**AP RESEARCH**

**Dr. Alysha Griffin**

**Course Syllabus 2024-2025**

**COURSE DESCRIPTION**

**Overview of AP Research**

This course is designed to prepare students for the rigor of college level research and writing. As the culmination of the AP Capstone, students will learn to participate in the academic conversation as opposed to entering the conversation as they did in AP Seminar. In this class, student will pick a topic of their choice, locate an academic conversation, and enter the discussion. Through inquiry, data collection, analysis, documentation, and reflection, students will students will become knowledgeable about a topic of their choice.

**Course Textbooks and/or Resources**

* The Craft of Research, Fourth Edition by Booth, Colomb, Williams, et. Al
* Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications.

**Unit/Concept Names**

|  |  |
| --- | --- |
| Semester 1 | Semester 2 |
| Unit 1: Question & Explore | Unit 4: Synthesize |
| Unit 2: Understand & Analyze | Unit 5: Team, Transform, Transmit |
| Unit 3: Evaluate Multiple Perspectives |  |

**Goals of AP Research**

After completing this class, students should be able to:

* Pose research-worthy questions
* Understand, analyze, and evaluate academic arguments
* Locate and evaluate differing perspectives on a topic within a given discipline
* Collect and synthesize large quantities of data and information
* Articulate and defend a position within a pre-existing academic conversation
* Collaborate to sharpen ideas and academic products like written papers and oral presentations

**Core Skills of AP Research**

AP Research and the AP Capstone Program aims to develop students’ ability to:

* Collaborate
* Communicate
* Form discipline-specific arguments
* Question
* Reason
* Research
* Think, read, and write critically

As we practice each of these skills, students will hone their abilities to understand the evolution of knowledge and be prepared to contribute in meaningful ways. They will be able to locate big ideas, track the changes and shifts in knowledge, assess and evaluate the existing conversations, execute reliable methods of research, and synthesize old and new information to address gaps in intellectual conversation. Students will learn to understand and appreciate the value of analysis and research to problem-solve.

**Five Big Ideas of AP Research**

While not specific to any single discipline, this course uplifts 5 big ideas critical to all disciplines of academic study. These ideas will guide our essentials questions throughout the course.

Big Idea #1: Question and Explore

* What are the viewpoints toward a problem or issue?
* What has already been said, and what is already known about a given topic? With whose viewpoint might I agree, challenge, or complicate?
* What questions remain to be asked?
* What do I want to know or understand?
* How do question inform our way of finding answers?

Big Ideas #2: Understand and Analyze

* How do I extract big ideas in complicated texts? What strategies will help me understand what others have said?
* What are the big ideas that govern the conversation about a specific topic? How does a thinker develop and justify their reasoning?
* What biases and assumptions does a thinker hold that impacts the value and validity of their arguments?
* How has a thinker acknowledged and engaged others’ perspectives?
* What elements make strong arguments, developed ideas, and valid justifications?

Big Idea #3: Evaluate Multiple Perspectives

* Along what lines do viewpoints intersect, collide, and/or diverge?
* What are the implications of thinkers’ conclusions and arguments?
* How does one synthesize multiple arguments?
* What contradictions exists within and among arguments?
* Whom are the stakeholders in any given discourse? What intellectual or social communities benefit from the conclusions drawn?
* How meaningful or impactful are a thinker’s conclusion to an intellectual or social community?

Big Ideas #4: Synthesize Ideas

* How does pre-existing research and new data collection inform arguments, methods, and conclusions?
* How does a thinker navigate their own biases and assumptions?
* What are ways to maintain the integrity of original research?

Big Idea #5: Team, Transform, and Transmit

* How can research be adapted to appeal to different audiences?
* What is the role of peer evaluation and personal reflections in the research process?
* How do thinkers establish credibility with their audiences?
* What are the best practices for providing feedback for others?
* What are strategies for revision and editing?

**Materials Needed:**

|  |  |
| --- | --- |
| * 2” or 3” 3-ring binder
 | * dividers
 |
| * loose-leaf paper
 | * pens/pencils
 |
| * highlighters
 | Post-It notes |

Students will be expected to use technology to access and manage information from online databases (EBSCO, ProQuest, JSTOR, Google Scholar) that grant access to primary and secondary sources. Students should plan to have access to a laptop with internet and database access during class.

**AP COLLEGE BOARD ASSESSMENT OVERVIEW**

The College Board and AP Capstone program requires 3 components in this course. The Process Reflection Portfolio (PREP) Portfolio is a low-stakes assessment tool that will be shared with the instructor. This journal should demonstrate students’ inquiry process, document engagement with instructor and consultants, and present reflections throughout the research process. The core ideas—question, understanding, evaluation, synthesis, and collaboration—should be centered in this document.

The final AP score will be determined based on the academic research paper and the presentation and oral defense. Students will demonstrate their mastery of Q.U.E.S.T through executing an original research project. This project should be presented in in two ways—an academic research paper and a presentation with an oral defense.

**Score Breakdown**

Academic Research Paper 75%

Introduction

Method, Process, or Approach

Results, Product, or Findings

Discussion, Analysis, and/or Evaluation

Conclusion and Future Directions

Bibliography

Presentation and Oral Defense 25%

Research and Inquiry Process

Depth of Understanding

Reflection throughout the Inquiry Process

**Academic Research Paper**: This should be a coherent, logical argumentative research paper that presents a problem, discusses a method of inquiry and data collection, presents findings and analysis, and finally, justifies the importance of the project while acknowledging the limitations and shortcomings. This should be 4,000-5,000 words.

