



Advanced Placement Research – AP Capstone Program Course 2

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Welcome to AP Research! In this course, you will design your own research projects. While there are specific outcomes you must reach, the actual research question and topic of your project will be up to you. In addition to designing the project topic, the way you engage the process also allows room for your own approach. You can engage your topic with a subject expert advisor in the building, community, or at a university. You can also choose to find a professional in the field and arrange your own internship experience. These are options for you. The College Board HIGHLY SUGGESTS that you have an expert advisor in your field of study. This person does not need to be specifically researching your area of study but may be working in the same general field of study in which you are. You will need to find this person yourself, but DO NOT contact this person yet. You are not ready. I will tell you when that time arrives and provide you with the appropriate materials and paperwork necessary for you and for this expert advisor. Just know at this moment that these are options available to you in the coming weeks.

Topics to be covered

Unit 1 – Brainstorming and Prewriting

- Reviewing College Board expectations
- PREP Journal
- Choosing a topic
- Reflection journals
- Writing a problem statement
- Writing a research question
- Evaluating sources
- SMARTER searches and PAARC activities
- Finding an expert advisor
- Identifying biases

Unit 2 - Research

- Creating a research plan
- Different types of research
- Entering the research conversation
- Organizing research
- Annotated bibliographies
- Literature reviews
- Field research and research methods

Unit 3 – Drafting

- Outlining
- Using the outline
- Drafting the essay
- Organizing the essay into sections and parts
- Incorporating graphs, charts, etc.
- Incorporating and synthesizing research
- Incorporating original research
- Documenting sources (MLA, APA, and others)

Unit 4 – Revising, Editing, and Proofreading

- Peer editing
- Peer reflection
- Individual reflection
- Evidence of revisions and edits based on peer/self review
- Completion of final paper

Unit 5 – Development of Presentation

- Reducing the paper to a presentation
- Identifying key points to discuss
- Development of the media (ie: Powerpoint, Prezi, etc.)
- Practice presentations (with video)
- Peer and self-review of practice
- Final presentations

Unit 6 – Post Presentation

- Review of peer commentary on presentation
- Review video of presentation and complete self-reflection
- Organizing the final PREP journal
- Book project presentations

Materials Needed Daily for Class

Expandable file folder that closes
A three-ring binder (2 inches or so) – this will be kept in my room until you finish the project
Reading Journal (from AP Seminar)
Pencil or pen (pen preferred)
iPad
Textbook / supplemental readings
Sticky notes or tabs to mark text pages (suggested)
A highlighter (suggested)

PREP Journal

The expanding file folder will become your temporary PREP journal for the course. You will put **ALL MATERIALS**, including your reading journal, in this folder until they are **FINAL**. Each task that you will complete in this course will be a task that 1) teaches you skills that enable you to complete the paper and presentation for the course, 2) helps you to actually write the paper and prepare the presentation, and/or 3) requires you to reflect on the project in some way. Once the materials are **FINALIZED** you will place them in the PREP binder you will keep in my room. The final PREP binder will be checked and graded at the end of the course. The intention of the PREP binder is that you will leave this course with all of the materials you used to complete this project. Many AP Research students have used this PREP binder and the included paper to prove to their universities that they are worthy of receiving specific college credits for specific content-area courses (according to the College Board). This PREP journal is not turned in to the College Board but they require that it is completed.

Participation

This is an AP level course where your participation is expected daily. You should be prepared to present information to the class, to share your ideas with the class, and to discuss, critique, and peer review the work of your cohorts in the class. It is **NOT** acceptable to work on other work during class, especially while your peers are presenting.

Project Work Days

The College Board requires that I provide days in class for you to work independently on your project. We will either schedule specific days that will always be our “work days” each week OR we can change them depending on what is best for the class’s research agenda as a whole. On these days, it is expected that you will be working on tasks appropriate for your research project for the entire class period. If you are not, you will receive a 0 for that day. This is an all or nothing situation. Either you are on task all period and get all points, or you are off task for any period of time and get a 0. You may also use these days to conference with me, if needed, or with your expert advisor, if he/she is available, via Skype, Facetime, in person, or via email. There may be additional work days scheduled as well depending on the needs of the students, expert advisors, the instructor, and the place where we are in the curriculum at that given moment.

