AP Research Syllabus 2020-2021:

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Course Platform for Distance Learning: Zoom and Google Classroom

Course Description and Goals

Overview

AP Research is open to students who have successfully completed AP Seminar during their junior year. AP Research is a two-semester, elective course (UC "g") that aims to allow 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 methods, 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 (PREP Journal). 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.

Goals

The goals of AP Research include:

- Understand the fundamental nature of research as scholarly work and serious inquiry
- Enter into academic and real-world conversations about complex issues
- Choose and deeply explore a topic or question of personal interest
- Learn research methodology and employ ethical research practices
- Reflect on skill development and document processes to ultimately curate year-long scholarly work

Academic Paper

AP Research Students will write an academic research paper as the culmination of a year-long inquiry based research on a topic of the student's choosing. The academic paper is an original 4000-5000 word report that analyzes, evaluates, and synthesizes a broad range of literature. [**CR3**]

Presentation and Oral Defense

AP Research Students will make a 15-20 minute presentation, using appropriate media, to a panel of 3-4 experts. The panel will include the AP Research teacher, other faculty,

expert advisers, and other community members. Students will defend their topic of inquiry/research question, approach, and findings or products through questions posed by the panel. The panel will ask questions from three categories: one question pertaining to the research or inquiry process, one question focused on the depth of understanding, and one question about reflection throughout the inquiry process as evidenced from students' PREP Journals. The fourth question and any follow up questions are at the discretion of the panel. [**CR5**]

Role of Process and Reflection Portfolio (PREP Journal):
The PREP Journal will be used to thoroughly document students' development and to provide evidence that students have demonstrated a sustained effort during the entire research process. This portfolio will be a major formative assessment component of the course, and as such much of students' grades will be based on work done as part of the PREP Journal. Not only will students document their research process, but they will also regularly reflect on this process as part of the PREP Journal. The tasks and work in the PREP Journal will address all five big ideas in the curriculum framework. Students will meet bi-monthly with teachers, and the PREP Journal will be reviewed regularly. See Units of Study for specific activities and assignments, most of which are included in the PREP Journal and tied to the curricular framework. [**CR1a, CR1b, CR1c, CR1d, CR1e, CR1f, CR1g, CR2a, CR2b, CR3, CR4a, CR4b, CR5**]

Instructional Resources:
To meet the course objectives, students will use the following core text:

Patten, Mildred L. *Understanding Research Methods, AN Overview of the Essentials*, 10th ed. Glendale, CA: Pyrczak Publishing, 2018.

Supplemental readings may come from resource texts, including:

Palmquist, Mike. *The Bedford Researcher with 2016 MLA Update*, 5th ed. Boston, MA: Bedford/St. Martin's, 2015.

Leedy, P. D., and J.E. Ormrod. *Practical Research: Planning and Design*, 11th ed. Boston, MA: Pearson, 2016.

Palmquist, Mike, and Barbara Wallraff. *Joining the Conversation: Writing in College and Beyond*. 2nd ed. Boston, MA: Bedford/St. Martins, 2014.

Rothenberg, Paula S. *Race, Class, and Gender in the United States: An Integrated Study*. 10th ed. New York: Worth Publishers, 2016.

AP Capstone Plagiarism Policy (Research)
Participating teachers shall review academic honesty policies and instruct students to ethically use and acknowledge the ideas and work of others throughout their coursework. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

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 Assessment Task.

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 Assessment Task. [**CR2a, CR2b**]

In addition, students must adhere to Redwood High School's Academic Honestly policy.

Evaluation and Grading

Quarter Grade (Reporting Periods 1-3 and 4-6):
The quarter grade will be based on a total points system. All assessments will be awarded a point value and the quarter grade will be calculated based on the number of points received for all assignments. Student grades will be comprised of formative and summative assessments, in class activities, PREP Journal work, and reflection throughout both semesters. The through course assessments submitted to the College Board and the resulting AP score will not be part of student grades for RHS.

Semester Grades:

Fall:	R1 - R3 80%	Final Semester Reflection (Exam)	20%
Spring:	R4 - R6 80%	Final Course/Program Reflection (Exam)	20%

As the focus of this course is on student development of a specific selection of skills, the majority of classroom activities and assessments will be graded using variations of the following four-point rubric:

Exemplary (4)	Proficient (3)	Approaching (2)	Does not meet standard (1)

Student performs all components at a superior level beyond what is required for proficiency. The student has exceeded expectations and has presented work worthy of showcasing and emulating. Student work is characterized by an in-depth understanding of the subject-area content related to the task and demonstrates excellence in and ability to apply essential skills.	Student performs all components at a consistent level and demonstrates competency. The student has met the expectations of the assignment and its corresponding standards. Student work is characterized by an adequate understanding of the subject-area content related to the task and demonstrates proficiency in essential skills.	Student has not demonstrated proficiency in all components. The student is working towards meeting assignment expectations and corresponding standards. Student work is characterized by a general understanding of subject-area content related to the task and demonstrates a basic grasp of essential skills.	Student has not met or demonstrated proficiency in the minimum standards for completion of the assignment. Student work is characterized by insufficient understanding of subject-area content and demonstrates deficiencies in essential skills.

Please note that College Board must approve any and all accommodations that would affect the AP exam score, including the team and individual performance tasks. The College Board cannot exempt students from collaborative work or oral presentations, as both are curricular requirements. Students who have accommodations that would affect any component of the performance tasks or end of course exams must contact College Board directly.

Late Work Policy

Late assignments, including homework, essays, and projects are eligible for a top grade of C if one day late, D if two days late. Assignments more than two days late may be granted partial credit at my discretion. Extensions on essays and projects may be granted for legitimate reasons at my discretion *when requested in advance of the due date.*