AP RESEARCH

INSTRUCTOR: DEJAH PARKER | dejah_parker@chino.k12.ca.us

CONTACT INFORMATION

Instructor: Ms. Dejah Parker
Room: C106

The best way to contact me is through district email: dejah_parker@chino.k12.ca.us

Students, please use your district assigned email when contacting me. Be sure to include the reason for contacting me, your class period number in the email subject line, for example: Annotated Bibliography Inquiry (Student Full Name, Class Period)).

I am committed to responding to all student and parent/guardian emails within 24 hours on weekdays.

COURSE DESCRIPTION & OVERVIEW

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.

The course will be composed of 2 College Board and teacher graded components and assessments:

1) Intensive skill-building and practice
2) AP Task 1: Academic Paper
3) AP Task 2: Individual Presentation and Oral Defense

Attached, you will find a tentative list of major works for the year, classroom procedures and rules, class and school policies regarding attendance, as well as an outline of consequences and grades. Feel free to contact me using the information below if you have any questions.
Please review this letter with your student, and sign and return the last page.

Course Framework
The AP Capstone courses are organized around five big ideas that form the QUEST framework; students will use this framework as they explore issues and topics throughout the course. In-class activities and homework assignments will focus on developing skills and meeting the end of course objectives that are ties to each of the following elements of the QUEST framework below:

Q - Question and Explore
U - Understand and Analyze
E - Evaluate Multiple Perspectives
S - Synthesize Ideas
T - Team, Transform, and Transmit

College Board Assessments

Coursework will focus on preparing students with the necessary skills for the following assessment tasks that will together determine the overall AP score for the course

Part 1: Academic Paper 75% of AP Score
Part 2: Presentation and Oral Defense 25% of AP Score

Task Overview

Students design, plan, and implement a yearlong, in-depth study or investigation in an area of personal interest through a chosen or designed inquiry method and develop a well-reasoned argument based on the evidence collected in an academic paper of 4,000–5,000 words. As a culmination of their research, students deliver (using appropriate media) a presentation and orally defend their research design, approach, and findings. 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. Throughout the inquiry process, students communicate regularly with their teacher and, when appropriate, consult with an internal or external expert.

Course Outline

The following skills-based units will be taught through the course [themes]. These are subject to change as seen fit by the instructor of the course:

Unit 1: Developing Research Essentials
Unit 2: Creating Research Foundations
Unit 3: Research Design and Methods
Unit 4: Findings and Data Analysis
Unit 5: Data Discussion and Conclusion
Unit 6: Final Revisions and Presentations
Unit 7: Post-Submission Activities

Course Materials

Due to the nature of this course centering largely around the texts that students choose themselves for their own resources, students will need access to scholarly databases such as EBSCO, JStor, Google Scholar, and Gale, which will be provided through the district and through College Board.

Any texts that we read will either be provided by the instructor, the school library or can be accessed online for free. Additional course materials, posted assignments, announcements, and other important resources can be found on our Google Classroom. Access to Google Classroom requires a CVUSD-issued Google and/or Office 365 account. Students will be utilizing Google Classroom and other online resources frequently, so ChromeBooks should be brought to class everyday fully charged.

Homework and Assignments

Participation is an essential component of evaluation for this course. Students will participate in Socratic style discussions and will be expected to contribute to questions, comments, and connections as well as note-taking/responding and preparing for, then leading and facilitating class or small group discussions. Critical thinking and attentive listening and demonstrated both in written reflections and verbal responses.

Daily work includes reading and annotating articles and other topical works, completion of other formative assignments, and other activities to assess progress of skills. Students are expected to have all necessary course materials with them daily.

Major assessments for each unit will be completed in stages and graded at each step, as well as when the final version is submitted. Modified rubric based on the Research rubric models will be used.

Given the interdisciplinary nature of this course, students will be guided through the details of APA style and are encouraged to use this citation style for formal work as needed by the guidelines of their chosen research discipline.