Attendance

Excused tardy / absence

Work made up in amount of days missed

Get work in advance when possible

This includes days missed for school activities

Unexcused tardy / absence / class cut

No credit for work completed on that day

Class cuts also receive disciplinary action

Late to Class

Three unexcused = detention after school with me

Tardy To School / Early Dismissal / Field Trip

If you come to school late, leave early, or attend a field trip, you are in the school building and are expected to deliver any homework due that day to me that day. You may do this by delivering the assignment directly to me or having the main office secretaries place it securely in my mailbox. You may also leave it in the AP Research basket in my classroom or turn it in to Canvas online if possible. Feel free to ask for assignments early, as I am often planned weeks and even months ahead.

Classroom Behavior

This is an AP level course that requires rigorous amounts of reading and writing both in and out of class and will also require speaking both formally and informally in class. Some of the topics we will cover will be controversial and will rouse your personal feelings. Some of your opinions will be different than your classmates and that is ok. Please respect the opinions of all parties in the classroom and do not speak out of turn or interrupt others as they discuss their points of view. Everyone will be afforded the opportunity to speak in turn and everyone’s ideas should be respected.

In addition, please respect the following BRAVE standards of behavior:

Be safe: Listen to staff and maintain personal space.

Respect others: Be on time, be polite, and use appropriate language and tone.

Be accountable: Be prepared, be honest, do your own work, use electronic devices only when permitted.

Be victorious: Do your best work and celebrate academic success.

Be enthusiastic: Have a positive attitude and take ownership of learning.

Homework / Assignment Standards

All work must be completed on time. Late work will be accepted for TWO DAYS at a penalty of 50%. All work should be neatly written or typed (if required). Use blue or black ink pen or pencil when necessary. All hand-written work should be completed on 8 1/2 by 11 sheets of lined paper. Appropriate style (MLA, APA, etc.) must be used as either 1) indicated by the instructor on the given assignment or 2) as appropriate for your final research topic. 10 % will be deducted from work not meeting these standards. 10% will also be deducted from any assignment not containing the provided grading rubric. In addition, the College Board has specific due dates for both the presentation and the paper. These dates are provided by the College Board and are non-negotiable. Late work for these tasks cannot be accepted.

Grading

All grading will be done according to the district's grading scale. Each assignment will have an assigned point value. Keep track of your own points and check your grades frequently online. See the guidance office if you do not have a password. In addition, presentation and the final paper will be scored by the College Board should you elect to take this course for AP credit. I will also score them AFTER they have been submitted to the College Board and at which time my grading of them cannot result in feedback that could be used to improve your project before the College Board scores them. Please understand that I am not permitted by the College Board to offer you any feedback on those tasks before they are submitted. This is their policy, not mine. In addition, any score I give you on these projects DOES NOT IN ANY WAY reflect what the College Board should or will give you as a score. My grading rubric and the College Board's rubric are different and evaluate different things in different ways. Please do not expect to receive the same score from me and from the College Board. The two scores are not exactly the same.

According to district policy, you must receive a cumulative percentage of 60 in order to pass this course. Attending school regularly, keeping up with all notes, readings, and assignments, and asking for help when needed will ensure your success.

Academic Integrity - Plagiarism and Cheating

It is absolutely unacceptable to copy material from another student or from another source (i.e.: internet sites). You are not permitted to "work together" on assignments unless I have given you specific permission to do so. If you are found plagiarizing work or cheating in any way, you and any other student (s) involved will receive a zero on the assignment, project, or test. Texting or using other electronic devices during tests or quizzes will also result in a zero. You will NOT have the opportunity to make up the work or do the assignment again. This includes all assignments and compositions - no exceptions. In addition, the College Board has a very specific policy that will also be enforced (see below).

In addition, please keep the following in mind:

- Accurately cite all sources
- Accurately represent your sources
- Read all assigned readings to assure accuracy
- Do not copy another person's work
- Do not give your work to others
- Proofread your work to assure accuracy
- Include a list of works cited for all compositions
- Do not download a composition from the internet
- Do not make up quotes that are not in the text you have read
- Do not write a paper for one course and turn the same paper in for another course

College Board Plagiarism Policy

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.

Course Outcomes

Because this course prepares you to earn AP credit, we will all complete activities that lead us to that outcome regardless of whether or not you are attempting to earn the credit through the College Board. You will receive credit for the activities as part of your grade for this course regardless of whether or not you take the course for AP credit. In addition, you will complete tasks throughout the year that will become part of your PREP portfolio that will help you to prepare to complete these tasks and that will scaffold the process for you to make it manageable. Any score given by the teacher in this course DOES NOT reflect the score that the student WILL or SHOULD get from the College Board. While rubrics and directions for projects will ultimately lead you to the outcomes desired by the College Board, the rubrics used by the teacher in this course are designed to evaluate specific things for which the College Board does not look and provide a more specific grading on a point-based scale as opposed to the College Board's holistic grading scale.

