

AP Capstone Research

2017-2018 Miss Stefanie Davis

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Course Description

“AP Research, the second course in the AP Capstone experience, 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. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an Academic Paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense” (“AP Research Course Description”).

Prerequisite

Successful completion of AP Seminar

Available Texts

Ballenger, Bruce P. *The Curious Researcher: A Guide to Writing Research Papers*. New York: Pearson/Longman, 2004. Print.

Booth, Wayne C., Gregory G. Colomb, and Joseph. M. Williams. *The Craft of Research*. Third ed. N.p.: Chicago Guide to Writing, Editing, 2008. Print.

Creswell, John W. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Thousand Oaks: SAGE Publications, 2012. Print.

Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: Sage Publications, 2011. Print.

Leedy, Paul D., and Jeanne Ellis. Ormrod. *Practical Research: Planning and Design*. Upper Saddle River, NJ: Prentice Hall, 2005. Print.

Palmquist, Mike. *The Bedford Researcher*. Boston, MA: Bedford/St. Martins, 2015. Print.

Wrench, Jason S. *Quantitative Research Methods for Communication: A Hands-on Approach*. 2nd ed. New York: Oxford UP, 2013. Print.

Required Class Supplies

- One 3” three-ring binder
- One traditional folder
- Loose-leaf paper
- Pens and pencils
- Chromebook
- *AP Research Student Workbook*

Grading Policy

AP Assessment

“Students are assessed on the Academic Paper and presentation and oral defense of research. The Academic Paper is approximately 4,000–5,000 words, and the presentation and defense take approximately 15-20 minutes.

Assessment Overview

- Academic Paper — 75% of score
- Presentation and Oral Defense — 25% of score” (“AP Research Assessment Structure”).

Perry Meridian High School Assessment

Due to the unique structure of this course, the instructor will not be allowed to provide individual feedback to students concerning either the Academic Paper or the presentation and oral defense. This includes quantitative gradebook assessments for those two items. The grade that will be issued by PMHS will be comprised of a variety of assignments, deadlines, and reflections intended to aid students in developing the work that will contribute to their AP score.

Assessment Overview

- PREP Journal - 25.5%
- AP Deadlines - 25.5%
- Classwork - 17%
- Participation - 17%

The Semester 1 Final will be a 5-day research project with poster presentation and elevator pitch.

The Semester 2 Final will be presentation at the Symposium

Each Final Exam will count for 15% of the Semester grade.

Key Deadlines

- Introduction Draft - August 25
- IRB Proposal - September 26
- IRB Meetings - October 2-6 after school
- Method Draft - October 6
- Inquiry Proposal - November 10
- Introduction Draft 2 - November 17
- Inquiry Proposals Finalized - by November 25
- Method Draft 2 - December 1
- Results and Discussion Draft - February 9
- Conclusion and Further Directions Draft - February 23
- Abstract Draft - March 2
- Academic Paper Due - March 16
- Oral Presentations - April 16-20 after school
- Symposium - May 17 at 7:00 pm

Participation Grade

Classroom preparation and participation will be graded through ClassDojo. Students and parents will be provided with information to allow for the monitoring of progress. Students will be able to earn points every day, and they will also lose points for demonstrating a lack of preparation or timeliness. Total points possible will be determined by the points actually earned and will be added to the online gradebook four times per semester.

Process and Reflection Portfolio (PREP)

Each student will create and maintain a portfolio in which the research process is fully documented. The PREP will include artifacts related to the development of the research question, the inquiry process, any changes in direction or assumption, challenges and solutions, communications with the instructor and expert advisers, reflections on the process, and questions that need addressed. The PREP will be assessed every two weeks in a face-to-face meeting with the instructor.

Work-in-Process (WIP) Meetings

Once every two weeks, students will have face-to-face meetings with the instructor to go over the PREP and discuss current progress. Be reminded that the instructor cannot give direct feedback on the Academic Paper, but may ask and answer questions to support the students' work.

Attendance Policy

This course will abide by the Perry Township Attendance Policy. Unexcused absences will result in a grade of 0 for any items due that day. It is expected that deadlines will be met, regardless of absence. If there is an unusual situation, the instructor should be alerted as soon as possible to allow arrangements for late work to be made. Certain deadlines are imposed by the College Board and no adjustments can be made (“Attendance Policy”).