Tests and Assessments

Exams will be given and projects assigned throughout each semester in order to assess the extent to which students have mastered the skills being developed during the course. The teacher is unable to provide feedback on any components of their work that will be submitted as part of their AP Research exam score, but opportunities for peer feedback or teacher feedback will be provided when possible to do so.

COURSE POLICIES

Classroom Behavior & Expectations

Classroom expectations are aligned with the Chino High School Wide Expectations:

▪**Be Respectful:** Disrespect of any kind will not be tolerated. Students will respect themselves, and show respect to the instructor, their classmates, and the classroom. Behave with maturity and respect by actively listening when someone else, whether the instructor or a peer, is speaking. Respect our classroom by refraining from eating and drinking in the classroom, disposing of trash in the proper receptacles, cleaning up after yourself, and treating books and classroom supplies with care. Immaturity during class is a safety concern and will not be tolerated and may result in a significant loss of points, an automatic "Unsatisfactory" in citizenship, and/or additional consequences. Offensive, crude, or obscene language will not be tolerated. The school dress code, including the wearing of hats, sweatshirt hoods, and sunglasses in class, as outlined in the student handbook will be enforced at all times

▪**Be Responsible:** Come to class prepared and ready to learn. There is no excuse for lack of materials, lack of preparedness, or ignorance of information addressed in class and/or posted on the Google Classroom. Students are expected to be in their seats by the time the late bell rings and will be marked tardy if they are not. Students are expected to use the restroom, if necessary, during passing periods before or after class.

▪**Be Present and Engaged:** The course functions best when everyone is present, both physically and mentally,and actively participates. The use of electronic devices (e.g., cell phones, smart watches, Chromebooks, earbuds/headphones) outside of teacher directed poses a huge distraction to student learning and is thus strictly prohibited. Cell phones must be off/silent and away unless you are given explicit instruction to use your phone for some course purpose. Cell phones must be kept off and in plain view for the entirety of the period on exam days. Failure to do so will result in a score of zero on the exam.

Academic Integrity

The expectations for academic honesty will be held to the utmost standards, both from College Board and the Chino Valley Unified School District. Students are always expected to complete their own work. Collaboration and discussion are crucial in this course, but copying work is never allowed. **Any cheating or plagiarism will result in immediate consequences as stated in school and College Board policy, including a zero on the assignment, detention, counseling, etc.**

AP Capstone Plagiarism Policy:

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.

AP Capstone Policy on Use of Generative Artificial Intelligence (AI)

Generative AI tools use predictive technology to produce new text, charts, images, audio, video, etc. This includes

not only ChatGPT and similar Large Language Models (LLMs), but also many writing assistants or plug-ins that

are built on this or similar AI technologies. Generative AI tools can be contrasted with other AI-based tools that do

specific tasks—for example, that help students with grammar, but don't generate new writing.

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass

it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student's own work.

While students are permitted to use Generative AI tools consistent with this policy, their use is optional and not

mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches

for sources of information, confirming their understanding of a complex text, or checking their writing for grammar

and tone. However, students must read primary and secondary sources directly, perform their own analysis and

synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and

presentations. It remains the student's responsibility to engage deeply with credible, valid sources and integrate

diverse perspectives when working on the performance tasks. Students must complete interim "checkpoints" with

their teacher to demonstrate genuine engagement with the tasks.

Chino Valley Unified School District Plagiarism Policy:

Each student in this course is expected to abide by Chino Valley Unified School District and Chino High School policies on academic integrity. It is expected that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Collaboration is an essential skill students will need to learn, and it will be a foundation we utilize frequently in this class. However, there is a fine line between collaborating and cheating/stealing. Collaboration is working together to solve a problem or produce/create something **together,** while plagiarism is taking someone else's work that they did and trying to claim it as your own, and it can happen whether you meant to do it or not. This could come in the form of direct copying, paraphrasing, and ever summarizing. The only way to avoid plagiarism is to cite the author or creator of the information that you are using. In this class, we will also learn how and where to find credible sources and properly learn how to cite information that we got from anywhere other than our own thoughts. We will talk about plagiarism in more detail as a class, and you will be frequently reminded how to avoid plagiarism as we work together in class.

