

AP Research - Summer Work



The following summer work has been created after much consideration and discussion with other AP Research colleagues. This is NOT about busy work, but establishing some concepts with you, and getting a basis for your understanding prior to starting AP Research. These are concepts that should be considered while taking long walks on the beach, while sitting in the back of the car on a road trip, while trying to fall asleep at camp, while playing video games, or whatever summer activity enhances your life.

The goal of this summer homework is to expose you to explore the idea of capital “R” Research, and to expose you to diverse topics you may never have considered studying otherwise. **You are not choosing a final topic** but instead **considering many topics**. We’ll work together throughout August and September to decide which one you ultimately choose.

AP Research - Summer Work - Reading

Explore capital “R” Research. Complete the following reflections before the start of school. These reflections are purposefully driven to help you jump from AP Seminar to AP Research. Complete the reflections electronically as we will be using these as the foundation for our first PReP (Process and Reflection Portfolio), a tool required by the College Board, that will help you stay organized in this year-long process. Please include the question when providing your responses. Responses should be at minimum a paragraph per question and exhibit your ability to provide supporting textual and experiential evidence and in-depth discussion.

Text: Leedy, P.D., Ormrod, J.E. (2013). *Practical Research: Planning and Design*. (10th ed.). New York: Pearson. You can purchase a copy of this text or email Mrs. McBride for the excerpts for the assignment.

Title of Reading	Pages	Questions for Reflection
“What Research is Not”	23-24	• What surprised you in this section? Why? • According to this section, how is AP Seminar different from AP Research?
“What Research is”	24-30	• What part of this section interests you? Why? • According to this section, how is AP Research an extension of AP Seminar?
“Language”	35-36	• How will words influence your ability to conduct research? • Out of the four sections, which section did you connect to most? Why?
“The Human Mind”	41-47	• Which subsection – Critical Thinking, Deductive Logic, Inductive Reasoning, Scientific Method, Theory Building, and Collaboration with Other Minds – are you least familiar with? • Which subsection -Critical Thinking, Deductive Logic, Inductive Reasoning, Scientific Method, Theory Building, and Collaboration with Other Minds- is most critical for Research? Why?

Summer Reading Grading Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Depth of Reflection	Reflections are thoughtful, insightful, and demonstrate deep engagement with the material. Goes beyond surface-level observations to explore implications and applications.	Reflections show thoughtful engagement with the material. Includes some exploration of implications and applications.	Reflections show some engagement with the material but remain somewhat superficial. Limited exploration of implications.	Reflections are superficial and show minimal engagement with the material. No exploration of implications.
Evidence and Support	Consistently provides relevant textual evidence and personal experiences to support reflections. Citations are effectively integrated	Provides adequate textual evidence and personal experiences to support most reflections. Citations are generally well-integrated.	Provides some textual evidence and personal experiences, but support is inconsistent. Citations may be present but not well integrated.	Provides little to no textual evidence or personal experiences to support reflections. Citations are missing or inappropriate.
Critical Thinking	Demonstrates through analyzing, synthesizing, and evaluating research concepts, making connections to research practices.	Demonstrates evaluation of research concepts. Makes logical connections to research practices.	Demonstrates some analysis but may be simplistic. Makes basic connections to research practices.	Shows limited thinking. Connections to research practices are minimal or absent.

Length and Completeness	Each section meets the minimum paragraph requirement and thoroughly addresses all aspects of each question.	Each section meets the minimum paragraph requirement and addresses most aspects of each question.	Most reflections meet the minimum paragraph requirement but may not address all aspects of each question.	Several reflections fall short of the minimum paragraph requirement and/or fail to address key aspects of the questions.
Presentation and Communication	Presents reflections clearly and concisely, using effective communication skills.	Presents reflections clearly but may lack organization or clarity.	Presents reflections in a disorganized manner, with limited clarity.	Struggles to present reflections.
Score: ____/20				

AP Research - Summer Work - Listening

Now, let's explore topics. Cast a wide net here for your topic. There is a topic out there that is so fascinating and meaningful that you could happily spend a year researching it, but you might miss it if you come to class with too narrow a focus. Your job now is to discover those potential topics, be curious, and keep an open mind!