Late Work Policy

All deadlines are provided for students at the beginning of the school year. No late work will be accepted and all late or missing submissions will receive a 0 grade. Success in this course depends on sequential completion of each assignment, and missed deadlines will strongly impact the course grade and, possibly, the AP score.

AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved (“AP® Equity and Access Policy”).

Accommodations

Special needs will be accommodated per a student’s 504, IEP, or other educational plan on all PMHS assignments. Accommodations for AP deadlines must be requested through the College Board Services for Students with Disabilities Office. AP accommodations are rare. They require an application that can take 7 weeks to process and are not automatic results of a student’s school plan. Students requesting AP accommodations should contact their counselor immediately.

Plagiarism Policy

“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 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” (“Updated Plagiarism Policy”).

Perry Township Plagiarism Policy

“The penalty for cheating shall be a zero grade for the homework, quiz, test, project, et. for the cheating person and the person who willingly allowed or helped the cheating to be done. ISS or after school detention may also be assigned or other disciplinary actions may be taken” (“Cheating and Plagiarism”).

Course Outline

Unit 1 Weeks 1-3	Warming up for the QUEST
Guiding Question	How can I join the scholarly conversation in my field?
Activities	Students will: <ul style="list-style-type: none">● discover the purpose of research through the use of a puzzle manipulative● identify the differences between Seminar and Research by applying the Research rubric to a Seminar IWA● examine the organizational parts of a peer-reviewed study● draft a research question and work with peers to offer and receive feedback based on criteria for a quality research question● identify assumptions that may interfere in communication● complete a problem statement based on a sample study● hone the advisor dos and don'ts● seek an expert advisor in their field and reflect on how their advice will shape the students' work● narrow their research area through topical "speed dating"● start their PREPs by including the process of finding their research question, reflections on scholarly articles, expert advisor contacts, and other observations● meet with the instructor and expert consultants to review the PREP and discuss developing research questions
Assessments	Formative Assessments will include: <ul style="list-style-type: none">● classroom reflections● scholarly article responses● PREP entries

Unit 2 Weeks 4-5	The Literature Review
Guiding Question	What are scholars saying about my topic?
Activities	Students will: <ul style="list-style-type: none"> ● adopt SMARTER search methods and assess the outcomes ● assess sources using CRAAP ● construct meaning from multiple sources ● address what qualifies as “common knowledge” and what needs citation ● explore research resources available through EBSCO and Perry Meridian ● demonstrate the ability to mine sources by using scholarly works as sources of sources ● complete a 10-item annotated bibliography ● determine whether example pieces involve plagiarism according to criteria set by the College Board and Perry Meridian High School ● complete an initial poster presentation and elevator pitch ● develop a problem statement for a research question ● compete in Wiki-races to explore topical relationships ● meet with the instructor and expert consultants and reflect on the implications those meetings have for their research
Assessments	Formative Assessments will include: <ul style="list-style-type: none"> ● classroom reflections ● 10-item annotated bibliography ● initial problem statement ● PREP entries Summative Assessments will include: <ul style="list-style-type: none"> ● Introduction starter draft completion ● poster presentation ● elevator speech

Unit 3 Weeks 6-11	Ethical Research Methods
Guiding Question	How can I study my research question?
Activities	Students will: <ul style="list-style-type: none"> ● use a target activity to align the approach, design, and method ● complete a brief quantitative study of calorie perceptions ● complete a brief qualitative study of school observations ● develop ideas for a mixed methods study ● study example papers for method alignment ● explore the disciplinary ways of knowing ● determine the factual status of a variety of methods statements ● complete a 5-day research project on unethical studies and synthesize information from and about those studies to draw conclusions about ethical research practices ● present their discoveries with a poster and elevator pitch ● identify the purpose and uses of an Institutional Review Board ● distinguish between exempt and reviewable studies ● act as a mock IRB for exemplar studies ● assess exemplars for IRB approval ● write IRB proposals ● develop a poster presentation and elevator pitch for their research thus far ● attend IRB meetings, as needed ● review each other’s work, providing feedback according to the Academic Paper rubric ● meet with the instructor and expert consultants and reflect on the implications those meetings have for their research
Assessments	Formative Assessments will include: <ul style="list-style-type: none"> ● 5-day research project ● classroom reflections ● PREP entries Summative Assessments will include: <ul style="list-style-type: none"> ● IRB proposal ● method draft completion ● poster presentation ● elevator speech

