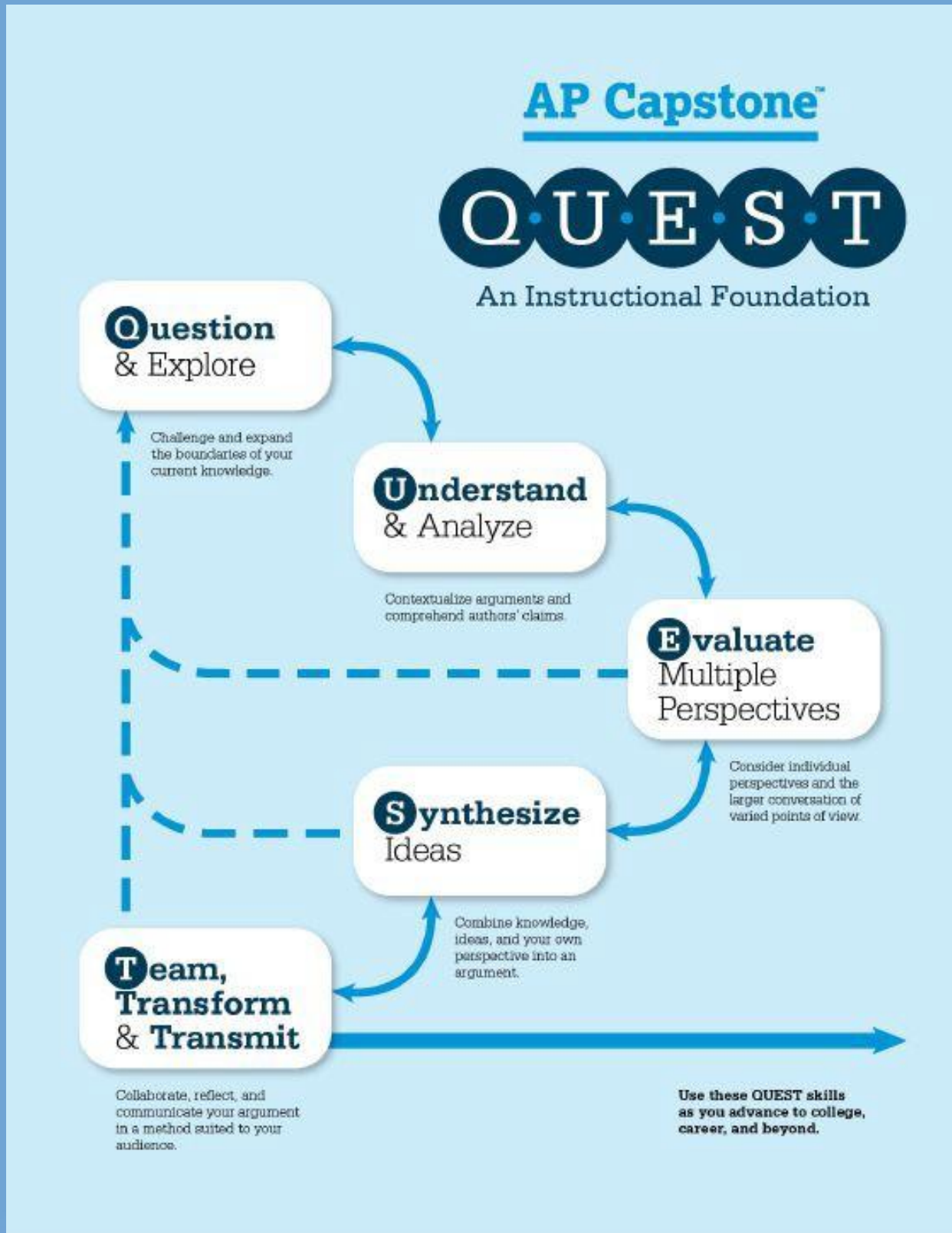


AP Capstone Year 2: AP Research

Mrs. Jolly B-108 - 2023-2024 School Year



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 decide what to research based on their own interests.
- First Semester you will learn 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.

NOTE

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 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.

Grading Categories:

15%

Classwork

- Participation
- Quick-writes
- Polls/Exit Tickets
- Journals
- Discussions
- AP Classroom Videos

25%

Formative Assessment

- Source Analysis
- Source Credibility Checks
- Research Logs
- Teacher Conferences
- Poster Project (Stage 1)

60%

Summative Assessment

- Annotated Bibliographies
- Process and Reflection Portfolio (PREP)
- Poster Project (Stage 2-5)

Class Expectations:

Absences and 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.

