

# **AP RESEARCH**

2024-2025

## **COURSE OVERVIEW**

AP (Advanced Placement) Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately *4000–5000 words* (accompanied by a performance or exhibition of the product where applicable) and a presentation with an oral defense.

Students will work almost exclusively on their own research study, paper, and presentation while continuing to exercise the QUEST inquiry framework established during the first course in the series, AP Capstone - Seminar.

- **Question and Explore**
  - Read critically; pose questions and identify issues that compel you to want to explore further.
- **Understand and Analyze**
  - Use specific tools – such as re-reading, questioning the text, and considering multiple perspectives – to break down an idea or argument into parts that make sense to you.
- **Evaluate Multiple Perspectives**
  - Identify a variety of perspectives, viewpoints, and/or arguments on an issue and consider any bias to determine the validity of that point of view.
- **Synthesize Ideas**
  - Create new perspectives after evaluating other varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.
- **Team, Transform, and Transmit**
  - Communicate the message clearly and effectively so as to transform both participants and the audience.

## **ESTLHS Mission and Vision for College Preparation**

East St. Louis Senior High School is committed to empowering every student to persevere, learn, and thrive by providing a safe and nurturing environment with opportunities to explore employment, enrollment, enlistment, or entrepreneurship, and by challenging and supporting all students to achieve high levels of learning.

East St. Louis Senior High School will create a culture of high expectations and maximized learning experiences as students are challenged by teachers and peers to work collaboratively for overall success. Students will be fully prepared with college and career readiness skills as they advance to compete in a global society fully prepared for their future.

## **Attendance and Tardy Expectations:**

Students are expected to attend class each day. Being absent frequently can affect your learning and your grades. If a student must miss class be mindful that most **due dates** are **unchangeable**. These due dates are set by College Board, therefore you will still be responsible for turning work in on time.

Coming to class late is not acceptable; it hinders a student's learning and interrupts the learning of others. Students who do not make it to class on time will sign the Tardy Log and will be marked as tardy. If you come to class without a pass more than 15 minutes late, you will be reported as skipping.

## **Regarding Privacy:**

I will not rummage through your backpacks, purses, books, etc.; I expect the same respect shown to my things. Anything on or behind my desk or my podium should be considered my property and not be taken or rifled through unless I have given you permission. There will be a designated student area within the classroom.

## **Classroom Norms:**

Engage fully  
Ask questions  
Open your mind to diverse views  
Integrate new information  
Utilize what you learn

## **Course Content Disclaimer:**

Because this class is student-directed, it may include mature themes, including gender, religion, violence, sexual themes, and vulgar language. Any readings or discussions in class concerning any of these topics will be sensitively handled and restricted to appropriate academic discussions. Parents, please speak with your students to ensure you are comfortable with the focus of their research.

## **Contact:**

Please feel welcome to contact me at any time. Although I am not available much of the day due to teaching, please leave me a message on my school phone or email (heather.duncan@est189.com) and I will do my best to get back to you as soon as possible.

Using Remind.com or the Remind app (use code:@apcap189) is the fastest way to get a hold of me.

## **ADVANCED PLACEMENT PERFORMANCE TASK**

While the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed) to develop, manage, and conduct an in-depth study or investigation in an area of student's interest in order to fill a gap in the current field of knowledge. The final output of these efforts includes:

### • **DUE APRIL 11th**

**A 4,000 – 5,000 word Academic Paper [75 percent of the AP score]** that includes several components as follows:

- **Introduction:** This section introduces and contextualizes the research question and initial student assumptions and/or hypotheses. Additionally, it reviews the previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., literature review) to allow the student to identify the gap in the current field of knowledge to be addressed.
- **Method, Process, or Approach:** This section explains and provides justification for the chosen method, process, or approach.
- **Results, Products, or Findings:** This section presents the findings, evidence, results, or product from the student's work.
- **Discussion, Analysis, and/or Evaluation:** This section interprets the significance of the findings, results, or product and explores connections to the original research question while discussing the implications and limitations of the research or creative work.
- **Conclusion and Future Directions:** This section reflects on the process and how this project could impact the field while discussing the possible next steps and/or future directions.
- **Bibliography:** This section provides a complete list of sources cited and consulted in the appropriate disciplinary style.

### • **DUE APRIL 24th/25th**

**A 15-20 minute Presentation and Oral Defense [25 percent of the AP score]:** The student delivers a presentation in front of a panel. The presentation reflects the depth of the student's research. Prior to this performance, the students whose academic paper was accompanied by an additional piece of scholarly work will arrange for the teacher and panelists to view the scholarly work. The defense will include up to four questions from a panel consisting of the AP Research teacher and two additional members (chosen at the AP Research teacher's discretion).

## **COURSE EXPECTATIONS AND POLICIES**

*Course participants will be expected to*

- Set feasible priorities and commit to them.
- Manage time responsibly and wisely.
- Demonstrate respect for self and others.
- Communicate and reflect early and often with yourself, the expert advisor, and the instructor.
- Remain dedicated and persistent throughout the individual research study process.