This should be relatively enjoyable, so let your passion lead you. What fascinates you? What is something you're curious about? What is a problem you would like to see solved? Land on your three topics (try to be as diverse as possible), and then think about the pieces of media you'd like to explore.

Originally, I created this assignment with the intention that you would listen to a Podcast that has to do with your topic. However, you can think outside the box! For example, you could use a magazine, high-quality YouTube channel, Reddit thread, TikTok deep dive, or a conversation with your eccentric uncle you visit on your travels instead of a podcast, but only if they have roots in academic research (no conspiracy theories please). The goal is to learn, grow your knowledge base, and delve deeper into a topic than you normally would on a normal FYP TikTok/Reel. Bring the notes you take (see below) to class as a starting ground for beta topics as we start the year.

Step 1 - Choose your **three** topics to explore this summer. Think of things in your life that you've accepted as normal or have you wondered why something is. Maybe you are traveling, and you see something that is different from the world in you currently live; what does that tell you about the world around you?

Step 2 - Find Podcasts (or other media - see above) to listen to over the break surrounding these topics. These media sources must discuss evolving research in a field study.

Step 3 - Listen to a few episodes over the break as you travel, relax, do your chores, or whatever.

Step 4 - Take informal notes during or after the episode, focusing on the underlying research.

Step 5 - Then write out your notes in a more organized way. (See example below)

Your organization must...

- Summarize the overall topic.
- Identify the research the discussion is based on (find the original study if you can).
- Consider how **you** could extend the research or what similar types of research **you** could engage in.

Make sure you link where possible. You'll be sharing these with the class and with small groups, and you may even use these sources when we get to building our BOK (Body of Knowledge) on a topic. You should have at least three topics and at least three pieces of Podcasts or the like on each topic (9 pieces of media at a minimum). None of this must be perfect, but it should show **curiosity and understanding**.

DELETE EXAMPLES AND SUBMIT YOUR OWN WORK BELOW

Jane Doe
Topic: <i>The Online Afterlife of Franz Kafka.</i> Video: https://www.theatlantic.com/video/index/560054/home-school-episode-2/ Article: https://www.nytimes.com/2024/06/01/arts/franz-kafka-tiktok-centennial.html A study that was central to this argument: https://onlinelibrary.wiley.com/doi/full/10.1111/j.1469-7610.2008.01945.x
Summary of Topic: With the rise of the “thought daughter” trend on TikTok, many young women have begun to fawn over long-dead authors, not so much for who they were in real life, but for the persona and ideas that they crafted in their novels. One such author is Franz Kafka, whose writing dealt with the themes of struggle under modern bureaucracy, loss of identity, and unrequited love. In the age of social media, many people have felt an alienation that comes from being surrounded by voices and opinions, and yet feeling fundamentally cut off from those around you. The theme of isolation present in literature such as Kafka’s <i>The Metamorphosis</i> is intensely relatable to many people in Generation Z. In addition, many people struggle to hold on to their identities in the social media vortex, a feeling of personalization and anxiety that Kafka writes about in his literature. Hess connects this current obsession to the realization that social media and smartphones alone are not responsible for these emotions; rather, they are an enduring part of postmodern society that has been reflected in literature. She looks happily on Kafka’s renewed, hypermodern popularity, which underlines the way that literature connects people across generations, even a hundred years after an author’s death. I absolutely love the idea that literature and art communicate enduring facts about the human condition, even as century-wide gulfs separate the work from the modern viewer. I would love to explore this connection with other forms of media, too- for instance, why do some books gain the title of “classic” while others of the same era are ignored? Does it have to do more with the skill of the writing or the theme that it conveys? Or why do some pieces of media provoke a visceral reaction in us? For instance, <i>The Exorcist</i> has terrible practical effects, but it has always instilled a sense of dread in me after watching it, and Goya’s <i>Saturn Devouring his Son</i> has never failed to turn my stomach when I see it.
Research Extension: I would like to ask people, as Hess did (though including more genders than she did), about their favorite pieces of media and why they love that media so much, specifically focusing on older works. I would be interested to see how life circumstances affect this relatability, too- for instance, Hess focused only on Kafka’s fanbase of social media users,

but I wonder if some other group might be less inclined to like Kafka because they do not have that same experience with social