Unit 4 Weeks 12-18	Preparing to Conduct Original Research
Guiding Question	What do I need to do before I start my study?
Activities	Students will: <ul style="list-style-type: none"> ● conduct a 5-day research project in which they explore the various proposed solutions to a problem that once existed and analyze the various proposals for perspectives and assumptions ● present the project with a poster and elevator pitch ● explore the discipline-specific styles of writing a research report ● write inquiry proposals ● identify the traits of a successful literature review ● continue developing an annotated bibliography ● complete a draft of their literature reviews ● update their posters and elevator speeches for peer feedback ● determine the necessary elements for a successful written method ● complete a draft of their methods ● review each other's work, providing feedback according to the Academic Paper rubric ● meet with the instructor and expert consultants and reflect on the implications those meetings have for their research ● complete a 5-day research project in which students develop a method to study a local problem
Assessments	Formative Assessments will include: <ul style="list-style-type: none"> ● classroom reflections ● 5-day research projects ● PREP entries Summative Assessments will include: <ul style="list-style-type: none"> ● poster presentations ● elevator pitches ● research proposal completion ● introduction draft completion ● Method draft completion

Unit 5 Weeks 19-27	Data Analysis
Guiding Question	How do I make meaning of my results?
Activities	Students will: <ul style="list-style-type: none"> ● update their bridges based on current progress ● collect data for their research ● analyze the collected data ● examine three scholarly works in their fields for Results and Discussions ● use those observations to develop their own Results and Discussion sections of their Academic Papers ● synthesize the results of their research into an effective argument ● meet in roundtable format with a peer group to discuss the implications of their research to the field and possible future research directions ● use those discussions to develop their Conclusion ● read example Abstracts to develop a list of criteria for success ● write a draft of their Abstract ● present an updated poster presentation and elevator pitch ● review each other's work, providing feedback according to the Academic Paper rubric ● meet with the instructor and expert consultants and reflect on the implications those meetings have for their research
Assessments	Formative Assessments will include: <ul style="list-style-type: none"> ● classroom reflections ● peer review grades ● PREP entries Summative Assessments will include: <ul style="list-style-type: none"> ● poster presentation and elevator pitch ● Results draft completion ● Discussion draft completion ● Conclusions draft completion ● Abstract draft completion

Unit 6 Weeks 28-36	Publication and Presentation
Guiding Question	How do I share my results?
Activities	Students will: <ul style="list-style-type: none"> ● review each other’s work, providing feedback according to the Academic Paper rubric ● apply feedback to their revisions ● complete their Academic Papers ● adapt their poster presentations and elevator pitches into their Oral Presentations ● develop multimedia presentations to support their Oral Presentations ● view example presentations and assess their strengths and weaknesses ● rehearse their defenses with peers ● review each other’s work, providing feedback according to the Oral Presentation rubric ● record and reflect upon their oral defenses ● present and defend their research ● meet with the instructor and expert consultants and reflect on the implications of these meetings for their presentations ● complete an exit survey and interview ● present their work to the public at a symposium
Assessments	Formative Assessments will include: <ul style="list-style-type: none"> ● classroom reflections ● peer review grades ● PREP entries Summative Assessments will include: <ul style="list-style-type: none"> ● Academic Paper completion ● Oral Presentation completion ● exit interview ● symposium presentation

Works Cited

"AP Equity and Access Policy" *Course and Exam Description: AP Research* (2015): p. iv. Web. 25 May 2016.

"AP Research Assessment Structure." *Course and Exam Description: AP Research* (2015): p. 47.. Web. 25 May 2016.

"AP Research Course Description." *Course and Exam Description: AP Research* (2015): p. 8. Web. 25 May 2016.

"Attendance Policy." *Pipeline*. Lafayette: School Date, 2015. 103-104. Print.

"Cheating and Plagiarism." *Pipeline*. Lafayette: School Date, 2015. 106. Print.

"Updated Plagiarism Policy." *AP Central*. College Board, n.d. Web. 25 May 2016.