AP Research
Casey Soto
Room C-7
casey.soto@aps.edu

Required Materials: Three-ring binder for handouts, ongoing research, and notes.
Access to Google Drive and Google Docs.


QUEST
We will be centering our work for AP Research around the five “Big Ideas” of the AP Capstone program—the QUEST. Our intention is that through your time in AP Capstone you internalize the QUEST framework so that you can draw upon it as you move forward in your academic career.

Grades
Below is a list of grading categories, their worth, and a list of potential assignments for each category. Please note that these are merely the kinds of assignments that each category may contain. Assignments and their category will depend on their purpose, when and how they are assigned, and our needs as a class. If you have questions or concerns at any point during the year, please come talk to me.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PREP</td>
<td>40%</td>
<td>All assignments contained in your Process and Reflection Portfolio (described below)</td>
</tr>
<tr>
<td>In-class</td>
<td>20%</td>
<td>Peer review, group projects, presentations</td>
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<tr>
<td>Homework</td>
<td>20%</td>
<td>Individual projects, quizzes, and written responses over assigned readings, etc.</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>This grade is based on time spent in class on task. I expect you all to have an A+ in this portion of the class. Time spent off task, unexcused absences, or a lack of focus or participation in group work will reduce your grade. I will inform you of any reason for a deduction, and I am willing to discuss your questions or concerns about your participation at any time.</td>
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Process and Reflection Portfolio (PREP)
You will maintain a portfolio in this class. Like all of our work in this course, the PREP will address all aspects of the QUEST framework that you have been working with since the beginning of AP Seminar.

Your PREP will assist and display your progress on your Academic Paper and your Presentation and Oral defense. It will also include your own reflection on the work you do. I will give you specific assignments for your PREP, provide feedback on your work (to the extent and in the
manner allowed by College Board), and we will meet individually at least twice during each six week grading period to discuss the contents of your PREP. Per the AP Research Course Description, assignments will include (but are not limited to) the following:

- The evolution of your interest in your topic and your research question.
- Ongoing annotated bibliography of the outside sources you collect.
- Evidence of your research process, including resources; analysis of evidence; directions in which the inquiry or project seems to be leading; changes to your initial assumptions.
- Peer review and project related group work.
- Reflection on challenges you encounter and the solutions you find.

You will maintain your PREP through Google Drive or in hard copy form to be kept in your three-ring binder. Please note that I will archive your PREP at the end of the year in the rare case that CollegeBoard should ask me to provide evidence that you completed the PREP.

**Late Work:**
- Late work will not be accepted after the fifth week of the grading period.
- If an assignment was given the day you were absent it is make-up work.
- Work received one class meeting or more late receives a 50% deduction. You have one day for every day you are excused absent to make up work. Any work received any later will be checked for originality but will not receive teacher feedback. The maximum possible credit after one day is a 50% but that score is not guaranteed.

**LCHS Capstone Plagiarism Policy**
If a student is caught plagiarizing anything for this class, regardless of the point value or weight of the assignment, their automatic grade for that assignment will be a zero. If the student is caught plagiarizing a second time, they will fail the course for the semester.

If the plagiarized assignment is a paper, the student must rewrite, but they will not receive credit for that paper. Under no circumstances will any student be allowed to make up a plagiarized assignment for credit, but they must make up the assignment to maintain academic integrity. We expect all Capstone students to adhere to these rules, and we hope all students and parents will understand these rules, accept them and work together with us to enforce them.

In addition, the AP Capstone course description provides the official plagiarism policy as follows, and we will also adhere to this policy in our classroom:

**AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**
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 course work. 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 Assessment 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 Assessment 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.

Expert Advisors
Students will be required to identify and work with at least one expert advisor. This advisor should be knowledgeable in a discipline related to the individual student’s research topic. If the advisor is outside of the LCHS community, parents must approve of the advisor. More information on expert advisors will be provided in the coming weeks.

AP Research Exam:
The AP Research exam is comprised entirely of the through course assessment. You will NOT take a pencil and paper exam in May when other AP Exams are administered. Your Academic Paper is worth 75% of the exam score. Your Presentation and Oral Defense is worth 25%. You will submit your work via a College Board provided digital portfolio similar to that which you used last year. The portfolio also provides you with access to an EBSCO database and TurnItIn.com software.
First Semester
During first semester, you will determine how to build upon the skills of AP Seminar, and learn deeper research concepts, skills and methods that will enable you to complete the major research project you will complete this year.

Week One: Bridging the gap.
1. Identify the AP Seminar skills that AP Research will build upon as well as the differences between the two classes.
2. “Finding the Missing Piece” activity (T)—As a team, complete the puzzle identify the “missing piece” to introduce the missing piece metaphor that will guide your initial research and the development of your research questions during weeks 1-6.

Week Two: Ways of Knowing and Rubrics
1. Introduce discipline specific ways of knowing—Complete and present group poster outlining group’s assigned Ways of Knowing (E)
2. Identify the elements of the Academic Paper and reflections of the rubric in sample Academic Paper (U)

Week Three: College Application Essay
1. College Application Essay—analyze potential topics, draft, peer review and revise submission-ready college application essay (T)

Week Four: Developing Good Research Questions (Q, U, T)
1. Identify the elements of effective research/problem statements
2. Introduce and practice reverse problem statements based on papers in various disciplines.
3. Introduce and practice narrowing sample research questions.
4. Draft your own problem statement and research questions.
5. Peer Review research questions, working to clarify each of the following in the questions: focus, purpose, context, variables, and feasibility.