Topic: *The Possibility of Treating “Untreatable” Mental Illness*

Video: https://www.youtube.com/watch?v=XRu_lNg4dGg

Article: <https://www.webmd.com/bipolar-disorder/video/video-bipolar-treatment-advances>

Study: <https://www.mountsinai.org/about/newsroom/2021/largest-genetic-study-of-bipolar-disorder-identifies-64-regions-of-the-genome-that-increase-risk-for-the-condition#:~:text=In%20the%20largest%20genetic%20study,double%20the%20number%20previously%20identified>

Summary of Topic: I watched two videos about whether or not it is possible to cure schizophrenia and bipolar disorder, illnesses that are perceived as incurable. In the first video, Dr. Vikaas Sohal thinks that we can achieve a cure for schizophrenia not by finding a single cure, but by finding a cure that works for cognition in patients who have a particular class of causes of the illness and using it to manipulate the set of genes that disrupt specific pathways in the brain in order to normalize their cognition. He notes that schizophrenia affects individuals in a variety of different ways, including socially, and therefore, they might require a different set of treatments. He concludes that he sees progress in the upcoming 5-10 years. In the second video, WebMD highlights various doctors who comment on bipolar disorder. They note that most treatments involve drugs and/or therapy, but drugs don't work for everyone. They claim that new treatments are emerging as the study of the human genome has created great advances in human medicine and in bipolar disorder. Researchers hoped to pinpoint the difference in genetics between those with the disorder and those without, and they found nearly 60 genes unique to those with the disease. By knowing which genes might lead to bipolar, scientists could create more effective drugs that might even switch those genes.

Research Extension: I could extend upon this research with the guiding question: Could curing “incurable” mental illnesses/disorders reduce the number of suicides, crimes, and mental illnesses

Topic: *Physical readings to winning and losing might be innate*

Article: <https://www.nationalgeographic.com/science/article/blind-olympic-athletes-show-the-universal-nature-of-pride-and-shame>

Study: <https://www.pnas.org/doi/full/10.1073/pnas.0802686105>

Topic Summary: People's first and last names may have an impact on the jobs they end up in because people prefer things that they associate with themselves. So people named Dennis or Denise are more likely to be dentists than the average, and people named Lawrence or Lauren are more likely to be lawyers. They combined census records with data from the American Dental Association and the American Bar Association. They also did a couple of other

statistical analyses, all in the linked article. I'm curious if parents named kids subconsciously hoping that they would have certain jobs, or if it's all a coincidence.

Research Extension: I think I could do interviews with new parents and find out about their choice of names.

Summer Listening Grading Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Topic Selection	Selects three diverse and engaging topics.	Selects two diverse topics.	Selects one topic or two similar topics.	Does not select appropriate topics.
Research Depth	Conducts in-depth research on each topic, including original sources.	Conducts thorough research on each topic, primarily relying on secondary sources.	Conducts basic research on each topic, relying mostly on secondary sources.	Does not conduct adequate research.
Note-Taking	Takes detailed and organized notes, including summaries, key points, and personal reflections.	Takes relatively detailed notes but may lack organization or depth.	Takes basic notes but may miss important details.	Does not take adequate notes.
Analysis and Synthesis	Analyzes the information critically and draws insightful conclusions.	Analyzes the information and identifies key themes.	Summarizes the information but lacks in-depth analysis.	Struggles to understand and synthesize the information.
Presentation and Communication	Presents findings clearly and concisely, using effective communication skills.	Presents findings clearly but may lack organization or clarity.	Presents findings in a disorganized manner, with limited clarity.	Struggles to present findings

Score: ____/20			
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