Student Chosen Topics:

- 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.

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

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.

Materials and Technology

AP Digital Portfolio



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.



Ebsco is a database that houses scholarly articles, you get free access to ebsco from college board because you are enrolled in an AP Capstone course. The link to access will be on your AP Digital Portfolio Page.



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.

There is no textbook for this course, all materials you will need will be able to be found through the databases provided.

Required Materials



You will need constant access to a charged computer (you will be researching, writing, and collaborating on presentations daily).



You will also need 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.

Required Materials

- Chromebook charged Daily
- Access to digital PREP folder (Google Drive)
- CRAAP Tests (Provided)
- Reading logs (Provided)
- Library Card (For whatever County you live)
- Calendar or Agenda (will be checking regularly)

Class Procedures:

Entering and Exiting Classroom:

- You will be expected to have all materials ready.
- Upon entering, you will take your assigned seat - sanitizing wipes will be readily available if you wish to wipe down your desk.
- If you leave the classroom at any time, you must be sure to take the pink hall pass.
- Students who refuse to be respectful, responsible, and safe will be subject to disciplinary action by the Administrators.
- When exiting the classroom, throw away any trash at your seat or underneath your desk

During Direct Instruction:

- Class will always begin with a bellringer - when the bell rings you are expected to begin working on it.
- If the instructor is presenting new information (in the form of a structured lesson or lecture) you will not be released unless there is an emergency.
- Do not be afraid to ask any and all questions - be sure to raise your hand and be respectful of the person who is speaking (the instructor or your fellow students).
- Side conversations and other distracting or disrespectful behavior will not be tolerated.

During Individual or Group Work:

- If you are working on your computer, you will be expected to work on the task provided.
- You should not be on another tab, on any inappropriate websites or apps, or working on assignments from another class
- If you have finished your work early, you will be expected to work on homework first.
- During Group Work - be respectful of your group members and be sure to contribute - group members who do not collaborate and contribute will be marked down.
- If you are uncomfortable with the social distancing during group work, you may ask permission to work outside.

Mrs. Jolly's CLASSROOM EXPECTATIONS

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
Arrival & dismissal	<ul style="list-style-type: none"> 🌸 Greet teacher/peers 🌸 Walk in & out in an orderly way 🌸 Wait for teacher to dismiss class 🌸 Throw away any trash when exiting 	<ul style="list-style-type: none"> 🌸 Be in your seat on time with materials 🌸 Silence cell phone & put away in backpack 🌸 Check agenda board 🌸 Push in chair after dismissal 	<ul style="list-style-type: none"> 🌸 Sanitize your desk & hands when needed 🌸 Move with the flow of classroom traffic 🌸 Keep hands, feet, and objects to yourself
Whole class & Group collaboration	<ul style="list-style-type: none"> 🌸 One person speaks at a time 🌸 Listen to everyone's opinions & be positive 🌸 Use appropriate academic language 🌸 Stay focused 	<ul style="list-style-type: none"> 🌸 Be attentive & actively listen 🌸 Be prepared to participate & contribute 🌸 Be the person you want to work with 🌸 Stay on task 	<ul style="list-style-type: none"> 🌸 Keep hands, feet, and objects to yourself 🌸 Stay in your assigned area 🌸 Use materials appropriately
Independent work & ASSESSMENTS	<ul style="list-style-type: none"> 🌸 Use academic language 🌸 Turn in your best work, not the minimum 🌸 Do not copy classmates' answers or allow classmates to copy your answers 🌸 Follow teacher instructions 	<ul style="list-style-type: none"> 🌸 Budget your time 🌸 Read directions thoroughly 🌸 Ask teacher if you need clarification 🌸 Turn in assignments by due date/time 🌸 Make sure your device is charged before class 	<ul style="list-style-type: none"> 🌸 Use your own words and thoughts on assignments (do not plagiarize) 🌸 Double check that you turned in the work & attached files if needed

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?

A Google Drive subfolder titled PREP within your AP Research Google Drive Folder.

- shared with your teacher

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.

Contact Information

Google Classroom



You may send an email directly through Google Classroom or you may leave a comment on a post or assignment.

I get these most of the time, but sometimes they get buried deep in the inbox so be sure to follow up with an email if you do not receive a response within 24 hours.

Google Classroom

Email



mariana_jolly@chino.k12.ca.us

I will respond to emails within 24 hours. It is a challenge for me to respond to evening emails, so please do not expect a swift response if your email is sent during evening hours. If you do not receive a response, please follow up with me in class.