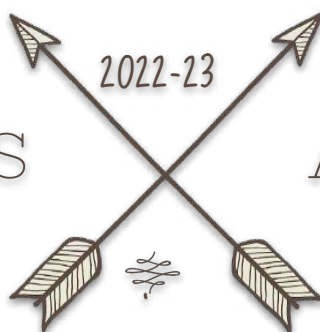
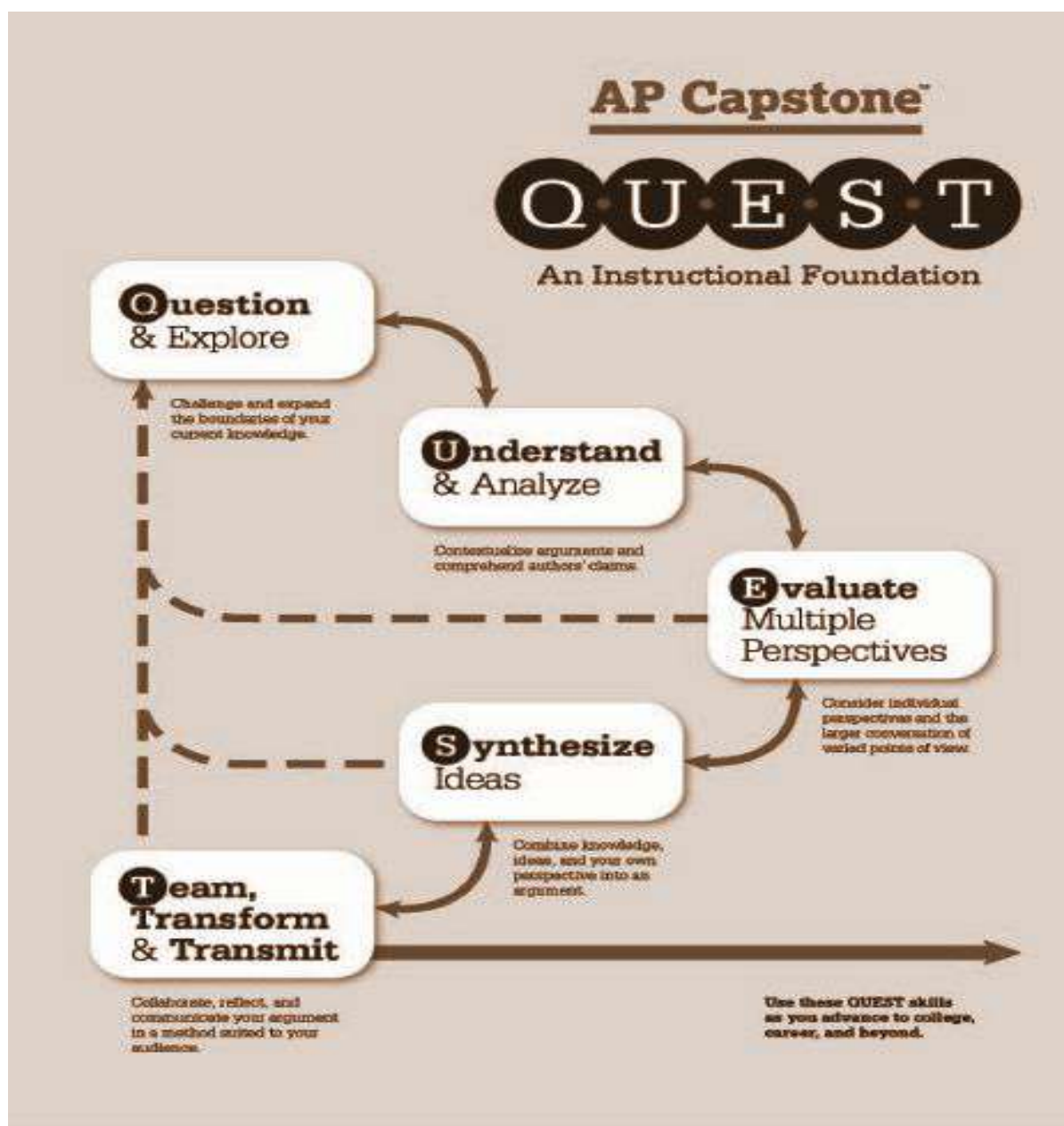