Plagiarism will not be tolerated. Getting help from your teacher, a peer, or an adult is acceptable, but do not allow yourself to pass off work that is not yours as your own. As such, some assignments will have evidence of collaboration.Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Any violation of this policy is unacceptable and will not be tolerated. Students found to have committed an act of academic dishonesty shall be subject to Chino Valley Unified School District and Chino High School discipline policies. Consequences may include, but are not limited to,the following: a zerograde on the assignment, project, assessment, or any other activity where the academic dishonesty occurred, parent notification, and disciplinary action (e.g., administrative detention, Friday Work/Study, ALC, suspension).

Late/Make-up Work

Students who will be absent for an extended period of time should obtain homework and make-up activities from the teacher. Please make requests at least 24 hours in advance. Students will be allowed to make-up missed work due to absence. They will have an equal number of days to turn in made-up work as the number of days absent. For example, a student who misses 3 days of class will have 3 days (not including weekends) to turn in make-up work. Students are responsible for requesting work in a timely manner and for turning in the work on time.

All assignments are due at the beginning of the student's respective class period. Any assignment not turned in at the beginning of the period is considered late. Assignments turned in up to 24 hours late will be considered to receive a maximum of half credit. After 24 hours have passed, no late assignments will be accepted. In the event of an absence, students are responsible for communicating with and obtaining missed assignments from the instructor immediately upon their return.

 If a student has an impending or planned absence or if their absence is over an extended period, inform the instructor and submit a request with the attendance office for assignments to be sent home. Students shall receive full credit for work satisfactorily completed within a timeframe given by the teacher. If a student misses class and does not subsequently turn in an assignment, take an assessment, or fulfill another class requirement which he/she missed, the student's grade will be lowered for nonperformance.

EVALUATION OF STUDENT ACHIEVEMENT (Grading Policy)

The course grade given to each student shall be based on student achievement in meeting the requirements specified in the California Common Core ELA Standards, curriculum embedded and/or District assessments, and other relevant curriculum and instruction. Grades will be based on tests, quizzes, homework, projects, writing assignments, annotations, and participation. The value of each of these components at the outcome of the semester is as follows:

This evaluation will be based on the following criteria:

Summative Assessments (e.g. examinations, performance assessments, essays, projects)   50% of the final grade
Formative Assessments (e.g., reflections, exit tickets)   10% of the final grade
Class Assignments (e.g., classwork, homework, journals)   30% of the final grade
Participation (completion of assessment components and class participation)   10% of the final grade

Course Content	Work Habits/Effort/Behavior
A 90 – 100%	O Outstanding
B 80 – 89%	S Satisfactory
C 70 – 79%	N Needs Improvement
D 60 – 69%	U Unsatisfactory
F 0 – 59%	

Grades will be updated weekly and can be accessed online via the student and/or parent Aeries Portal.

IMPORTANT NOTE: Students will receive both course and AP grades for both the team project presentation and the individual essay and presentations. These grades will be based on different rubrics, and the course grade is not intended to reflect the predicted AP scores will not be disclosed until after the end of course exam.

ACKNOWLEDGMENT OF COURSE POLICIES

Signing of this page serves as an acknowledgment that both student and parent/guardian have read and understand the course expectations as outlined above. In addition, adding your signature to this page indicates familiarization with the Biomedical Science and Technology Academy policies found in the school handbook.

_____   _____
Student Name (Print) & Date   Student Signature

_____   _____
Parent/Guardian Name (Print) & Date   Parent/Guardian Signature