**Presentation and Oral Defense:** A 15-20 minute presentation delivered to an panel of 3 evaluators. It should provide an overview of the research process, depth of understanding, and reflections.

**PREP Portfolio**

*PREP portfolio assignments will be included in this category. The Process and Reflection Portfolio (PREP) is a critical part of the AP Research course that is designed to allow students to track their learning.* The main goal of the PREP is to document students' development and demonstrate evidence of their sustained effort throughout the inquiry process. Students will use the PREP to record their research activities, communications with teachers and expert advisors, and reflections on their thought processes. This documentation will cover all five big ideas in the curriculum framework (QUEST):

* **Choice of Research Question and Interest**: How students select their research question and their engagement with the subject matter.
* **Research Process**: Including the resources used (documents, people, multimedia), analysis of evidence, directions the inquiry leads, and changes to initial assumptions.
* **Community Engagement**: How students work independently and as part of a larger community.
* **Challenges and Solutions**: Difficulties encountered and strategies employed to overcome them.

PREP activities, prompts, and questions will be ongoing throughout the year. Students will maintain their PREP both in response to specific assignments and independently as they progress through their research. The PREP will be reviewed regularly by the instructor, and students will meet with the instructor to discuss their progress. Feedback on the PREP will be given verbally during one-on-one conferences or in written form, either digitally or directly in the PREP.

Students will receive both electronic and paper versions of the PREP guidelines and will participate in an activity to annotate the task description and PREP guidelines. They will identify any questions they have about the course elements and explain specific components of the task to a peer as a check for understanding [CR4a].

Students will document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes. Additionally, students will have regular work-in-progress interviews with their teachers to review their progress and receive feedback on their scholarly work.

The teacher will provide a template for the PREP notebook, and students should complete the entries and maintain the document format. The final PREP will include:

* Title page and table of contents
* Copy of completed and approved Inquiry Proposal Form
* PREP entries
* Specific pieces of work the student feels best showcases their work
* Annotated bibliography of sources
* An appendix that may include:
	+ photos, charts, spreadsheets, and/or links to videos
	+ Dated drafts of various portions of their paper
	+ Final Copy of the academic paper
	+ Peer Review Reflections
	+ Task Lists
	+ IRB permissions
	+ Documentation or log of student’s learning and inquiry process.

**Class Evaluation and Grading Distribution**

The following grade categories and distribution is in accordance with the Richmond County Board of Education.

*Minor Assessments 60%*

*Major Assessments and PREP 30%*

*Semester Exams 10%*

**Grading Scale**

|  |  |
| --- | --- |
| *A= 90-100* | *D= 70-74* |
| *B= 80-89* | *F= <60* |
| *C= 75-79* |  |

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, the student is responsible for the missed assignment.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

*See RCBOE IHA-R Grading Practices*

**Minor Assessments**

Minor assignments are assignments that serve as practice materials to assess understanding *before* a major assessment. These are also meant to keep students accountable for their learning. Minor assessments include (but are not limited to) daily work, in-class activities, and homework. Grades may be determined through both completion or accuracy. Unless stated otherwise by the teacher, students should submit their own work; no credit will be given if a student submits another students’ work, copies from the internet, or uses artificial intelligence.

**Major Assessments**

Major assessments require students to apply or demonstrate what they have learned. This includes projects, formal writing assignments, tests, and quizzes. Grades will be determined by accuracy and completion. Also, students will be given rubrics for writing assignments and projects.

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). *Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.*

**Make-Up Work**

Students are expected to make-up assignments and assessments that were missed due to absence from

school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher. In most cases, students have 2 school days per absence to submit work once they return. If a student is absent on the day a project is due, the student should submit the project on the assigned due date. If a student misses a test or quiz, they should be prepared to complete the assessment before or after school within 3 days of when the assignment was administered. Students are responsible for emailing the teacher to arrange that time. There will be no make-up days on Thursdays.

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of ONE opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval.

Reassessments may be different from the original.

The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed within 7 school days of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**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.

**AP CAPSTONE POLICY ON USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)**

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.

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (Wholehearted, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Commit to learning rather than grades.**
* **Maintain a positive attitude.**
* **Accept mistakes as steps towards progress.**
 |
| **Accountable** | * **Listen/look for instructions.**
* **Ask for help.**
* **Take responsibility for my own learning and growth.**
* **Arrive to class prepared with my laptop, notebook, textbook, and writing utensil.**
 |
| **Respectful** | * **Show human decency.**
* **Use language to uplift and encourage my classmates and myself by avoiding profanity, slurs, and insults.**
* **Protect the classes’ resources, time, and space.**
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**Teacher Contact information:**

Email: griffal1@boe.richmond.k12.ga.us (preferred method of contact)

Phone: 706-426-3976 (only Mon.-Fri. 7AM-3PM and through text message; ***for parent use only***)

Remind: Griffin- Period 2 (class code: @chhf96f)

Student Contract: I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

Parent Contract: I understand that my child is expected to complete assignments on time. I will remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_