AP Research Syllabus

Overview
The AP Capstone Research course 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. Students will further their skills gained in AP Seminar course by learning research methodology, using ethical practices, and accessing, analyzing, and synthesizing information. Students will reflect on the entire project and keep a journal of their work.

Goals
The goals of the AP Capstone Seminar Course include:

- To engage and challenge the student through the in-depth consideration of a student-selected research question
- To empower students to join the conversation of scholars in a selected field of study
- To cultivate higher-level critical and creative thinking skills by making connections between and among a variety of types of sources
- To find and investigate a gap in information and to contribute to the research in the field
- To hone the craft of academic writing by selecting, synthesizing, and embedding researched information with academic integrity

*AP Seminar Assessment Overview

Students are assessed with one through-course performance task consisting of two distinct components. Both components will be included in the calculation of students’ final AP scores.

Academic Paper- 75%
Students will develop and produce a research question and academic paper in a topic of their choice. They will submit a proposal for the teacher’s approval. The student will research academic works to develop a method of data collection tied to their proposal. Students will work with an expert advisor to help guide them through the research process. Students will defend their process and analysis of their research. The culminating paper will be a 4000-5000 word academic scholarly work.

Presentation and Oral Defense- 25%
Students will develop a 15-20 minute presentation to present their research, methods, and rationale, and conclusions. The presentation should include their topic and question, information collected and analyzed, limitations of their research, and future questions. The students may choose any form of multimedia platform to develop their presentation. The presentation will be done in front of a 3-person panel. At the conclusion of the presentation, the student will defend their research, understanding, and reflection of the process.
Plagiarism Policy [CR2b]

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 coursework. 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.

Textbook and Supplementary Materials
- Palmquist, Mike, Bedford Researcher. 4th Edition
- AP Research Course and Exam Description
- 2017 Student Handbook

Course Design
The course will be separated into units based off the five Big Ideas and parts of the academic paper.

Introduction- Seminar to Research (2 weeks)

Activities
“Building the Bridge”
- Students will compare seminar and research enduring understandings to better understand the skills needed to do well in Research. We will also discuss the expert advisor and their role. Once students have found an expert advisor, they will set up meeting times with them. All communication will be logged in their PREP journal

“Research QUEST” [CR1a]
- Students will create a rubric of understanding of the course proficiencies. After that is completed, they will examine the AP Research rubric to see where any misconceptions occurred. We will discuss the reasons for those misconceptions and clear those up so the students will understand the process.
- Assessment: Students will look at sample papers to determine parts of the QUEST model.

“Finding the Gap” [CR1b]
- Student groups will use IRR’s from Seminar. They will examine the each of the papers from a group to determine where there was a gap in the research that could be the basis for further analysis in Research.

“Is Your Source CRAAP?” [CR1b]
- Students will look at how to transition away from RAVEN and learn to use CRAAP (PAARC). We will use the credibility activity on vaccines and autism from the AP Research training. They will compare the 2 sources provided: Jenny McCarthy interview and the Gerber/Otis article.
Assessment: Students will perform the CRAAP test on both sources to determine how they could be used for an academic paper.

“Annotated Bibliographies” [CR1a], [CR1g]
- Students will review annotated bibs and the different reflection used in Research
- Assessment: Annotated bibs will be reviewed

“Time for Some Discipline” [CR1c], [CR1f], [CR1g]
- Adapt the lesson 1 from the 2017 Student Handbook so students can explore the different disciplines and expectations of research in each. The students will also explore the different citation style types found in the various disciplines.
  Assessment: Student will collaborate in groups to summarize and explain the research expected in each discipline type. The groups will prepare elevator speeches to present findings.

“PREPping for Success” [CR4a]
- Students will be introduced to the PREP folder. They will go over the expectations of documentary the entire research process including question building, methods, communications with expert advisors, reflections, etc.
  Assessment: Students will write a reflection piece on the importance of documenting their process. [CR1f]

**Students will be required to do weekly entries into their PREP journals** [CR4a]

UNIT 1: Introduction of the Academic Paper (7 weeks)

Activities
“Topic Hunting” [CR1c]
- Students will work in discipline-based groups to brainstorm possible research topics. Students will assess their interests and backgrounds to determine the best research direction to proceed in.
  Assessment: Student interest survey

“Model Paper”
- After students have decided on a discipline, they will search online journals for 3 papers that fit into their discipline to help guide them through the parts of an academic paper in their chosen field.

“What’s the Question?” [CR1c], [CR1d], [CR1e], [CR1f]
- Using the bibliographies from College Board sample papers, I will assign each member of a group to read one of the papers from the works cited. After papers are read, students will discuss and collaborate to determine the original research question.
  Assessment: Students will present the original research question and rationale behind their decisions.

