AP Research Syllabus

Course Overview

The AP Research course operates as year two of the AP Capstone program. After teaching students how to enter the academic conversation in AP Seminar, the AP Research year is designed to instruct students how to begin that conversation.

Per the College Board, AP Research 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 4000-5000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Goals and Objectives

Per the College Board, the AP Capstone program aims to empower students by
- Engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- Extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- Enabling them to collect and analyze information with accuracy and precision;
- Cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- Providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity

Listed below are the curricular outcomes for this course:

AP Research Curricular Requirements

CR1a   Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore

CR1b   Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze

CR1c   Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate multiple Perspectives

CR1d   Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas

CR1e   Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit

CR1f   Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit

CR1g   Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit

CR2a   Students develop an understanding of ethical research practices

CR2b   Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of information

CR3   In the classroom and independently (while possibly consulting any expert advisors), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an

area of personal interest, culminating in an academic paper of 4000-5000 words that includes the following elements:

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

CR4a Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their though processes

CR4b Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work as evidenced by the PREP

CR5 Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings

AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information:

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. 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 Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

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 Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

AP Research Texts

AP Research Course and Exam Description. New York: College Board, 2020.

AP Research Student Workbook. New York: College Board, 2020.

AP Research Workshop Handbook and Resources. New York: College Board, 2020.

Curriculum Framework:

- **Quest**
    - Question and Explore
    - Understand and Analyze
    - Evaluate Multiple Perspectives
    - Synthesize Ideas
    - Team, Transform, Transmit
- **Reasoning Process**
    - Situating
    - Choosing
    - Defending
    - Connecting

- **Employing Research and Inquiry Methods**
    - Introduction
    - Methods, Process, or Approach
    - Results, Product, or Findings
    - Discussion, Analysis, and/or Evaluation
    - Conclusion and Future Directions
    - Bibliography

Course Expectations:

This is a college course being taught in high school. Performance expectations are high and work is challenging. Students will be required provide written and oral responses at greater depth. Students are expected to commit time outside of class and often deadlines are extended due to the nature of complexity in a given project. Students are expected to develop appropriate and effective time management skills. Additionally, oral presentations will occur frequently and collaboration will occur almost daily. In order to fully develop the skills necessary of this course, you are required to commit to collaboration with your peers and dedicate time to developing presentation skills.

Grading Scale:
Grades will be computed on a total point basis, using the high school's policy of Q1: 40%, Q2: 40%, Semester Final: 20%. The teacher will assess discussion and process points.

90-100 A
80-89   B
70-79   C
60-69   D
0-59   F

Individual Responsibility:

- All assignments must be completed on time. Readings are designed for discussion purposes. It is impossible to discuss without adequate preparation and close reading strategies. This is not the type of reading you want to do last thing before you go to bed. It should be thoughtful reading. Letting your eyes pass over the page is NOT reading.
- Bring your text and notebook to class every day unless instructed otherwise. You will not be excused to "get" your book. Sharing is not an option.
- Feel free to seek help from me when you need it. My schedule during the day is posted at the top of this syllabus.
- Assignments are due at the beginning of class. If you have a problem, see me BEFORE class. I am far more understanding if you come to me before class has begun.
- You are responsible for getting work for the times you are absent. A class calendar will be posted on Schoology as will many assignments/hand outs for this class.
- You are to be respectful to me and your peers at all times. Due respect will be accorded to you as a student.
- Disrespect and bullying will not be tolerated.

Make-up Work:

- All work is required. If major projects are not completed it is grounds for failure for the entire semester.
- All make-up work is to be done within the standard allotted time in accordance to the student handbook.