Academic Paper (due in March)

You will produce an original academic essay of 4,000 to 5,000 words on a topic of your choice. This essay will include: an introduction, discussion of the method, process, or approach to the research, results, products or findings of the research, a conclusion and discussion of the future directions that research in the field can take, and a bibliography of works used.

Presentation (due in April)

Using your academic paper, you will prepare a 15-minute presentation of your research using media appropriate for your topic. You will deliver this presentation in the LGI room in front of your peers and to a panel of three adults who will evaluate it. This 15-minute period ALSO includes the defense (see below).

Your presentation may include an additional piece of scholarly work (performance, exhibit, product). This piece of scholarly work should be viewed by the panel of educators prior to the presentation.

Oral Defense (due at the time of the Presentation)

The panel will ask you four questions about your research. One question in each of the three domains (research/inquiry process, depth of understanding and reflection throughout the inquiry process) will be asked of you following your presentation. You will have all of the possible questions in advance, although you will not know which questions will be asked of you. The fourth and final question and any follow up questions are at the discretion of the panel. You will not have advance notice of any kind for this question. This oral defense must also be done in the 15-minute time limit, so please plan accordingly. If I were you, I'd plan to talk for 10-11 minutes and save 4-5 for defense. Just a suggestion.

Institutional Review Board

Depending on the type of research in which you engage, you may be required to obtain permission from the EF IRB (Institutional Review Board). The Institutional Review Board has established policies for engaging in research that includes human or animal test subjects and in other very specific scenarios. If required, you will need to complete the required paperwork and present your plan of research to the board for approval. The board will determine if the research you are about to do is ethical and, if it is not, how you can revise and resubmit your research plan to make your research ethical. The EF IRB is comprised of three faculty members, one counselor, and one administrator.

Student Communication with Teacher via Email

Please upload any assignments to Canvas if your printer does not function. Emailing them to me should only be done as a last resort, as often this results in file conversion problems. You may email me with questions regarding large assignments. While I do not check my school email every night, I will check it at 8 p.m. on the evening before a large composition or project is due. The email address is listed below.

Cell Phone / Electronics Policy

PEDs (Personal Electronic Devices) “are permitted to be used . . . AT TEACHER DISCRETION FOR INSTRUCTIONAL PURPOSES IN THE CLASSROOMS.”

This is the district policy regarding cell phones and electronic devices. In order to assure that this is followed, please take out your phone at the start of class and TURN IT OFF. If you are using a cell phone during class without permission, I will confiscate it and provide you with a detention. Please observe this policy. It is inappropriate to use a cell phone when you are expected to be doing academic work. **It is unprofessional and down right rude to use a cell phone while the teacher or another classmate is talking.** Courtesy is required in this classroom. If you are distracted by a device, you are not academically present in the class. Most of all, you are missing valuable information, interaction, and instruction that cannot be repeated. You may use your iPads when it is appropriate to do so. The “go tech” sign will be placed on the board and I will give you a verbal “ok” to use them. If I have asked for them to be removed and put away, please do so.

Parent Communication with Teacher

There are two methods of communicating with me regarding student progress: voice mail and email. I have included directions for both on this sheet.

When trying to communicate with me, please include your name, your student’s name, a message detailing your concerns, and the preferred method by which I respond (email, phone number at work or home, etc.).

I check my email at least once every day. I check my voice mail at the end of every day. I will try to contact you as soon as possible.

If you wish to speak to me personally, the best times to reach me at school are 7:15 to 7:30 and after 2:20. During the remainder of the day, I am in class and you will be asked to leave a message on my voice mail.

Voice Mail

Dial (412) 896-2300

Press 1 for touch-tone service

Press 1 again to leave a message

Enter my mailbox number - 7810

The system will play my name and greeting

Record your message

Hang up when finished

Email

Address: jspiegel@efsd.net

Students / parents should keep the first two pages for reference. The final sheet should be returned to the teacher at the beginning of the school year.
Feel free to download copies of this from Canvas.

Signature Page

Please take this home and review it with your parent or guardian. Have a parent or guardian sign on the line below to indicate that he or she has reviewed the AP Research Course syllabus information.

Please keep the attached syllabus but return this sheet.
A signature below earns 5 out of 5 points for the student if returned by the due date.

X _____ student name (please print)

X _____ student signature

X _____ parent / guardian signature

Date: _____

Parent/guardian daytime phone: _____

Parent/guardian email: _____