

2015

AP[®] Research Student Workbook
Activity Slides
2015



2015

Big Idea 4: Synthesize Ideas — Moving from a Literature Review to My Own Research

AP[®]

Persuasive Essay vs. Informative Essay vs. Research Paper

2015



Components	Persuasive Essay	Informative Essay	English Class Research Report
Introduction	<ul style="list-style-type: none">Identify problem (proposition/assertion)	<ul style="list-style-type: none">Introduction of topic	<ul style="list-style-type: none">Define the topic
Body	<ul style="list-style-type: none">Take a stance (pro/con) and generate claims with appropriate evidence to support your stance using a variety of appeals (logos, pathos)Address anticipated challenges to argument	<ul style="list-style-type: none">Summarize and organize major findings based on pertinent informationContains facts and information, not personal opinion based on fact with the goal of educating audience.	<ul style="list-style-type: none">Identify the information you need to understand the topicSelect the best sourcesExtract relevant dataOrganize, synthesize, and present information from multiple sources
Conclusion	<ul style="list-style-type: none">Present final conclusion with the goal of “winning” by persuading your audience to accept your position.	<ul style="list-style-type: none">Make conclusion flow from the facts and synthesis presented in body of paper	<ul style="list-style-type: none">Make conclusion (including significance) flow from the facts and synthesis presented in body of paper

Components of the AP Research Academic Paper

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Required Element	Description
Introduction	<ul style="list-style-type: none">• Provides background and contextualizes the research question/project goal and initial student assumptions and/or hypotheses.• Introduces and reviews previous work in the field, synthesizing information and a range of perspectives related to the research question/project goal.• Identifies the gap in the current field of knowledge to be addressed.
Method, Process, or Approach	<ul style="list-style-type: none">• Explains and proves justifications for the chosen method, process, or approach.
Results, Product, or Findings	<ul style="list-style-type: none">• Presents the findings, evidence, results, or product.
Discussion, Analysis, and/or Evaluation	<ul style="list-style-type: none">• Interprets the significance of the results, product, or findings; explores connections to the original research question/project goal.• Discusses the implications and limitations of the research or creative work.
Conclusions and Future Directions	<ul style="list-style-type: none">• Reflects on the process and how this project could impact the field.• Discusses possible next steps.
Bibliography	<ul style="list-style-type: none">• Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

AP Research vs. AP Seminar-Differences in Processes and Product

- ▶ Identifying the gap in the current field of knowledge to be addressed
- ▶ Asking a question (that has yet to be answered)
- ▶ Addressing personal assumptions, hypotheses, and/or definitions
- ▶ Situating that question into the larger body of work on that topic
- ▶ Explaining and providing justification for the chosen method, process, or approach for data/information collection and analyses.
- ▶ Coding, categorizing, analyzing, and evaluating that data for its merit in supporting your assumptions and hypotheses pertaining to one's question.

AP Research vs. AP Seminar-Differences in Processes and Product

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- ▶ Making a conclusion, claim, or new understanding that is a new piece of information or piece of the puzzle, and then finding how it connects to the larger body of knowledge.
- ▶ Discussing limitations, significance, implications of research
- ▶ Reflecting on possible next steps or secondary study

This process ensures that one who engages in scholarly research is part of the academic conversation (even starting an academic conversation) and not just repeating the parts of the conversation.

Identifying the Gap

- ▶ Students do not have to read thousands of scholarly, peer-reviewed articles and foundational texts to make sure that their research question has never been asked before.
- ▶ However, students' research questions should be narrow enough in scope, focus, population, genre, etc. the student can reasonably rationalize that their particular question/study has not been performed before.
- ▶ It should be obvious from 1-3 foundational texts and 15-20 scholarly, peer-reviewed sources/articles that the student's inquiry will add to the body of the knowledge of the field and not simply report back what is already known.

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Activity 1: Bridging AP Seminar to AP Research and Beyond

Create Your Bridge

- ▶ Compare the AP Seminar individual paper rubric to the AP Research academic paper rubric (See Appendices 30 and 32).
- ▶ Identify the similarities and differences of the required components and demonstration of skills for both papers.
- ▶ Use the bridge below to label what skills and essential knowledge (at a very high level) are needed to cross over from the end of the AP Seminar course to the end of the AP Research course.
- ▶ Be prepared to show your bridge and report what you think the content and skills are that bridge AP Seminar to AP Research.