Week Five: Citations Styles, SMARTER Searches, and the Annotated Bibliography (U, E, T)
1. Explore various citation styles and work in groups to identify the format and emphasis of each style. Present findings to the class.
2. Choose a discipline-appropriate citation style and begin work on first five citations and annotations. Each annotation must include the following: a summary of the significant findings or key information from the source; an evaluation of the credibility and relevance of the source as it pertains to your inquiry; a reflection on whether or not you will use the source in your academic paper and if not, why not.

Week Six: Choosing a Research Method (Q)
1. Introduce various processes of inquiry in original research.
2. Work in groups to identify the approach, design, and method of various inquiry processes.
3. Introduce NCUR—Choose NCUR articles from recent issues in the same general field as your project and data mine for research questions and study design.
4. Introduce Expert Advisors—discuss role of advisors, receive and review materials to help in recruiting and informing an Expert Advisor.

Week Seven: Inquiry Proposal (Preparation and reflection on overall QUEST)
1. Introduce Inquiry Proposal.
2. Continue building annotated bibliography.
3. Create expert teams for each citation style in use by class members. Review annotations for accuracy.

Week 8: Ethical Research Practices
1. Introduce Ethical Research Practices and the IRB (Q)
2. Reflection Paper in which you describe your missing piece, the progress of research, and your upcoming plans along with an update to your Annotated Bibliography with at least 10 sources due. (U)

Week 9: Academic Paper: Literature Review (Q)
1. Work in teams to identify the elements of successful literature reviews in papers from various disciplines.

Week 10: Inquiry Proposal and Additional Reading
1. Introduce Reading Literary Work project—You will read a work of fiction, creative non-fiction or memoir thematically related to your project and write an analytical paper examining the perspective the book offers on their topic. (E)
2. Peer Review Inquiry Proposal drafts. (T)

Week 11: Assessing your Progress. (T)
1. Inquiry proposal due
2. Poster Presentation: Where are you at in your QUEST?

Week 12: Lit Review, Revisited (S)
1. Draft of Lit Review due
2. Peer review drafts of lit review

Week 13: Methods
1. IRB or Ethical Research drafts due—students all necessary documents (surveys, questionnaires, interview protocols, informed consent forms, etc.) to demonstrate adherence to ethical research practices and, if necessary, to submit to an IRB (T)
2. Peer review of research methods documents (quantity of documents will vary by student; some students will primarily play a peer review role) (T)
3. Test surveys and questionnaires on peers where applicable.

Week 14: Introduce Methods section
1. Work in teams to identify the elements of successful Methods section in papers from various disciplines. (Q)
2. Moving from your Literature Review to Your Own Research (S)
Week 15: Complete Reading a Literary Work Project.
   1. Reading a Literary Work: Draft of Analysis Paper due. (E)
   2. Peer Review Analysis Paper (T)
   3. Final Draft of Analysis Paper due. (T)

Week 16: Initial draft of Methods section due. (S)
   1. Peer Review Methods section (T)

Week 17 and 18: Finals Week
   First Semester Final Exam--PowerPoint Presentations:
   “Update on Your QUEST: What have you accomplished? Where are you headed next? Your presentation must be exactly 3 Slides and between 2.5 to 3.5 minutes long).

Second Semester:
Second semester will focus primarily on the deep work of data coding, analysis, and reporting. We will continue to situate our work within the QUEST.

Weeks 19-24
1. Students will use this time to continue doing secondary research, revising and implementing their own research methods and beginning the stages of analysis and coding of their data. Peer Review, PREP assignments, and regularly scheduled meetings with instructor and, where applicable, expert advisors will continue to take place during this time.

2. Students will view examples of the Results sections of academic papers from various disciplines to identify successful elements.

3. Students will also view various academic presentations including TED talks and conference proceedings to identify successful elements of such presentations and to begin preparing for their own presentations.

**Rough Draft of Results, Product, or Findings section of paper due for Peer Review due during Week 24**

Weeks 25-30
1. Students will begin to draft the Results, Product of Findings section of their paper and, then, the Conclusions and Future Directions section. Peer Review, PREP assignments, and regularly scheduled meetings with instructor and, where applicable, expert advisors will continue to take place during this time.

2. Students will view examples of the Conclusions and Future Directions sections of academic papers from various disciplines to identify successful elements.

3. Student will begin working on the visual element of their Oral Presentation.
**Rough Draft of Conclusions and Future Directions section due for Peer Review due during Week 26.**

**Rough Draft of entire paper due for Peer Review during Week 30**

Weeks 31-36
1. Students will complete their Academic Paper and Oral Presentation.
2. Student will practice presenting their Oral Presentation and responding to sample questions asked by their peer.

April 1: Final Draft of Academic Paper Due
Mid-April: Presentation and Oral Defense

Please complete and sign this page and return it to Ms. Soto. Feel free to include any other information you would like me to know.

Student's Name___________________________

Class and Period: __________

Parent/Guardian Name____________________________

The best way to reach me:

____________________________________________________

I have received and read the course syllabus for Ms. Soto’s AP Research class.

Parent/Guardian signature____________________________

Date_________