MRS. BARRERAS

AP RESEARCH



Ruben S. Ayala High School



MRS. BARRERAS

AP RESEARCH

2022-23

Course Sequence and Overview

FALL SEMESTER
AP EXAM- Research, Literature Review,
and Methods

SPRING SEMESTER
AP EXAM- Original Research, Writing, and
Presentation

Units and Standards:

- 5 BIG IDEAS USED THROUGHOUT
 - QUESTION AND EXPLORE
 - UNDERSTAND AND ANALYZE
 - EVALUATE MULTIPLE PERSPECTIVES
 - SYNTHESIZE IDEAS
 - TEAM, TRANSFORM, AND TRANSMIT
- THERE IS NO SET CONTENT IN THIS COURSE, STUDENTS WILL BE DECIDING WHAT TO RESEARCH BASED ON THEIR OWN INTERESTS
- FIRST SEMESTER YOU WILL BE LEARNING MORE ABOUT BIG R RESEARCH - MEANING YOU WILL GET TO COME UP WITH A HYPOTHESIS OR THEORY ABOUT A TOPIC AND TEST IT.
- YOU WILL COMPLETE A LITERATURE REVIEW (SIMILAR TO AN IRR FROM AP SEMINAR)
- ONCE THE LITERATURE REVIEW IS COMPLETED, YOU WILL FIND A GAP IN THE RESEARCH AND ATTEMPT TO FILL THAT GAP USING A RESEARCH METHOD LIKE THE FOLLOWING
 - SURVEY, INTERVIEWS, STATISTICAL ANALYSIS, CONTENT ANALYSIS, ETC.

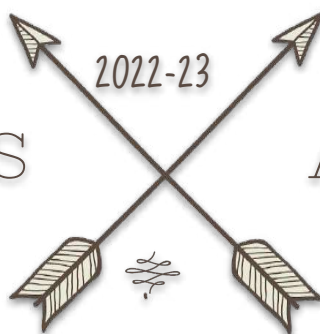
Units and Standards:

- BY THE TIME YOU REACH 2ND SEMESTER YOU WILL HAVE THE FIRST HALF OF YOUR PAPER FINISHED AND MOST OF YOUR ORIGINAL RESEARCH COMPLETED
- ONCE YOUR ORIGINAL RESEARCH IS DONE, YOU WILL ANALYZE IT AND EXPLAIN HOW IT ANSWERS YOUR RESEARCH QUESTION AND ADDRESSES YOUR GAP.
- AFTER THE COMPLETION OF THE ACADEMIC RESEARCH PAPER (5000 WORDS) YOU WILL CREATE A MULTIMEDIA PRESENTATION DESCRIBING YOUR WORK
- YOU WILL PRESENT YOUR PRESENTATION TO A PANEL OF TEACHERS/STAFF, WHICH INCLUDES THE TEACHER.
- FOLLOWING YOUR PRESENTATION YOU WILL ANSWER A SERIES OF 3-4 ORAL DEFENSE QUESTIONS
- THERE ARE NO OTHER COMPONENTS OF AP RESEARCH BESIDES THE PAPER AND THE PRESENTATION AND ORAL DEFENSE.

Please be advised that if you plan to take the AP Exam for this course, you must register in November. Once you submit anything (in January) you will be expected to pay the \$142 fee to the College Board. Individuals who do not wish to take the exam will still be completing all of the same work, but will not be eligible for the AP Capstone Diploma

MRS. BARRERAS

AP RESEARCH



Ruben S. Ayala High School

CONTACT ME



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Sign up for **Remind** text alerts. Stay up to date on tests, homework, quizzes, and other important announcements.



