**AP Capstone: Research**

**Dr. Denmon**

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**Welcome to AP Capstone: Research!**

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an Academic Paper (AP) of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a Presentation with Oral Defense (POD).

**Goals**

Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to:

* Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed)
* Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student’s own interest, culminating in a 4000–5000 word paper (accompanied by an additional piece of scholarly work — where applicable — to be performed or exhibited).
* Present (using appropriate media) and defend the research design, approach, and findings to a panel.
* Document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

**AP Equity and Access Policy**

The College Board strongly encourages educators to make equitable access a guiding principle for AP programs by providing all willing and academically-prepared students the opportunity to participate in AP courses. We encourage the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have traditionally been underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes all students should have access to academically-challenging coursework before they enroll in AP courses, 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.

**Student Conduct:**All students will conduct themselves in accordance with the Boca Ciega High School behavior expectations, as well as

classroom rules. **We need to cover a large amount of content this year. Behavior that is preventing anyone from**

**learning will NOT be tolerated**.

**Student Expectations:**1. *Be Prepared*. Come to class prepared and on time. No one will be allowed to leave the classroom for the first and last

ten minutes of class.  
2. *Be Cooperative.* Actively participate in class lessons, activities, and group work. Stay on task!  
3. *Be Responsible*. Record all assignments and complete them on time. Study for tests and quizzes.4. *Be Diligent.* Work from bell to bell. The teacher will dismiss class, not the bell.  
5. *Be Respectful*. Be respectful of yourself, others, and the classroom. Any behavior that is rude or disrespectful, including inappropriate language or comments, will result in disciplinary action

**Dress Code:**The Boca Ciega High/Fundamental/CWMP dress code must be followed at all times. You must also wear a mask at all times while in the classroom. Those who violate the dress code will be sent to an administrator and receive a consequence. I catch everyone-Seriously. **#YouCanHearMeInTheHall  
  
Tardiness:**The Boca Ciega tardy policy will be enforced without exception.

**Attendance & Make up Policy:**Attendance is extremely important. One absence can set you back, especially on a block schedule and since we will be

participating in group work and projects this year. If you miss class, **YOU** are responsible for obtaining any missed

assignments*. It is expected you check Canvas if you are absent BEFORE you come to ask about missing work*. All

make-up work, including tests and quizzes, must be made up within the number of days absent. For example, if you miss

two days, you have two days to take any missed test or quiz and/or hand in any missed assignment(s). If work is not

submitted in the given time, it will not be graded. I will not chase you around to obtain missed work. I do NOT offer

‘retakes’ on tests or quizzes, so study and prepare the first time. Please check bocaciega.org, Canvas, and Portal regularly (at least every few days). It is **VITAL** you are present for all assessments. **#IHateTheQuestionDidIMissAnything**

**Late Work:   
Per Boca Ciega High School’s policy, NO LATE WORK WILL BE ACCEPTED!** This is a college-level course.

**Extra Help:**I strongly encourage any student who needs or wants extra help to see me. I am available during lunch every day and can also schedule time before/after school. You may also email me if you have any questions regarding assignments. You can also email me. **Parent Communication:**Parents are encouraged to contact me anytime they have questions or concerns regarding their student’s progress.

Grades and attendance will also be available and updated regularly. I upload lesson plans a week in advance on our

school’s website, bocaciega.org. Please feel free to email me anytime. Parental involvement is crucial to student success!

**Formative and Summative Assessments**

The AP Research course continues building upon AP Seminar skills to form new understandings of a topic selected by the student and approved by the AP Research Teacher through an Inquiry Proposal process. Students are assessed on a variety of assignments, both in class and homework, as well as the Academic Paper and the Presentation and Oral Defense. The academic paper is approximately 4,000–5,000 words, and the presentation and oral defense takes approximately 15-20 minutes.

