection  E05: Data Interpretation and Statistical Analysis
Quartile III February 18 – March 31	1) Complete rough draft of body of paper and conclusions. 2) Peer review/Revise and rewrite 3) Submit final draft by April 1	E06: Writing Results, Conclusions and Future Directions  E07: Abstract and Preparing Academic Paper for Final Submission

Quartile IV	1) Prepare and rehearse presentations	E08: Presentation and Oral Defence
April 1 – May 2	2) Complete POD before April 21	E09: Process and Reflection Portfolio (PREP) Completion
	3) FINAL draft of academic paper and grades for presentations are due to College Board by May 2	E10: Presentation to AP Seminar Students

### Attendance and Workload

- Students are expected to attend scheduled group and individual Teams calls.
- Students should expect to spend 5-7 hours per week on this course.

### Classroom Behavior Expectations

For synchronous communication:

- School appropriate attire.
- Camera on at all times.
- Microphone muted on login.

For asynchronous communication:

- Be polite and respectful in responses to forum posts of other students, bullying will not be tolerated.
- Upload only appropriate material.
- Write formally in email communication with instructor.

Submit work on time and inform the instructor if you need an extension. Extensions will only be granted on occasion for exceptional circumstances.

### Academic Honesty

Plagiarism is not accepted in this or any other QVS course. Prior to taking a QVS course, students must complete the **plagiarism contract** which specifies the QVS policy on plagiarism. Students will also need to sign the AP Research plagiarism contract as part of the PREP Journal.

Regardless of whether a student has intentionally or unintentionally borrowed someone else's work without acknowledging it correctly, plagiarism will be dealt with as follows:

**First offence:** The student must redo the assignment(s) in question. The instructor will make sure the student understands how the plagiarism came about and will give strategies to avoid it going forward. If it appears the plagiarism was intentional, parents and the director will be informed. A "D" may be assigned for the unit in question depending on how the matter is resolved.

**Second offence:** The QVS director and the parent/guardian will be informed. A "D" will be assigned until the student has redone the assignment(s) in question.

**Third offence:** The instructor will refer the matter to the QVS director for further action.