TEXT ALERTS

Text: 81010

Message: @APResearch

Code: aprb111



MATERIALS AND TECHNOLOGY

REQUIRED

- YOU WILL NEED CONSTANT ACCESS TO A COMPUTER (YOU WILL BE RESEARCHING, WRITING, AND COLLABORATING ON PRESENTATIONS DAILY)
- YOU WILL ALSO NEED NEAR CONSTANT ACCESS TO RELIABLE INTERNET. WHILE NOT REQUIRED TO COMPLETE YOUR PAPERS AND PRESENTATIONS ON GOOGLE DOCS/SLIDES IT IS HIGHLY RECOMMENDED DUE TO THE ABILITY TO COLLABORATE
- YOU SHOULD CREATE A GOOGLE DRIVE FOLDER SPECIFICALLY FOR AP RESEARCH AND SHARE IT WITH YOUR TEACHER. SAVE YOUR SOURCES, PAPER, AND PRESENTATION TO IT.



TECHNOLOGY

Everything that you do will be submitted through the AP Digital Portfolio. You will get access to this when you register into my AP Classroom at the beginning of the year.

• EVERYTHING THAT YOU DO WILL BE SUBMITTED THROUGH THE AP DIGITAL PORTFOLIO. YOU WILL GET ACCESS TO THIS WHEN YOU ARE REGISTERED INTO MY AP CLASSROOM AT THE BEGINNING OF THE YEAR.

Gale is another database for scholarly articles and sources. You get free access through the District. The best place to access GALE is through your CLASSLINK access page.

MATERIALS

The following items are required for your active participation in class each day:

- Chromebook charged daily
- Access to PREP Folder or 3 inch Binder to place PREP materials
- CRAAP Tests (provided)
- Reading Logs (provided)
- Library Card (For whatever county you live)
- Calendar or Agenda (Will be checking regularly)

GRADING CATEGORIES

20%

Classwork:

- ❖ Participation
- ❖ Quick-Writes
- ❖ Polls/Exit Tickets
- ❖ Journals
- ❖ Discussions

20%

Formative Assessment:

- ❖ Source Analysis
- ❖ Source Credibility Checks
- ❖ Research Log
- ❖ Teacher Conferences

60%

Summative Assessment:

- ❖ Annotated Bibliography
- ❖ Process and Reflection Portfolio (PREP)

You will be working on the AP Exam the Entire Year for this class. You do not have to have passed the AP Seminar Exam to be enrolled in this course, but you will not be eligible for the certificate or diploma if you have not passed Seminar. The fee is the same as AP Seminar - \$142.



CLASS EXPECTATIONS

ABSENCES/LATE WORK

- FOR ANY EXCUSED ABSENCE, YOU WILL HAVE THE SAME NUMBER OF DAYS ABSENT TO MAKE UP THE WORK YOU MISSED.
- FOR ANY UNEXCUSED ABSENCE, THE TEACHER WILL ALLOW FOR MAKE UPS ON A CASE BY CASE BASIS AND ONLY IF THE STUDENT HAS REACHED OUT FIRST.
- LATE WORK IS NOT ACCEPTED UNLESS A STUDENT HAS RECEIVED AN EXTENSION PRIOR TO THE DUE DATE.
- IF THERE ARE TECHNICAL ISSUES, YOU MUST REACH OUT TO THE TEACHER TO INFORM THEM AND ACCOMMODATIONS WILL BE MADE.

ACADEMIC DISHONESTY

- PLAGIARISM AND CHEATING OF ANY KIND WILL NOT BE TOLERATED.
- THIS INCLUDES, COPYING A CLASSMATES' NOTES AND USING AS YOUR OWN
- USING PROHIBITED DEVICES ON TESTS AND QUIZZES
- COPYING AND PASTING FROM AN ONLINE SOURCE WITHOUT THE PROPER QUOTATIONS AND ATTRIBUTION
- DISTANCE LEARNING IS A LITTLE DIFFERENT SO MOST OF YOUR ASSESSMENTS WILL BE OPEN NOTES TO DISCOURAGE YOU FROM CHEATING.
- ANY STUDENT WHO HAS BEEN SHOWN TO HAVE PLAGIARIZED AN ASSIGNMENT OR CHEATED IN ANY WAY, WILL BE GIVEN AN AUTOMATIC ZERO ON THAT ASSIGNMENT AND WILL BE REPORTED TO THE OFFICE.

