

AP Capstone: RESEARCH

Bob Jones High School

Teacher: Debbie Scott
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Welcome to AP Capstone: Research

AP 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 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 (AP) of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a Presentation with an Oral Defense (POD).

Goals

Although 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)
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000–5000 word paper.
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.
- Document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

Formative and Summative Assessments

The AP Research course continues building upon AP Seminar skills to form new understandings of a topic selected by the student and approved by the AP Research Teacher through an Inquiry Proposal process. Students are assessed on a variety of assignments, both in class and homework, as well as the Academic Paper and the Presentation and Oral Defense. The academic paper is approximately 4,000–5,000 words, and the presentation and oral defense take approximately 15-20 minutes.

AP Research grade:

Work throughout the semester will mostly be graded on completion of the assignments by their due. Your grade in my class at Bob Jones is separate from your College Board score and may not be a predictor of your AP score. Major portions of your paper due on time for completion (70% of grade), daily classwork and PREP entries (30%)

AP Score:

The AP score is determined by your academic paper (75%) and your presentation and oral defense (25%).

Class requirements:

The Academic Paper (AP) is an original 4,000-5,000 word academic paper that includes the following components: (1) Introduction; (2) Method, Process, or Approach; (3) Results, Product, or Findings; (4) Discussion, Analysis, and/or Evaluation; (5) Conclusion and Final Directions; and (6) Bibliography. While the AP Research Teacher and/or a consultant will provide guidance in the development of this paper, it is the student's own work. **Plagiarism with NOT be tolerated; any sources used by the student through direct quotations and/or paraphrasing, must be properly cited. Failure to do so will result in a ZERO grade for that component of the course.**

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The research process in AP Research is not simply about collecting evidence or facts and then piecing them together. The research process is about *inquiry*—asking questions and coming to solutions and conclusions through serious and critical thinking, discussion, and reflection. The student researcher will seek relevant information in articles, books, and other sources and develop an informed perspective built upon, but not merely derivative of, the ideas in the examined material. As a result, the research process is *recursive*, meaning students will continuously revisit ideas, seek new information when necessary, and reconsider and refine their research question(s), topic, and/or approach.

*****We have a timeline to finish AP Research by the end of the semester, however research does not always go according to plan. If the student feels that they cannot successfully complete their academic paper and/or presentation and oral defense by the end of the semester they may have until March 15th.**

To keep track of this process of inquiry, students are required to keep a digital Process and Reflection Portfolio (PREP), a formative assessment tool shared with the AP Research Teacher. The PREP will allow students to document their experiences in the course. Students will continually use the PREP to chart their engagement with the QUEST ideas, with special attention paid to:

- Their choice of a research question and what prompted their interest in the topic
- Their research process, including important sources (documents, people, media)
- Analysis of evidence as it becomes available
- Changes in the direction of the project and/or initial assumptions
- Ways in which the students have worked on their own or as part of a larger intellectual community
- Challenges encountered and solutions attempted

To demonstrate these experiences, the PREP may include annotated bibliographic entries of important sources, conversations with the Teacher and/or Consultant, personal reflections, commentary about course assignments and class notes, coursework assigned by the Teacher, and any other insights that contribute to a rich description of the development of the student in the course. As students will be required to have one-on-one appointments with the AP Research Teacher throughout the course to discuss their work, it is hoped the student will be able to manage his/her time effectively and use these meetings to continue developing and revising their work throughout the semester. In-class assignments may also be collected digitally through the PREP.

Upon completion of the Academic Paper (AP), students will be required to plan and deliver a final summative assessment in the form of a Presentation of their work and an Oral Defense (POD). The presentation is expected to utilize various media to support and enhance the student's report of key findings, description of the chosen approach and any challenges, and a defense of the findings by answering questions posed by a panel comprised of the AP Research Teacher and two others.

Prior to engaging in research, students will submit to the AP Research Teacher an Inquiry Proposal Form, which clearly identifies the topic of study, research question(s), preliminary research, and methodological and ethical considerations. Only once approval has been granted will the student be allowed to begin the research process in earnest. All students will also be required to receive approval from our school based Institutional Review Board (IRB)

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AP Research students will be held to high standards of academic honesty and ethics. Preparing fairly and effectively for the completion of the paper and presentation tasks requires advanced planning and time management; many difficulties with plagiarism arrive when students leave work to the last minute. Keep track of all sources used so you do not misattribute information.

AP Research work will be submitted to Turnitin.com.

****Academic Dishonesty** Plagiarism Policy**

College Board policy on Plagiarism and Falsification or Fabrication of Information

(Revised from 2014-2015 AP Capstone Implementation Guide; AP Seminar Course and Exam Description, Effective Fall 2015; AP Research Course and Exam Description, Effective Fall 2015).

Participating teachers shall instruct students to ethically use and acknowledge the ideas and work of others, as well as the consequences of plagiarism. 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 (i.e., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else 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 Written Team Report 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 Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

Course Textbook and Resources

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.)*. New York, NY: Pearson.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research (3rd ed.)*. Chicago, IL: The University of Chicago Press.
- AP Capstone Research Course and Exam Description. (2016). New York: College Board.
- AP Research Workshop Handbook and Resources (2016). New York: College Board.
- Various articles and academic resources for specific lessons
- Past AP student work (used with permission) for exemplars and discussion pieces

Required Course Supplies:

- Notebook (spiral or composition)
- Pens/Pencils
- Colored pencils
- Highlighters
- Email account/google drive
- Home computer/Internet access

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Confirmation of Receipt of Syllabus

Student's Name: _____

Parent(s)/Guardian(s) Name: _____

Mailing address: _____

City: _____ State _____ Zip _____

Home phone number: _____

Alternate phone (cell/work) _____

Parent's/family email address: _____

Questions/Comments for Mrs. Scott

Parent's/Guardian's, it is important to me that we have open lines of communication. Please indicate what method you prefer for contact. I am a believer in email and I check it frequently! If you do not use or check your email regularly you may want to list various phone numbers for contact.

We have read and understood Mrs. Scott's syllabus. We understand that research can be unpredictable. We understand that there is a timeline to finish the course in a semester, however if unexpected problems arise in the research process the student may have until March 15th to finish the class. We understand the grade in AP Research may or may not reflect the AP score.

Student signature

Parent/Guardian signature

Parent/Guardian signature