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| Academic Paper (AP) | 75% of score |
| Presentation and Oral Defense (POD) | 25% of score |
| In-class assignments, based on PREP portfolio, group work, individual assignments, time management, etc. |  |

The Academic Paper (AP) is an original 4,000-5,000 word academic paper that includes the following components: **(1)** Introduction; **(2)** Method, Process, or Approach; **(3)** Results, Product, or Findings; **(4)** Discussion, Analysis, and/or Evaluation; **(5)** Conclusion and Final Directions; and **(6)** Bibliography. While the AP Research Teacher and/or a consultant will provide guidance in the development of this paper, it is the student’s own work. **Plagiarism will NOT be tolerated; any sources used by the student through direct quotations and/or paraphrasing, must be properly cited. Failure to do so will result in a ZERO grade for that component of the course (See “Academic Dishonesty” below and the Course and Exam Description).**

The research process in AP Research is not simply about collecting evidence or facts and then piecing them together. The research process is about *inquiry*—asking questions and coming to solutions and conclusions through serious and critical thinking, discussion, and reflection. The student researcher will seek relevant information in articles, books, and other sources and develop an informed perspective built upon, but not merely derivative of, the ideas in the examined material. As a result, the research process is *recursive*, meaning students will continuously revisit ideas, seek new information when necessary, and reconsider and refine their research question(s), topic, and/or approach.

To keep track of this process of inquiry, students are required to keep a digital Process and Reflection Portfolio (PREP), a formative assessment tool shared with the AP Research Teacher (See Appendix A for details). The PREP will allow students to document their experiences in the course. Students will continually use the PREP to chart their engagement with the QUEST ideas, with special attention paid to:

* Their choice of a research question and what prompted their interest in the topic
* Their research process, including important sources (documents, people, media)
* Analysis of evidence as it becomes available
* Changes in the direction of the project and/or initial assumptions
* Ways in which the students have worked on their own or as part of a larger intellectual community
* Challenges encountered and solutions attempted

To demonstrate these experiences, the PREP may include annotated bibliographic entries of important sources, conversations with the Teacher and/or Adviser, personal reflections, commentary about course assignments and class notes, coursework assigned by the Teacher, and any other insights that contribute to a rich description of the development of the student in the course. As students will be required to have one-on-one appointments with the AP Research Teacher throughout the course to discuss their work, it is hoped the student will be able to manage his/her time effectively and use these meetings to continue developing and revising their work throughout the year. In-class assignments may also be collected digitally through the PREP.

Upon completion of the Academic Paper (AP), students will be required to plan and deliver a final summative assessment in the form of a Presentation of their work and an Oral Defense (POD). The presentation is expected to utilize various media to support and enhance the student’s report of key findings, description of the chosen approach and any challenges, and a defense of the findings by answering questions posed by a panel comprised of the AP Research Teacher and two others.

Prior to engaging in research, students will submit to the AP Research Teacher an Inquiry Proposal Form, which clearly identifies the topic of study, research question(s), preliminary research, and methodological and ethical considerations. Only once approval has been granted will the student be allowed to begin the research process in earnest. If the proposed inquiry requires a more extensive consideration of ethics and potential harm (for example, involvement of human subjects), approval will not be granted until the Proposal has passed review by an Institutional Review Board (IRB).

AP Research students will be held to high standards of academic honesty and ethics. Preparing fairly and effectively for the completion of the paper and presentation tasks requires advanced planning and time management; many difficulties with plagiarism arrive when students leave work to the last minute. Keep track of all sources used so you do not misattribute information.

*AP Research work will be submitted to Turnitin.com.*

**\*\*Academic Dishonesty**\*\* **Plagiarism Policy**

College Board policy on Plagiarism and Falsification or Fabrication of Information

*(Revised from 2014-2015 AP Capstone Implementation Guide; AP Seminar Course and Exam Description, Effective Fall 2015; AP Research Course and Exam Description, Effective Fall 2017).*

Participating teachers shall instruct students to ethically use and acknowledge the ideas and work of others, as well as the consequences of plagiarism. 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 (i.e., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of 0 on that particular component of the AP seminar and/ or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report 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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

*From Grading Policy: Academic Dishonesty*

Students will be assessed on their own learning and within the parameters established by the teacher/PLC. Academic dishonesty, or plagiarism, does not allow the teacher to clearly assess the student’s learning. Any form of academic dishonesty will not be tolerated and may result in a “No Credit” for that assignment.  Academic dishonesty scores will calculate as 0 in the final grade.

**AP Exam Policy**

The cost of each AP Exam is $94, except for Capstone courses which are $142. Assuming a student meets their requirement to sit for the AP exam, this expense is paid by Pinellas County Schools. b. Students my must join each AP course in myap.collegeboard.org by September 1 st or sooner if indicated by their instructor. c. The deadline to order AP Exams for yearlong and fall semester courses is November 15 and the deadline to order AP Exams for spring semester courses is March 1. d. Late order fee is $40 per exam and will be the responsibility of the student.