Important AP Research Due Dates:

Ongoing throughout the year: PREP (CED pages 45-46); Due dates will be announced in class and on Schoology as appropriate

Final Inquiry Proposal Form (CED pages 54-55) due for approval: November 9
Literature Review due: December 21
Draft 1 of Paper due: March 8
Final Draft of Paper due: April 5 for submission into College Board
Oral Defense of Research and Related Project: Week of April 15-19
Submission of Final Paper into College Board: April 30 **this is the final date of acceptance by the
       College Board; however we will submit by April 5

Formative and Summative Assessments:

- **PREP Portfolio:** (part of semester grade) Using a process and reflection portfolio (PREP), students:
    - document their inquiry and research processes,
    - document communication with their teachers and expert advisers,
    - reflect on the processes
    - **NOTE**: the PREP portfolio will be completed via OneNote. I will view your OneNote progress regularly so you MUST keep these documents current in order to demonstrate your learning process
        - The following will be Included in the PREP portfolio:
            - Teacher/student individual conferences
            - Weekly goals
            - Weekly reflections
            - Sources collected
            - Research question
            - Research method
            - Each individual portion of the final paperThey have scheduled conferences with their teacher for review and approval of their scholarly work as evidenced by the portfolio. This portfolio will be routinely used for the following:
- **Homework:** (part of semester grade)
    - Homework will typically include (but is not limited to) research-based article reading and annotation; I would recommend storing any homework in your OneNote PREP portfolio
- **Formatives and Projects:** (part of semester grade)
    - Institutional Review Board (when needed) and Inquiry Proposal Form
    - Elevator Pitches, Content Presentations, and Poster Presentations
        - These will provide students with multiple opportunities to express their ideas and receive peer feedback.
- **College Board Submission:** (NOT part of semester grade)
    - Results in AP numerical score for college submission
    - Academic Paper (75% of AP Score): The academic paper consists of 4,000-5,000 words and will be written over the course of the year. This paper showcases a student's research conducted during the class. We will spend the year working on this—it is a culmination of all of your work.
    - Oral Presentation/Defense (25% of AP Score): Once a student has submitted their academic paper, they will also be required to present their research findings and defend their choices regarding research methods and the contribution their research presents to the current body of knowledge. Students will present to a panel that will also pose questions for the student to explain. The Oral Presentation/Defense will last approximately 15-20 minutes. A visual aid is required for this presentation. This portion is a combination of a verbal and visual presentation to a group of adults—it is the paper you will have written in presentation format.

School Year Tentative Guide:

Units and timelines are subject change based on student interest and abilities.

Throughout the year, students will participate in frequent timed writing exercises designed to encourage depth of thought and analysis while learning to quickly organize and express ideas. In order to fully engage in the learning

process, students will create an electronic portfolio use in self-evaluation and reflection to guide constant improvement in writing and critical thinking.

Additionally, students will spend time throughout the year focusing on critical reading skills in order to understand and develop knowledge of strategies for success in multiple choice passages. Reading and questions will be chosen as appropriate to foster student skill development and practice.

Unit 1: QUEST (August-September) Unit 1 will focus on CR1a and CR1b

This unit will review the QUEST framework. Our examination of non-fiction this year will provide us with examples of what it means to enter a profession discussion, a concept central to AP Research. We will examine non-fiction texts to determine an author's purpose, the methods the author is using to accomplish that purpose, and the overall rational for why the author is working toward that purpose. We will review strategies for analyzing non-fiction that will transfer to our reading and analysis of professional documents in myriad professional domains.

Tentative Schedule:
- o **Week 1: Review of Quest**
- o **Week 2: Collecting Sources**
- o **Week 3: Brainstorming initial research question; continuation of source collection**
- o **Week 4: Refining research question; source collection; introduce Inquiry Proposal**

Writing Skills and Strategies: QUEST

Summative Assessments: Annotated Bibliography 1, Annotated Bibliography 2

Formative Assessments: Identify and refine research question, citation review, transforming a problem statement, credibility tests, PREP check-ins, Socratic Seminars, peer review and evaluation

Unit 2: Research Methods (September-October) Unit 2 will focus on CR1d, CR1g, CR1e, CR4b, CR2a

This unit will continue to review the skills introduced in AP Seminar, while providing a clear distinction between the Seminar's performance tasks and the AP Research paper and PREP journal. Students will refine their presentation and oral defense skills in formative assessments.

