

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP RESEARCH

Board Approval Date: January, 2019
Proposed Grade Level(s): 11, 12
Grading: A-F
CTE Sector/Pathway: N/A
Prerequisite(s): Must pass AP Seminar Course
Corequisite(s): N/A

Course Length: 2 Semesters
Subject Area: Elective
Elective Area (if applicable): GPS Elective
Credits: 5 Credits per Semester

Intent to Pursue 'A-G' College Prep Status: Yes
A-G Course Identifier: (g) College-preparatory elective
Graduation Requirement: No
Course Intent: Site Specific
Program (if applicable): GPS

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 year-long 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 assessing, 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 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>1. Developing Research Basics and Research Questions</p>	<p>What is the Process and Reflection Portfolio (PREP)? What is the style and scope of scholarly papers and presentations? How does one conduct preliminary project research in an area of inquiry using a backwards planning approach? What are the characteristics of a Research Question?</p>	<p>*Preliminary action plan for inquiry project *Peer and teacher review of research question *Weekly reflections in PREP</p>	<p>*Formal presentation of First Draft Research Question</p>
<p>2. Finding and Examining Sources</p>	<p>How does one apply analysis methodology to determine category and strength of sources? What are the working parts of the body of knowledge relevant to a research question? What are the traits of an effective expert advisor, and how does one go about finding one? What are the best forms of communication and research for one’s inquiry project?</p>	<p>*Source collection and categorization *Annotated bibliography (focused on research question, methods, and goals) *Expert advisor agreement form *Preliminary Literature Review paper *Weekly reflections in PREP</p>	<p>*Oral Presentation (Elevator Speech) and Poster of Revised Research Question</p>
<p>3: Research Design and Methods</p>	<p>What do various research methods entail? Which of these methods are most relevant to one’s individual inquiry project, and why? What are the characteristics of ethical research practices, plagiarism policies, and documentation styles for field-specific research</p>	<p>*Research methods presentations *Annotated bibliography (focused on research methods) *Peer review (Gallery Walk) of revised posters *Weekly reflections in PREP Calendar or detailed to-do list for inquiry project</p>	<p>*Formal Inquiry Proposal Form (College Board format-specific)</p>

	papers? How does one develop an action plan for completion of inquiry project?		
4: Data Analysis and Finalizing Academic Paper	<p>What are the multiple perspectives implied by one's research question? How does one select sources most relevant to the multiple perspectives implied by one's research question, and how does one synthesize information from these sources into original work? How does one analyze data gathered through various research methods, and how does one apply a Literature Review process to an academic paper? How does one demonstrate one's research and inquiry findings through produce, performance, portfolio, and written paper? What are the criteria of the AP Research Rubric, and how does one apply these to the academic paper?</p>	<ul style="list-style-type: none"> *Weekly teacher/student progress interviews *Draft Submission(s) for peer review: Lit. review, methodology, results/findings, data analysis and evaluation, conclusion *Revision of Annotated Bibliography *Weekly reflections in PREP *Evidence of Inquiry process in PREP *Paper completed in proper format (MLA, APA, etc) 	<ul style="list-style-type: none"> *Product or Performance relevant to inquiry project *Final Paper Submitted as part of AP final assessment (75% of final AP score)
5: Preparing Presentations and Oral Defense	<p>What are the characteristics of different presentation models? Which models are best suited to one's project and audience? What are the criteria of the AP Research presentation and oral defense rubric, and how does one apply these to the presentation and oral defense?</p>	<ul style="list-style-type: none"> *Presentation to peers for review *Reflection on peer review effectiveness *Panel preview of product or performance if applicable *Weekly reflections in PREP 	<ul style="list-style-type: none"> *Final Oral Presentation and Defense *Submit scores to College Board as 25% of overall AP Assessment.
6: Publishing Work and Reflections	<p>How does one adapt written and oral communication to different</p>	<ul style="list-style-type: none"> *Present Inquiry Projects to AP Seminar students and other peer groups 	<ul style="list-style-type: none"> *Submit final PREP journal *Present Inquiry Project

	audiences? How does one prepare work for publication? How does one find discipline-specific forms for publication of one's scholarly work?	*Fishbowl discussion/debrief session about AP Research (with AP Seminar students observing) *Completion checklist and final teacher/student progress interview	in a discipline-specific forum *Submit paper to a student journal or professional journal
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ESSENTIAL STANDARDS:

The course is organized around five Big Ideas, known as QUEST. Tied to each Big Idea are several Essential Questions. These are open-ended questions that encourage students to think deeply about a topic, ask additional questions, and investigate solutions to develop the conceptual understanding that the course seeks to foster. Students will learn that the research process is not linear, but recursive, and these skills will strengthen the student researcher by the end of the research process.

Q = Question and Explore.

Students will challenge and expand the boundaries of their current knowledge.

What do I want to know, learn, or understand?

What questions have yet to be asked?

How does my research question shape how I go about trying to answer it?

How does my project goal shape the research or inquiry I engage in to achieve it?

What information/evidence do I need to answer my research question?

U = Understand and Analyze.

Students will contextualize arguments and comprehend author's claims.

What strategies will help me comprehend a text?

What is the main idea of the argument or artistic work, and what reasoning does the author use to develop it?

What biases might the author have that influences his or her perspective?

Does this argument acknowledge other perspectives?

How can I assess the quality or strength of other's research products or artistic works?

E = Evaluate Multiple Perspectives.

Students will consider individual perspectives and the larger conversation of varied points of view.

How might others see a problem or issue differently?

What patterns or trends can be identified among the arguments about this issue?

What are the implications and/or consequences of accepting or rejecting a particular argument?

How can I connect the multiple arguments? What other issues, questions, or topics do they relate to?

How can I explain contradictions within or between arguments?

From whose perspective is this information being presented, and how does this affect my evaluation?

S = Synthesize Ideas.

Students will combine knowledge, ideas, and their own perspective into an argument.

How do I connect and analyze the evidence in order to develop an argument and support a conclusion?

Are there other conclusions I should consider?

How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale?

How do I acknowledge and account for my own biases and assumptions?

What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument? How do I ensure the conclusions I present are my own?

T = Team, Transform and Transmit.

Students will collaborate, reflect, and communicate their argument in a method suited to their audience.

How can I best appeal to and engage my audience?

What is the best medium and genre through which to reach my audience?

How might I adapt my written and oral presentations for different audiences and situations?

How might my communication choices affect my credibility with my audience?

Which revision strategies are most appropriate to developing and refining my project at different stages?

How do I provide feedback that is valuable to others? How do I act upon feedback I have received?

How can I benefit from reflecting on my own work?

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

<http://www.corestandards.org/ELA-Literacy/CCRA/>

Link to Framework (if applicable):

Link to Subject Area Content Standards (if applicable):

Link to Program Content Area Standards (if applicable):

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>The Bedford Researcher w/ 2016 MLA Update</i>	Mike Palmquist	Bedford/St. Martin's	5th edition	<i>2016</i>
<i>Yes</i>		<i>MLA Handbook</i>	Modern Language Association of America	Modern Language Association of America	8th edition	<i>2016</i>

Yes		<i>Publication Manual of the American Psychological Association</i>	American Psychological Association	American Psychological Association	6th edition	2016
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Other Resource Materials

Because of the individual nature of this course, students will use a wide variety of resources including the following:

Printed and online articles, speeches, interviews, and personal narratives; artistic works and performances or other kinds of texts--anything that conveys a perspective and can be examined

Complex and scholarly sources, including peer-reviewed sources from an academic research community
Handbooks, databases, and other reference materials essential to equip students with the tools necessary for research and communication

To meet the course objectives, additional current media, magazines, journals, newspapers, and other primary and secondary sources may be included as the instructor deems appropriate

Students will be guided to use supplemental materials within the guidelines of district supplemental curriculum.

Supplemental Materials

Board Approved Supplemental Materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, Step up to Writing, SIPPS, DBQ, etc.):

Everything’s An Argument with readings , by Lunsford, Ruskiewicz, and Walters, Bedford Books, 7th edition, 2016.

They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff, W. W. Norton and Company, 3rd edition, 2014.

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