**Course Textbook and Resources**

* Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.).* New York, NY: Pearson.
* Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research (3rd ed.).* Chicago, IL: The University of Chicago Press.
* AP Capstone Research Course and Exam Description. (2017). New York: College Board.
* AP Research Workshop Handbook and Resources (2016). New York: College Board.
* Various articles and academic resources for specific lessons
* Past AP student work (used with permission) for exemplars and discussion pieces

**Required Course Supplies:**

* Three-ring binder with pockets and dividers (school-wide requirement)
* Notebook (spiral or composition)
* Pens/Pencils
* Colored pencils/Highlighters
* Planner (with 2020-2021 calendar)/Agenda
* Email account
* Home computer/Internet access

**Grading Policy:** Grades will be determined using the following forms of assessment:  
\* Homework & Class Assignments, including PREP activities

\* Binder use  
\* Quizzes (announced and unannounced)  
\* Tests/Exams  
\* Completion and submission of work  
\* Projects (group & individual)

\* Classroom Participation **Grading Scale:**A 90 - 100% Outstanding progress  
B 80 - 89% Above average progress  
C 70 - 79% Average progress  
D 60 - 69% Lowest acceptable progress  
F 0 - 59% Failure

**\*\*\*\*THE GRADE IN AP RESEARCH DOES NOT CORRESPOND TO THE SCORE ON THE AP EXAM!\*\*\*\***

**Curriculum Framework**

AP Research is not tied to a specific content area. Rather, it emphasizes, and strives for competency in, core academic skills. Students gain Essential Knowledge (EK) (“What students will know…”) and develop and apply distinct skills identified in the Learning Objects (LO’s) (“What students will demonstrate…”) of the Enduring Understandings (EU’s) (“What students will remember in the long-term…”) within the following five Big Ideas, represented by the acronym **QUEST** (p. 9, Course and Exam Description).

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| **Question**: Read critically; pose questions and identify issues that compel you to want to explore further. |
| **Understand & Analyze Arguments**: Use specific tools to break down and idea of argument into parts that make sense to you. These tools include re-reading, questioning in the text, considering multiple perspectives. |
| **Evaluate Multiple Perspectives**: Identifying the variety of perspectives/POV/arguments of an issue. Consider any bias to determine the validity of that point of view. |
| **Synthesize Ideas:** Creating new perspectives after evaluating other varying perspectives. Establishing a unique position or claim using a variety of resources designed for a specific audience. |
| **Team, Transform, Transmit:** A collaborative endeavor communicated clearly and effectively so as to transform both participants and audience. |

**Overview of Reasoning Processes** (p. 7, Course and Exam Description)

The AP Capstone program encourages students to develop and practice reasoning processes that help them make intentional, strategic decisions. These reasoning processes are embedded within the following learning objectives:

* Situating—being aware of the context of one’s own as well as others’ perspectives, realizing individual bias can lead to unfounded assumptions
* Choosing—making intentional and purposeful choices, realizing choices have both intended and unintended consequences
* Defending—being able to explain and justify personal choices, logic, line or reasoning, and conclusions
* Connecting—seeing similarities within and across disciplines, concepts, and cultures that may at first seem disparate

**Employing Research and Inquiry Methods** (p. 9, Course and Exam Description)

In the classroom and independently (as well as possible consulting with a mentor or expert), students learn and utilize research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following:

1. Introduction
2. Method, Process, or Approach
3. Results, Product, or Findings
4. Discussion, Analysis, and/or Evaluation
5. Conclusion and Future Directions
6. Bibliography

**General Timeline (Subject to change)**

August: Create and share digital PREP portfolio with AP Research Teacher; discuss course expectations and the Performance Tasks using sample papers; choose a topic/issue; carry out preliminary research; begin to develop an annotated bibliography; and finalize research question(s) and proposals. Work in PREP.

