

Briarcliff High School

AP Research - 2026

AP Research Summer Assignment

Ms. Sipe

Congratulations! You're more than halfway toward the AP Capstone Diploma. Here is your summer assignment.

1. *Practical Research: Planning and Design* by Paul D. Leedy and Jeanne Ellis Ormond is a text we use throughout the research process.

- a. **Required:** Read chapter 1 "The Nature and Tools of Research" and complete an outline for this chapter (10pts)
- b. Optional but recommended: Read chapter 2 "The Problem: The Heart of the Research Process"

2. Read over **one** of the sample high scoring papers provided in the packet and complete the student exemplar analysis (25 points)

3. Begin reading about topics of interest. Locate, read, and analyze a minimum of 5 open sources* from reputable sources. Then, complete the following tasks:

- a. Complete the attached open-source graphic organizer (p 3) for each source (5 points ea for a total of 25 pts)
- b. After completing the organizer, construct an annotated bibliography on Noodle Tools for your sources (10 points ea annotation for a total of 50 pts)

Refer to: attached organizer on what is an open source (p 3), the graphic organizer for the content of the annotation (p 4), the sample annotated bib as a reference, and the rubric for guidance on expectations for grading. Please note you will NOT be graded on the "assessing sources" (p 4) organizer, as this is intended as a useful guide for evaluating sources.

Student Exemplar Analysis

25 pts

Choose a high scoring sample paper from the 2026-2027 model paper packet. Read through it carefully, annotating and highlighting as you read. Bring the annotated copy to class and complete the following questions. All answers must include specific references to the student exemplar using page numbers and/or direct evidence.

Title of Academic Paper											
What is the author's main idea or thesis?											
Look at the bibliography page. Describe the sources the student used. What types of sources did the student use, and what was most effective about them?											
Did the student incorporate any visuals (pictures, graphs, charts, etc)? If so, how did these visuals help to enhance the argument the author was making?											
Considering all the methods available, what evidence did the student provide to justify the chosen methodology?											
Many research projects include the following sections. Sometimes they are explicitly labeled, sometimes not. Read through your paper and discuss each section - what does the student do in each section that is successful in proving his or her argument?	<table border="1"><tr><td>Introduction</td><td></td></tr><tr><td>Literature Review</td><td></td></tr><tr><td>Methodology</td><td></td></tr><tr><td>Results/Findings</td><td></td></tr><tr><td>Discussion/Conclusion</td><td></td></tr></table>	Introduction		Literature Review		Methodology		Results/Findings		Discussion/Conclusion	
Introduction											
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OPEN SOURCE SOURCES

(Assignment 3A: 25 pts)

- Find 5 sources that are “floating” in the public sphere about your topic.
- Place these in the “Open Sources” table below:

Places to look:

- Social media, News Channels, Newspapers, Blogs, etc.

Rationale: These sources will provide some insight into what is already known about your topic and could link you to previous studies cited casually in public.

Use these to drive the timeliness and value of your paper.

Category	Title of the source Author of the source-and the database used (if applicable) and URL (Permalink)	Summary of the Source Should be 1 full paragraph	Personal reaction to source (about 6-10 sentences)
Open source 1	Title: Author: Database: Link:		
Open source 2	Title: Author: Database: Link:		
Open source 3	Title: Author: Database: Link:		
Open source 4	Title: Author: Database: Link:		
Open source 5	Title: Author: Database: Link:		

Assessing Sources Organizer (From College Board)

Source Number	Connected Sources in My Collection
Bibliographic Entry:	<i>We will be using APA style.</i>
Summary:	<i>What is the point of this book, article, or text? What topics are covered? If someone asked what this article/book is about, what would you say?</i>
Credibility	<i>Is the information reliable? What biases does this source contain? What is the goal of this source?</i>
Suitability:	<i>How does the source help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic? REMEMBER THIS IS AN ASSESSMENT OF A SOURCE NOT YOUR OWN ARGUMENT ON THE TOPIC.</i>
Strengths & Weaknesses:	<i>What strengths make this source worth using? What drawbacks should researchers and readers keep in mind? REMEMBER THIS IS AN ASSESSMENT OF A SOURCE NOT YOUR OWN ARGUMENT ON THE TOPIC.</i>
Method of Support:	<i>How does the text support their argument? Identify what aspect of the source supports their position. Some examples include: Facts, Statistics, Expert Opinion, Analogies, Anecdotes, Comparison, Cause and Effect, Personal Experience, Definition, etc. BE SPECIFIC ABOUT HOW THIS SOURCE SUPPORTS YOUR POSITION.</i>
Perspectives	<i>What perspectives are represented? Is this a common perspective in the field of study?</i>

Source Number	Connected Sources in My Collection
Bibliographic Entry:	
Summary:	
Credibility	
Suitability:	
Strengths & Weaknesses:	
Method of Support:	
Perspectives	

Sample Annotated Bibliography

Aiello, T., & Brennan, D. (2023, September 29). *New Rochelle High School floods as storm drenches Westchester County* CBS New York. Apple News. <https://apple.news/Ae9GicpPmQXKfpaUMNctcWg>

This weekend's rainstorm has devastated New Rochelle High School and homes across Westchester County. Storm sewers were incapable of holding the sheer amount of rain, and it flooded New Rochelle High School. One student reported that the teachers told them to go home, but then told them to hold in place, reflecting the lack of preparation in schools to address climate change. Another student reported the water was "up to your knees." Jim Horton of Quality Pro Pest Services was worried about contact with pesticides in the water.

Buses and cars were submerged in incredible levels of water. 100 cars were totaled throughout Westchester, and many weren't sure how they were getting home. Governor Hochul declared a state of emergency and Mount Vernon and Yonkers, two historically low income and predominantly Black and Brown communities, declared one as well.

This article is a combination of a news article and live news footage. This article uses student and public testimony, video footage, and tweets to support its claims. Since no experts contributed or reviewed this article, and CBS New York is slightly left-leaning and biased, this article cannot be given too much credibility other than providing a factual example of extreme weather affecting schools. This article was primarily factual, but the perspective that weather is reaching an alarming frequency and severity is in line with most expert opinions. Given that this article focuses on a Westchester County school and the school response to the flooding, this article is highly relevant to my research on administrative responses to extreme weather in schools.