MATERIALS

The following items are required for your active participation in class each day:

- Chromebook charged daily
- Access to PREP Folder or 3 inch Binder to place PREP materials
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AP Exam - The Academic Paper and the Presentation and Oral Defense

THE ACADEMIC PAPER-75%

Academic Paper (AP)

The body of the academic paper must contain the elements listed in the following table. These elements should be presented in a style and structure appropriate to the discipline in which the topic resides (e.g., psychology, science, music). Abstracts, if included, are not considered part of the body of the academic paper and are not assessed. The academic paper must be written for an educated, non-expert audience.

Required Element	Description
Introduction and Literature Review	Introduces research question/project goal and reviews previous work in the field. Synthesizes the varying perspectives in the scholarly literature to situate the research question/project goal within a gap in the current field of knowledge.
Method, Process, or Approach	Explains and provides justification for the chosen method, process, or approach and its alignment with the research question.
Results, Product, or Findings	Presents the findings, evidence, results, or performance/exhibit/product generated by the research method.
Discussion, Analysis, and/or Evaluation	Interprets the significance of the results, performance/exhibit/product, or findings; explores connections to original research question/project goal.
Conclusion and Future Directions	Articulates the new understanding generated through the research process and the limitations of the conclusion or creative work. Discusses the implications to the community of practice; Identifies areas for future research.
Bibliography	Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

THE PRESENTATION AND ORAL DEFENSE -25%

Presentation and Oral Defense (POD)

All students will develop a 15–20 minute presentation (using appropriate media) and deliver it to an oral defense panel of three evaluators. It is suggested that students' oral presentation be no longer than 15 minutes to ensure at least 5 minutes for the oral defense. The presentation and oral defense should take no longer than 15–20 minutes total. Like the academic paper, the presentation provides an opportunity for students to showcase their research by communicating effectively and succinctly to an audience of educated, non-experts. Students whose academic paper is accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) must arrange for the teacher and panelists to view this work prior to the presentation and oral defense.

The presentation should distill the student's argument by:

- identifying the research question/project goal
- describing and explaining initial assumptions and hypotheses/ideas and their relation to the student's personal conclusion
- providing the rationale for choices made during the research process (cite or attribute sources or evidence as needed)
- explaining the research process/method, evidence generated, conclusions, and implications
- engaging the audience through a dynamic use of design, delivery, and performance techniques

Following the presentation, an oral defense panel will ask three questions of the student. The panel must consist of the AP Research teacher and two additional adult panel members (preferably expert advisers or discipline-specific experts) chosen by the AP Research teacher. This evaluative component is designed to assess a student's articulation of the inquiry process, understanding of results and conclusions, and reflection on the research experience.

Three of these questions must be chosen from the oral defense question list, which is provided to students in advance. The oral defense panel should ask one question pertaining to the student's research or inquiry process, one question focused on the student's depth of understanding, and one question about the student's reflection throughout the inquiry process as evidenced in their process and reflection portfolio (PREP). The wording of the questions may be tailored to a student's specific project. In addition, a fourth question is permitted to clarify one of the student's answers to a previous question. Any additional questions beyond the fourth question are at the discretion of the teacher but should not be used in scoring the oral defense.

Teachers should offer students presentation guidelines including best practices for delivering information (e.g., vocal and movement techniques, use of multimedia or visual aids). It is strongly suggested that students be given opportunities to practice in front of their peers to gather feedback and learn how to respond succinctly to questions and critiques. Such practice is important to assist students in preparing for their presentations and oral defense.

WHAT IS THE PREP?

Preparing the Process and Reflection Portfolio (PREP)

The primary purpose of the process and reflection portfolio (PREP) is to inspire, support, and document the students' development throughout their research process. This portfolio should be reviewed throughout the year as a formative assessment component of the course and should be maintained by the student as evidence of participating in research to show to academic counselors, college admission officers, and faculty members.