September: Present a preliminary inquiry proposal; work on proposals and reflect on feedback; continue with preliminary research, continue working on annotated bibliography; work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; finalize Inquiry Proposal Form. ***Inquiry Proposal Form and IRB application due September 27th***

October: Finalize the choice and design of their inquiry method, as well as research question(s), with careful consideration of ethical issues that may arise; engage in one-on-one meetings with AP Research teacher and peer review activities; work in PREP, finish annotated bibliography. ***Annotated Bibliography due October 11th.*** Develop information from Annotated Bibliography into a Review of the Literature. Work on research methods.

November: Work on research methods. ***Research Methods section due November 1st.*** Conduct research (interviews, surveys, additional projects, products, performances) needed to support paper; start analyzing findings; work in PREP; begin your study; engage in one-on-one meetings with AP Research teacher and peer review activities; finish introduction and literature review.

December: ***Introduction and literature review sections due December 6th.*** Continue collecting data; work in PREP; work on literature review to ensure synthesis of what has already been done. ***Data collection complete by December 20st.***

January: Finalize Results section***. Results, Product, or Findings section due January 10th.*** Continue analyzing findings; work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; work on Discussion section. ***Discussion, Analysis, and/or Evaluation section due January 24th.***

February: ***Conclusion section due February 7th.*** Obtain feedback on paper and revise. ***First rough draft of paper due February 14th.*** Work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; continue working on paper and reflecting on feedback; ***at least two peer reviews by February 28th.***

March: Finalize paper. ***Academic Paper due March 21sd.***Work in PREP; engage in one-on-one meetings with AP Research teacher and peer review activities; plan Presentation and Oral Defense.

April: Work on presentation; engage in one-on-one meetings with AP Research teacher and peer review activities; work in PREP; ***Presentation and Oral Defenses mid April (final dates TBA). All Academic Papers, Presentations and Oral Defenses must be uploaded by AP Research student and scored by the AP Research Teacher to the College Board by April 30th.***

May: Complete AP Exams in other subject areas to qualify for the AP Capstone Diploma; finish and submit PREP; work on AP Research course for next year; revise and submit work to journals, conferences, or other academic competitions; final exams

**AP Research Parent Letter**

Dear Parent or Guardian,

Hello!I am excited to be your student’s AP Research teacher this year! In addition to teaching at THE Boca Ciega High School for the past 11 years, I teach courses in Classroom Management, Reading, and cognitive theories to undergraduate and graduate Education students at the University of South Florida and Baldwin Wallace University.

Throughout my teaching career, I have taught every grade at the middle and high school level, and have taught at the

university level, so I can provide your student with comprehensive insight and skills they will need to be successful after

they graduate from high school. I believe all children can learn but must take responsibility for their own learning at the

high school level. One of my goals is to help your student take ownership of their learning and actions and guide them to

becoming a productive member of society.

I earned my Bachelor’s degree in English, with a minor in Education, as well as my Masters of Education in Secondary

English Education from the University of Florida (Go Gators!) and my Doctorate in Curriculum and Instruction, with a

Cognate in Educational Psychology, from the University of South Florida (Go Bulls!).

I firmly believe life-long success depends on self-discipline. The behavior and discipline policy has been developed to

help your student manage their own behavior and will be in effect at all times. Your student deserves to be a part of a

class that has a positive educational climate and is not disturbed by behaviors that prohibit the learning process. This class

is held to a collegiate standard, and we have much content to cover in the short time we are given; therefore students

who are not able to conduct themselves in a manner that benefits the class or prevent other students from learning will

face behavioral consequences. I refuse to allow a student to negatively affect another’s learning.

Your student has been informed of the course syllabus in its entirety, including the discipline policy and expectations,

but I would appreciate it if you would review the course syllabus with your student. Please keep the attached syllabus for

future reference in the event that any questions arise.

I will be communicating with you throughout the year to keep you aware of your student’s progress. Please feel free to

contact me at any time—I love parents!

Sincerely,

Dr. Jennifer Denmon, Ph.D.

THE Boca Ciega High School

**Please sign and return this by Friday, August 28, 2020**

I have read and understood the details of this syllabus, including requirements, AP Exam policy, and the plagiarism policy.

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Student Name (print) Student Signature

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Parent/Guardian Name (print) Parent/Guardian Signature

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Parent/Guardian Relationship to Student Other Number(s)-please specify

**My student is allowed to watch PG & PG-13 movies that are related to course content**

**YES NO**

**What should I know about you in order to help you be successful?**

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