

SUMMER ASSIGNMENT: AP RESEARCH

Dear Researcher,

I must first and foremost congratulate you on your interest in challenging yourself with the AP Capstone program. The skills that you have and will continue to acquire due to the Capstone program are paramount in your post-high school success. So, to your dedication, I salute you!

The following summer work has been created after much consideration and discussion with other AP Research colleagues. I am NOT about busy work, but there are some concepts and items that you need to establish for yourself prior to starting AP Research. Know that you will be asked to dig deep once you begin in the fall, so please start now.

The readings and resources that you will need to complete the summer assignment are available through links within the document. *All work will be due on the Monday before we return to school (August 7, 2023), by the end of the day (midnight). This will be your first grade. **Late work will be accepted but you will lose 30 points if you are within 1 day late. After that, you will lose 10 points per day. This will be my policy all year.***

I look forward to working with you very soon. I will be checking my email all summer, so feel free to contact me if you feel concerned, bewildered, overwhelmed, confused, frustrated, or any combination of the previously listed.

Best Wishes,
Jayme Weaver
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TASK 1: SUMMER READING REFLECTIONS

Complete the following reflections prior to the start of AP Research due 8/1/22. These reflections are purposefully driven to help you make the jump from AP Seminar to AP Research. When class begins in August, you will add them to your PREP (Process and Reflection Portfolio), a tool required by College Board that will help you stay organized in this year-long process. Please include the question when providing your responses. **Responses should be at minimum a paragraph per question and should exhibit your ability to provide supporting textual and experiential evidence as well as reflective and perceptive discussion.**

Text: Leedy, P.D., Ormrod, J.E. (2018). Practical Research: Planning and Design. (12th ed.). New York: Pearson.

Title of Reading	Pages	Reflections (Link to pdf is in google classroom)
“What Research is Not”	1-2	<ul style="list-style-type: none">• What surprised you in this section? Why?• According to this section, how is AP Seminar different from AP Research?
“What Research is”	2-7	<ul style="list-style-type: none">• What part of this section interests you? Why?• According to this section, how is AP Research an extension of AP Seminar?

“The Problem: The Heart of the Research Process”

30-51 • What part of this section concerns you

regarding getting started on your research journey? Why?

TASK 2: FINDING AN AREA OF INTEREST FOR RESEARCH

Similarly to AP Seminar, College Board wants you to present your AP Research academic paper with a leading question; however, in AP Research this question is called a Research Question (RQ). The goal of this part of the assignment is to expose you to ideas that may spark you to find a topic for your own AP Research project. The following concepts are things to consider when attempting to build an AP Research Research Question. Remember, the topic you decide to work with must hold your interest for the entire year.

Read one of the two exemplars (supplied by) from a variety of disciplines to get an idea of what your paper may look like if it is published (these earned a 5 from College Board). **Don't let these papers intimidate you.** I will supply you with a print out, make sure you get one of them. They will be first come first serve as I'm printing out 21 of them-enough for one for each student in the class.

Read and Annotate with the different elements of your paper. Find evidence of each statement in each of the papers you choose to read. Focus on the words in bold. You will have to print this out and give this portion of the assignment to me on the first day of school.

Introduction/Literature Review

(highlight evidence in **blue** and place the number next to each highlighted phrase, sentence, or paragraph)

Provides background and **contextualizes** (1) the research question/project goal and initial student assumptions and/or hypotheses.

Introduces and reviews previous work in the field, synthesizing information and a range of (2) **perspectives/points of view** related to the research question/project goal.

Identifies the (3) **gap** in the current field of knowledge to be addressed.

Describes a (4) **problem statement** and/or (4) **research question**.

Discusses **subproblems**.(5)

Identifies independent and dependent **variables** (6),

Defines **terms** (7), states underlying **assumptions** (8), identifies **delimitations and/or limitations** (9), **a priori hypotheses** (related to each subproblem), and **discusses the importance of the study** (10).

Method, Process, or Approach

(highlight evidence in **green**)

Explains and provides **justification** for the chosen method, process or approach.

Results, Product, or Findings

(highlight evidence in **yellow**)

Presents the findings, evidence, results, or product. Uses **tables/figures** to summarize important **appropriate evidence** that aligns with the question.

<p>Discussion, Analysis, and/or Evaluation</p> <p>(highlight evidence in pink)</p>	<p>Interprets the significance of the results, product, or findings; explores connections to original research question/project goal.</p>
<p>Conclusion and Future Directions</p> <p>(highlight evidence in orange and add numbers)</p>	<p>Reflects on how the limitations of the study impacted the results of the study. (11)</p>

	<p>Reflects on the process and how this project could impact the field.(12)</p> <p>Discusses possible next steps to use the new information from this study and take it another step...(often related to limitations) (13)</p>
<p>Bibliography</p> <p>(highlight evidence in blue showing that researcher used consistency in their bibliography)</p>	<p>Provides a complete list of sources cited and consulted in a consistent manner (in accordance with their discipline)</p>

Task 3: Focus on Methods and Project Feasibility

For this section builds on Task 2, you will focus even more specifically on the concepts that impact a well-developed and well-designed academic inquiry. Your answers should be in paragraph form.

Concept	Description Reflections
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<p>Value</p> <p>Contribution to the Body of Knowledge</p>	<ul style="list-style-type: none"> ● The value of your research is determined by how your contribution enhances what is already known about the topic. ● You are expected to either add to the current conversation of a discipline or use multiple discipline conversations to create new knowledge. <ul style="list-style-type: none"> ● How would your research be relevant or interesting to you and society or within your discipline of study? ● How could your research benefit society or your discipline of study?
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Data Collection Annotated Bibliography Entry: (insert here)
 After you've determined a discipline that you want to focus on (Part C--Focus). Using Galileo, **find a peer reviewed journal article that will help you to determine what type of data you may need to collect for our topic...don't stress about sticking to this topic at this time, we will brainstorm together to help you select a topic/field.** Search "Data collection methods in (discipline or research field)". See disciplines and fields above. Read the article and write an annotated bibliography entry for this article then answer the questions below. **(complete your annotated bib according to Ms. Ostrus' standards)**