End of AP Seminar

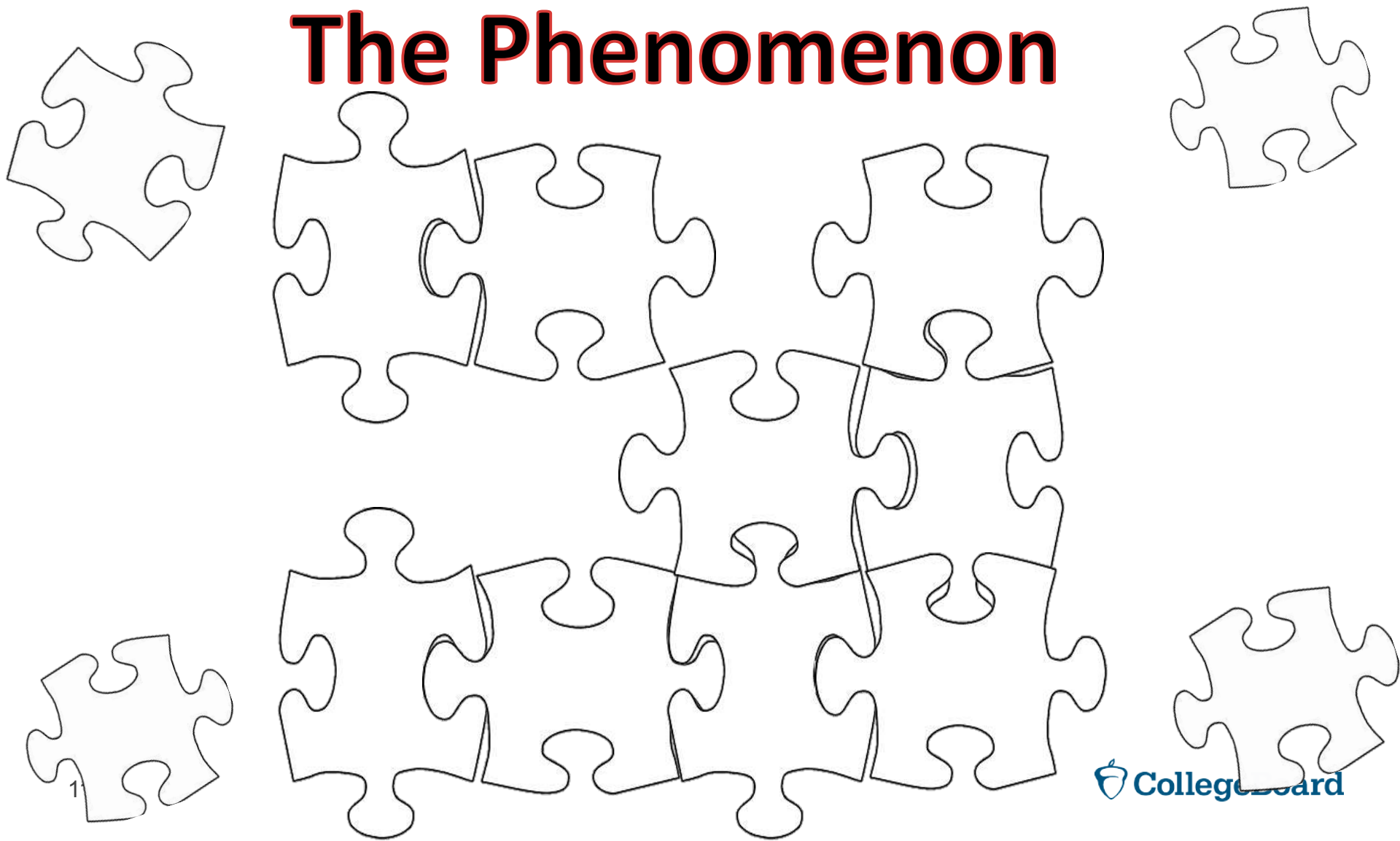


End of AP Research

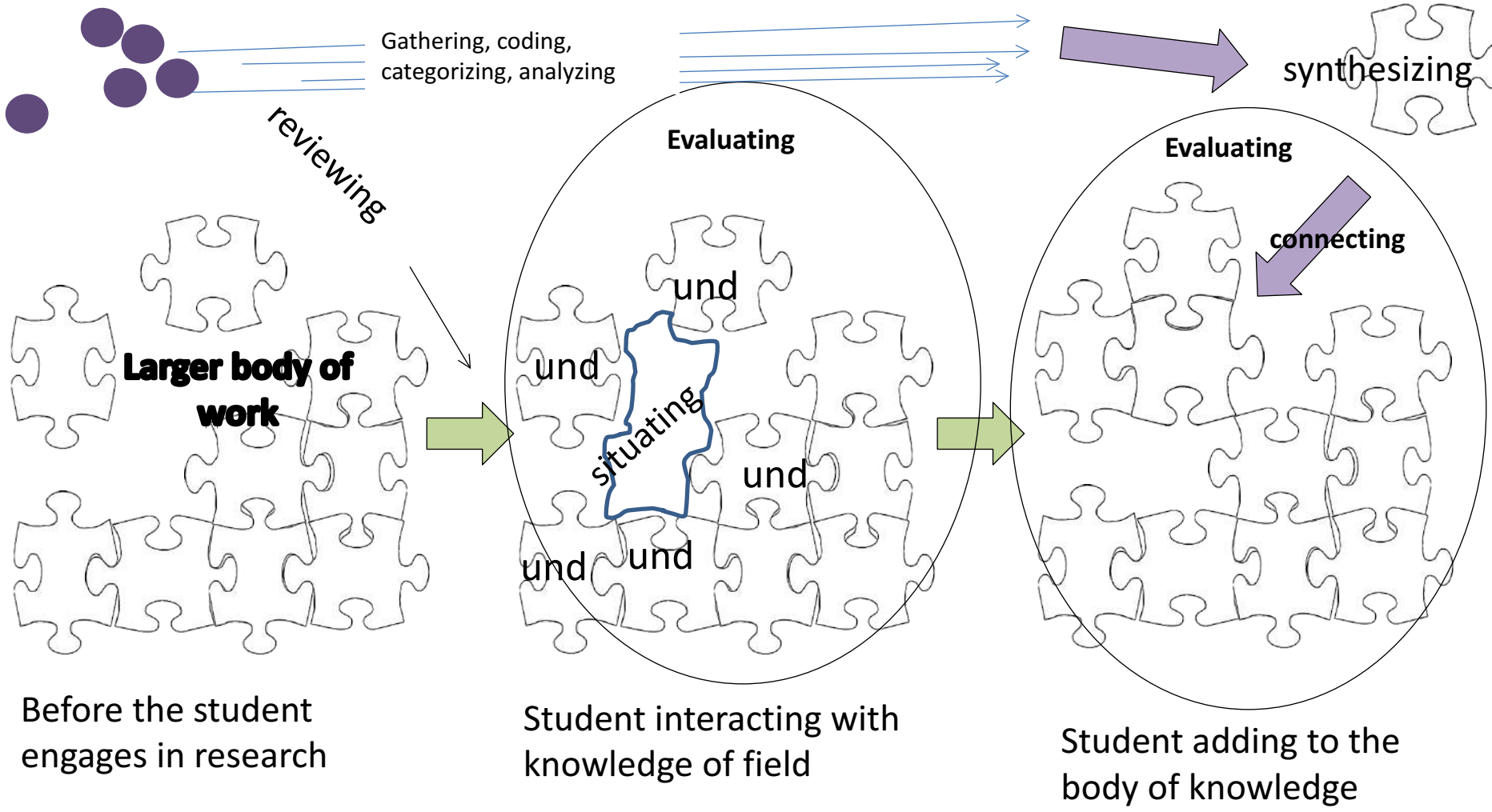
Example Bridge

The Body of Knowledge (what is known) AP

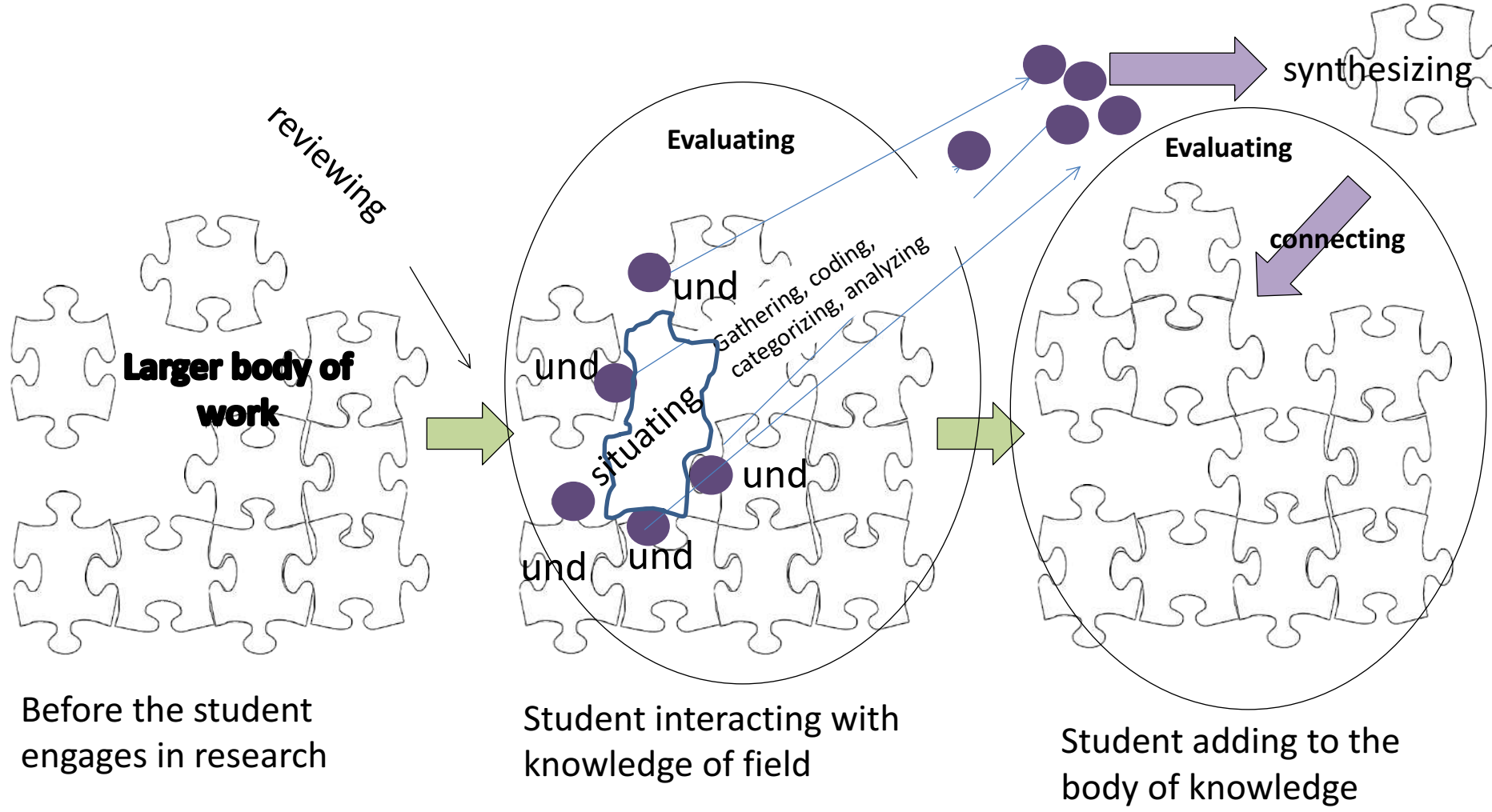
The Phenomenon



Change in Knowledge of the Field about a Phenomena as Student Engages in Research



Change in Knowledge of the Field about a Phenomena as Student Engages in Research



Activity I Continued

- ▶ After reviewing the Power Point animation about what the body of the knowledge of the field looks like as the student interacts with it and engages in research, how would you (if at all) revise the tasks or skills it would take for a student to cross over from AP Seminar to AP Research?
- ▶ Share out your revised bridge if called upon.
- ▶ Develop a series of guiding questions to help you reflect on whether you are engaging only in debate or a review of the literature instead of situating, gathering evidence to their own question, and creating new knowledge.
- ▶ Share your guiding questions with the rest of the class

Questions for Reflection

- ▶ 1. Look at the Academic Paper rubric (Appendix 32) rows 4-8. What is the difference in achievement with this performance task between a student who successfully completes these rows and those who go beyond?
- ▶ 2. How well will students perform on the academic paper if they engage in a debate on the pros and cons of an issue and form their own stance? Is this enough?
- ▶ 3. How will you demonstrate that the question you are asking and the knowledge or understanding that you are creating through your study is *new* and not already known?