## **COURSE TEXTBOOK AND MATERIALS**

- *Practical Research: Planning and Design*, 11th Edition, by Paul D. Leedy, and Jeanne Ellis Ormrod
- Activities and exercises from the AP Research Student Workbook
- AP Research Course and Exam Description
- *The Literature Review Six Steps to Success* by Machi and McEvoy
- Palmquist, M. (2012). *The Bedford Researcher* (5th Ed.). Boston: Bedford/St. Martin's.
- Various other academic papers (philosophical texts, writing guides, peer-reviewed articles) for specific lessons
- Online research databases: EBSCO, GALE, JStor, and Google Scholar.

## **MATERIALS NEEDED DAILY FOR CLASS**

- 2 inch Binder (no larger unless enrolled in AVID)
- Three-hole Folder
- Supply Bag
- Notebook or Composition Book (Not shared with other classes)
- Post-it Notes
- Notecards
- Highlighters (Multiple colors)
- Pens (Red, Blue, Black, Green)

## **AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information**

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.

### **Generative AI Information:**

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student's own work. While students are permitted to use generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on the performance tasks. Students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the tasks.

#### **Required Checkpoints and Attestations for AP Capstone**

To ensure students are not using generative AI to bypass work, students must complete interim checkpoints with their teacher to demonstrate genuine engagement with the tasks. AP Seminar and AP Research students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must attest, to the best of their knowledge, that students completed the checkpoints authentically. Failure to complete the checkpoints will result in a score of 0 on the associated task.

# **PACING GUIDE**

## **UNIT 1** (Weeks 1–10)

This unit will “bridge” the AP Seminar course with the AP Research course, focusing on the subtle yet significant differences between the two years. Students will revisit the core big ideas that operate as the Capstone framework and will read and discuss sample research papers in order to establish a target and/or an “end game” for their own work. Deadlines for final products will be established, the AP rubrics will be surveyed and understood, course-specific terms will be defined, and by the end of this unit, students will give their first elevator pitch for their potential research topic.

## **UNIT 2** (Weeks 11–19)

This unit continues to explore discipline-specific research methods and citation rules as students continue to configure their research topic and question. Students will continue to source mine and collect literature on their topics. Students will continue discourse with their expert advisors and document the conversations in their PREPs. Students will also continue to compose their annotated bibliographies. The final topic inquiry proposal and institutional review board forms are due during this unit. Afterward, students will begin the earliest phases of composition.

## **UNIT 3** (Weeks 20–30)

Due to the recursive nature of this course, content from units one and two will be reintroduced to students at regular intervals throughout this unit for deeper comprehension and application. Students will continue to research, determine methods and alignment, and document data.

## **UNIT 4** (Weeks 31–37)

This unit will focus on the final product, specifically on the writing or the composition of the research paper as well as the preparation and, eventually, the performance of the oral presentation and defense. Students will work independently on their final products with insight and counsel from their instructor, their expert advisor, and their peers. The focus will be placed on the clear, concise, and effective communication of ideas and information both generated and validated by the student’s research.

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 4,000-5,000 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

## Course Timeline for Major Assignments

The due dates are set and will not be adjusted. Be sure to plan accordingly for unexpected illnesses, absences, field trips, etc. It is your responsibility to ensure you turn in the appropriate assignment on time. 10% will be deducted for every day late. After four days, the highest score you can receive is a 60%. Most assignments will be submitted digitally with midnight as the time due. If you have any technical issues or questions, please contact me immediately so I can help remedy the situation quickly.

Point Value	Assignment	Due Date
50	Problem Statement and Research Questions	9/13/2024
100	Rhetorical Precis	10/18/2024
100	Bibliography	10/18/2024
250	Discourse Paper	11/1/2024
200	Proposal Form	11/26/2024
150	Shark Tank Presentation	12/9-12/11/2024
300	Draft (Context through Methods)	12/18/2024
150	Peer Review Panel	3/24-3/28/2025
550	Final Draft*	4/11/2025
250	Presentations before the Panel*	4/24- 4/25/2025
50	Upload to Digital Portfolio	4/28/2025

There will be multiple minor assignments throughout the course. These minor assignments are intended to help scaffold the skills needed to accomplish the major assignments.

***\*Students who fail to complete the Final Draft will NOT be eligible to present before the Panel.***

Dear Parents and/or Guardians:

Your child, \_\_\_\_\_, received handouts today including a course description, a list of needed supplies, class procedures, grading criteria, and discipline procedures as well as the College Board's requirements for receiving possible college credit for this course. Please review this information so that we can work as a team to ensure the best possible results for your child. The policies, procedures, and guidelines you will find with this packet are in effect at all times and are designed to help you understand the expectations I have for academics and behavior. Please review this with your son or daughter and sign below.

Our signatures below will acknowledge that we have thoroughly discussed these expectations in class and at home and that you have received this information. **Please detach this signature sheet and return it to me by Friday, August 16th.**

Please feel free to contact me with questions or concerns at [heather.duncan@estl189.com](mailto:heather.duncan@estl189.com).

You can also reach me through the RemindApp by using the code:@apcap189  
Please include a phone number and a convenient time for me to call you.

Thank you for your time, care, concern, and cooperation. Working together, we will be able to create an atmosphere of cooperation and collaboration that will allow your child to grow, thrive, and receive the best education possible.

I look forward to meeting you personally during the many functions throughout the school year.

Sincerely,

*Mrs. Heather Duncan*

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent Name PRINT

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
(Home telephone)

\_\_\_\_\_  
(Parent Work phone)

\_\_\_\_\_  
(Parent cell phone)

\_\_\_\_\_  
(Parent's E-mail address)