Throughout the inquiry process, students will document their research and/or artistic processes and communications with their expert advisers, pose questions they want to explore, and reflect on the decisions made throughout the iterative research process. Students should also examine their strengths and weaknesses with regard to implementing such processes and developing their arguments or aesthetic rationales.

Through the professional development experience, teachers will be provided with a list of optional questions and tasks to help them guide students through the inquiry process. These questions help students in the early months of the academic year as they begin the inquiry process and throughout the year as they examine, and reexamine, their chosen areas of study and the process by which they engage in research. Teachers can also design their own questions and tasks.

The combined group of questions and tasks in the PREP document should address all five big ideas in the curriculum framework (QUEST), with specific attention paid to the following:

- Choice of the research question and interest in the subject matter
- Directions in which the inquiry or project seemed to lead and changes to initial topic, question, assumptions, and research method
- Research method, including resources used (documents, people, multimedia, measurement instruments etc.)
- Compilation and analysis of evidence
- Ways in which students have worked both on their own and as part of a larger scholarly community
- Challenges and solutions encountered throughout the research process

Teachers should regularly engage students in individual discussions or interviews to help them reflect on and document their work, organize their time, and reach appropriate milestones. Teachers should also use these discussions as opportunities to formatively assess students' progress. The PREP should be used to inform regular progress reviews throughout the year. Teacher and student preference can determine the format of the portfolio (electronic or hard copy).

In addition to responses to questions and tasks provided by teachers, the final form of the PREP should have a clear organizational structure and include:

- Annotated bibliography of any source important to the student's work
- A completed and approved Inquiry Proposal Form
- Documentation of permission(s) and approval(s), if required — for example, permission(s) from an IRB or other agreements with individuals, institutions, or organizations that provide primary and private data such as interviews, surveys, or investigations
- Documentation or log of the student's interaction with expert adviser(s) and the role the expert adviser(s) played in the student's learning and inquiry process
- Feedback from peer and adult reviewers both in the initial stages and at key points in the research process; reflection on whether or not this feedback was accepted or rejected and why
- Photographs, charts, spreadsheets, and/or links to videos or other relevant visual research/project artifacts
- Draft versions of selected sections of the academic paper
- Specific pieces of work selected by the student to represent what they consider to be the best showcase for their work
- Notes taken in preparation for presentation and oral defense
- Attestation signed by the student which states, "I hereby affirm that the work contained in this Process and Reflection Portfolio is my own and that I have read and understand the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information"

What will you need?

- Google Drive subfolder titled PREP within your AP Research Google Drive Folder - shared with your teacher You may choose to purchase a 3 inch binder and keep it in my room
- A Calendar of some sort - either Google Calendar, iCalendar, or a hardcopy of a calendar to track and plan
- If you prefer to have things printed or written down, you may have a hardcopy of your PREP (typically organized into a 3 inch binder with tabs) in which you take pictures or scan relevant documents for grading

You will receive a year-long checklist for your PREP, as well as more detailed instructions during the first week of school.

EXPECTATIONS

STUDENT CHOSEN TOPIC

- SINCE STUDENTS WILL BE CHOOSING WHAT TO STUDY IN THIS COURSE, ALL TOPICS MUST BE SCHOOL APPROPRIATE AND ACADEMIC IN NATURE.
- ALL TOPICS MUST BE APPROVED BY THE TEACHER PRIOR TO RESEARCHING AND WRITING.
- IF THERE IS A TOPIC THAT IS MORE DELICATE, YOU WILL NEED PARENT/GUARDIAN APPROVAL IN ORDER TO PURSUE IT.
- FOR THOSE WITH CONTROVERSIAL OR MORE MATURE TOPICS, STUDENTS WILL BE GIVEN A PARENT/GUARDIAN FORM TO SIGN BEFORE THEY WITNESS THE PRESENTATIONS OF THOSE TOPICS.
- ALL STUDENTS WILL BE RESPECTFUL TOWARD ANY TOPIC CHOSEN.

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AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

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.