Tentative Schedule:
- o **Week 5: Introduction the academic paper and Research Methods**
- o **Week 6: Annotated Bibliography/Precis; Introduction to ethical research**
- o **Week 7: Introduce Literature Review; Inquiry Proposal**
- o **Week 8: Inquiry proposal**

Writing Skills and Strategies: Annotated Bibliography/Precis, analysis development

Summative Assessments: Poster presentation, elevator speech, Final Inquiry Proposal

Formative Assessments: Initial draft of Inquiry Proposal, choosing a method, knowledge of plagiarism, ethical research practices, PREP check-ins, Socratic Seminars, peer review and evaluation; students will complete a mini-presentation evaluating ethical research practices in preparation for the inquiry proposal:
- • Students will chose from a list of research studies to:
  - o Summarize the experiment, giving historical context
  - o Identify the study's question and goals
  - o Identify the method(s) used
  - o Discuss the research design

        o   Explain how and why the study has limitations and may be considered unethical
        o   Locate additional research to either validate or invalidate the research study
        o   Extend the findings to their own potential research:

- o   Explain how and why the study has limitations and may be considered unethical
- o   Locate additional research to either validate or invalidate the research study
- o   Extend the findings to their own potential research:
  - Explain why ethical research is important
  - Explain how unethical research can alter the outcome of the study
  - Explain any potential ethical issues that may arise in their own research

Unit 3: Implementing the Inquiry Plan and Entering the Larger Conversation (November-January) Unit 3 will focus on CR1e, CR4a, CR1d

This unit will begin the implementation of the inquiry plan while engaging in PREP conversations while completing a draft of the literature review identifying and implementing discipline-specific styles.

Tentative Schedule:
- o   **Week 9: Research Methods**
- o   **Week 10: Ethics in Research**
- o   **Week 11: Refine research methods**
- o   **Week 12: Introduce Oral Presentation with samples**
- o   **Week 13: Final Inquiry Proposal Due**
- o   **Week 14: IRB (as needed)**
- o   **Week 15: Methods Revision (based on IRB feedback)**
- o   **Week 16: Literature Review Due**
- o   **Week 17: Revision**
- o   **Week 18: Oral Presentation Practice**

Writing skills and strategies: appropriate evidence selection, analysis development

Summative Assessments: Final Literature Review

Formative Assessments: PREP check-ins, Socratic Seminars, peer review and evaluation

Unit 4: Preparing the Academic Paper and Refining Skills (January-February) Unit 4 will focus on CR3 and CR1e.

This unit will provide time to complete drafts of the methods, complete any original work (surveys, interviews, etc.) required to complete the paper, and complete peer reviews of the paper.

Tentative Schedule:
- o   **Week 19: Discuss Final Academic Paper**
- o   **Week 20: Discuss Statistics Interpretations and Methods Section**
- o   **Week 21: Outline Findings and Analysis**
- o   **Week 22: Independent work on academic paper**

Writing skills and strategies: refined evidence selection, refined thesis development, refined analysis

Summative Assessments: methods drafts; results, products, findings draft; bibliography draft; conclusions draft

Formative Assessments: PREP check-ins, Socratic Seminars, peer review and evaluation

Unit 5: Finishing the Academic Paper and Oral Defense and Putting it All Together (February-April) Unit 5 will focus on CR2a ,CR1e, CR5, CR1f, CR1b, CR1c, CR1d, CR1a, CR1g

In unit 5, students will complete the paper and oral defense process, submitting all necessary documents to support the paper and oral defense.

Tentative Schedule:
- o **Weeks 23-26: Independent Work, data analysis and academic paper writing; preparation for oral defense**
- o **Week 27: Finalize and submit academic paper**
- o **Week 28: Preparation for Oral Defense**
- o **Week 29: Oral Defense with panels**
- o **Week 30: Housekeeping items**

Summative Assessments: Final academic paper, oral defense, PREP journal

Formative Assessments: Peer evaluation and review, self-evaluation and review, Socratic Seminars

Unit 6: Publication (May)

Unit 6 will provide students an introduction to professional publication and provide students an opportunity to publish their finalized academic papers. Students will also design informative/recruitment posters and presentations for underclassmen.

Tentative Schedule:
- o **Week 31: Locating publication platforms**
- o **Week 32: Publication submission, as appropriate**
- o **Weeks 33-34: Poster and presentation design**
- o **Week 35: Poster and presentation delivery**
- o **Week 36: Final exams as designated by the district**