# Revision Guide: Literature Review (part of Introduction)

This document has been created to help students understand the Introduction element of the AP Research academic paper. Students can use this document to: understand the element before writing, align themselves to the AP Research rubric, and revise the element once written.
Reminder: The element is not necessarily a section of the paper, but the element is required to gain a score for these rows of the rubric.

**Literature Review (part of Introduction)[1]:**

- Introduces and reviews previous work in the field, synthesizing information and a range of perspectives related to the research question/project goal.
- Identifies the gap in the current field of knowledge to be addressed.

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## AP Research Rubric Rows

**Row 2: Understand and Analyze Argument**

| 2 | 4 | 6 |
|---|---|---|
| The paper identifies or cites previous works and/or summarizes a single perspective on the student's topic of inquiry. | The paper summarizes, individually, previous works representing multiple perspectives about the student's topic of inquiry. | The paper explains the relationships among multiple works representing multiple perspectives, describing the connection to the student's topic of inquiry. |

**Row 3: Evaluate Sources and Evidence**

| 2 | 4 | 6 |
|---|---|---|
| The paper uses sources/evidence that are unsubstantiated as relevant and/or credible for the purpose of the inquiry. | The paper uses credible and relevant sources/evidence suited to the purpose of the inquiry. | The paper explains the relevance and significance of the used sources/cited evidence by connecting them to the student's topic of inquiry. |

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## Rules for AP Research Teachers and Expert Advisers

Teachers and Expert Advisers **may NOT** "write, revise, amend, or correct student work."[2] To do any of the aforementioned could cause a student to lose their ability to submit their academic paper for scoring. Instead of providing direct feedback, please consider using a questioning technique to enhance student understanding.

For Example: A student's research question needs revision.

- **Do Not:** Your research question should be reworded to sound exactly like this…
- **Do:** Your research question lacks clarity. Have you considered revisiting the idea of… ?

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## Revision Questions for Literature Review

### Higher Order Concerns

*Questions to Ask:*

- Did the researcher establish and maintain a style that indicates credibility within the discipline of the paper?
- Did the researcher define terminology that may be difficult for the reader?
- Did the researcher provide and explain any hypotheses or assumptions critical to the topic?
- Did the researcher acknowledge and synthesize **different** perspectives regarding their topic?
- Did the researcher situate their research in the body of knowledge surrounding their work?
- Did the researcher use a line of reasoning to arrive at their research question?
- Did the researcher identify a gap in the current body of knowledge?

### Lower Order Concerns

*Questions to Ask:*

- Did the researcher consistently follow a style guide?
- Did the researcher follow the rules of Standard English by avoiding colloquialisms and usage inappropriate for this formal style of writing?
- Did the researcher maintain the appropriate tense for this section of the paper?
- If visuals are present, did the researcher cite and provide captions while also contextualizing the visuals within this segment of the paper?
- Did the researcher anchor quotations while also maintaining control of their voice by contextualizing these quotes within the topic and focus of the paper?
- Did the researcher maintain clarity regarding the credibility of the sources used without stilted phrasing?

[1] AP Research Course and Exam Description. (2015). The College Board. Pages 51.

[2] AP Research Course and Exam Description. (2015). The College Board. Pages 52-54.

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