“Literature Review? What is that?” [CR1b]
- Students will do the *Contextualizing Your QUEST with the Literature Review* from the 2017 Student Handbook.
Assessment: Students will reflect on strategies they will use to organize their literature and record in their PREP journal [CR4a]

“Literary Review Process” [CR1b], [CR1d],[CR1c]
- Students will find 10 articles that relate to the topic they wish to study. The articles must represent a variety of perspectives. We will go over the aspects of a literature review and how to incorporate it into their paper. We will look at their model papers to see how those authors did their literary review.
  Assessment: Students will do annotated bibliographies based on Lesson 4 of the 2017 Student Handbook. Students will assess each article on the CRAAP model for credibility. Students will then brainstorm different research questions to start the process.

“Developing and Revising the Research Question” [CR1a], [CR1g]
- Students will do the evaluating, critiquing, and revising sample question activity from the 2017 Student Handbook. They will work in teams to be able to discuss different ideas.
- Students will formulate a rough draft of their research question.
  Assessment: Begin poster project on the research question and information gained from the annotated bibliographies. The students’ peers will gallery walk each RQ and provide peer feedback.

“Introduction/Literature Review Rough Draft” [CR3], [CR1d], [CR1f]
- Students will begin the writing process with a rough draft of the introduction of their paper. Students will exchange paper for peer review.
  Assessment: Elevator speech on their introduction and RQ [CR1g]
  Assessment: Students will have an interview with me to discuss their rationale for their introduction and RQ. [CR4b]

Unit 2: Research Method (5 Weeks)

“Types of Methods” [CR1a], [CR1c]
- Students will review the methods from the Aligning the Inquiry Approach, Design, and Method activity in the Student Handbook. As a class we will go through the table on the different types of design, approaches, and methods. We will also discuss the use of mixed methods.
  Assessment: Students will be teamed up to discuss the questions associated with the exercise. Each group will read the excerpt aloud to the class and present their review of their excerpt.
  Assessment: Students will determine the type of method used in their model paper. In their PREP journal, they will describe the method on the rationale as to why it is that method.

“True or False”
- Students will read a story and be present “facts” for the story to determine if they are correct or not. This will help them to understand how some researchers can make assumptions that are allowable.
  Assessment: Students will use the statements to amend the story to either make them all true or all false.
“Ethics in research” [CR2a]
- We will discuss a series of scenarios determining the concept of common knowledge, plagiarism, and falsification.
- We will discuss ethical research practices and the use of the IRB.
- We will do the *Ring of Truth* activity from the Student Handbook
- We will go over the CB’s plagiarism policy. [CR2b]

“My Method” [CR1e], [CR1f], [CR3]
- Students will begin to design their research method based off their initial research and question. They will meet with students with the same discipline and peer discuss their methods.
  Assessment: Students will prepare a short presentation explaining their method, IRB (if needed), type of data they will attempt to collect. They will add to their poster presentation.
  Assessment: Students will meet with me individually to explain their method before writing their IQF [CR4b]

“Inquiry Proposal Form” [CR3]
- Students will prepare their final IRQ to be submitted on 11/16.

Unit 3- Academic Paper [CR3]
   Nov- Apr

“Formalizing the Process”
- Students will use the time between Thanksgiving and Christmas break to make sure their background information and methods are aligned. They will complete any additional research needed and begin the initial steps of their research method. Depending on the method chosen, this will be a time to gather and prepare the material they need in order to conduct their research. Students will modify their Introduction/Literature Review as needed. They will make sure there are connections between sources, new insights, indicates the gap in the research and situates the topic/problem with the background information.
  Assessment: Students will meet with me to discuss any needs and materials I can provide.

“Just Keep Swimming”
- Once we return from Christmas break, students will be fully involved in the research and data collection process.
  Assessment: Students will meet with me weekly to assess progress.

“Just the Stats Ma’am”
- We will go over basic statistics that may be needed/utilized for the analysis portion of their papers.

“Rough Draft”
- Students will have their rough drafts completed by March 15th. Students will submit to Turnit In for plagiarism check. Students will peer review after Spring Break and provide feedback. Their Final Drafts will be due by April 1st.

“Presentation and Oral Defense” [CR5]
- Students will work on their presentations during the first 3 weeks of April.
- We will review the rubric for the presentation and effective presentation methods. Students will watch “Worst Presentation Ever” and provide a critique.
- Students will review the Oral Defense questions. They will practice their answer in groups.
- Students will design, prepare, and practice their presentations.
  
  Assessments: Presentations will done over a 3 day period during school hours.

“Culminating Assignment” [CR1f]

- For their last reflection piece in their PREP folder, students will reflect on the relevance of their research, how it fit into the topic they covered and how that research can be extended by either themselves in the future or by another. They will also discuss the limitations or their research and their conclusions.
  
  Assessments: Students will give a 5-minute presentation on their reflection.