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Curricular Requirements

- CR1a Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- See pages 3, 4
- CR1b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- See page 2
- CR1c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- See page 3
- CR1d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- See page 4
- CR1e Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 5, 6, 8
- CR1f Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See page 8
- CR1g Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 3, 4, 5, 6, 7
- CR2a Students develop an understanding of ethical research practices.
- See pages 4, 7
- CR2b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- See page 2
- CR3 In the classroom and independently (while possibly consulting any expert advisors), students learn and employ 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 elements:
- Introduction
 - Method, Process, or Approach
 - Results, Product, or Findings
 - Discussion, Analysis, and/or Evaluation
 - Conclusion and Future Directions
 - Bibliography
- See pages 5, 7



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- CR4a Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.
- See pages 3, 8
- CR4b Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work as evidenced by the PREP.
- See page 2
- CR5 Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.
- See page 8



AP Research Course Syllabus

Course Overview

The AP Research course operates as year two of the AP Capstone program. After teaching students how to *enter* the academic conversation in AP Seminar, the AP Research year is designed to instruct students how to *begin* that conversation. AP Research is an inquiry-based course that encourages students to locate a gap in their preferred discipline of study and to explore a topic of personal interest. Students are empowered to collect and analyze information with accuracy and precision in order to craft, communicate, and eventually defend their argument or their position.¹

Course Textbooks and/or Resources

- *AP Research Course and Exam Description*
- Academic papers from the National Conferences on Undergraduate Research (NCUR)
- Activities and exercises from the 2015 AP Research Student Workbook

Honor Policy

The subject matter and grading procedures of this class demand academic integrity on the part of young scholars. This includes but is not limited to the avoidance of any form of plagiarism, cheating, and/or any violation of the school's honor code, etc. A more specific explanation of these items is listed below:

- **The Honor Pledge:** The honor pledge must be written in full and signed on ANY work that you submit for a grade. **Note:** Students often like to shorten the pledge to “I pledge” and then sign their name. Since such a statement fails to clarify what exactly the student is pledging, he/she should write out the statement in full.
- **Cheating:** Students may not work together or collaborate on homework, make-up work, tests, quizzes, papers, or projects unless the teacher has given expressed permission to do so. Keep in mind that if cheating does occur, both the giver and the receiver of the information will be brought before the Honor Council. It is a violation of the Honor Code to discuss a test or quiz you have taken with a student who has not yet taken the test.
- **Plagiarism:** If you take information from a text and do not cite the source, if you present an idea or a concept that is not original without providing the source, or if you use a quote without giving credit to the author, you have plagiarized a work. Avoid copying or paraphrasing information from any resource without proper and accurate documentation. If you have questions about whether or not something would be considered plagiarism, please see the teacher. It is always better to “over-cite” in such an instance.

AP Capstone Policy on 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

¹ Adapted from the *AP Research Course and Exam Description*.



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. **[CR2b]**

[CR2b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

Grading Breakdown

PREP **[CR4b]** and WIP presentations:² 65%

Minor assignments:³ 35%

[CR4b] — Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work as evidenced by the PREP.

UNIT 1 (Weeks 1–6)

This unit will “bridge” the AP Seminar course with the AP Research course, focusing on the subtle yet significant differences between the two years. Students will revisit the core big ideas that operate as the Capstone framework and will read and discuss sample research papers in order to establish a target and/or an “end game” for their own work. **[CR1b]** Deadlines for final products will be established, the AP rubrics will be surveyed and understood, course-specific terms will be defined, and by the end of this unit, students will give their first elevator pitch for their potential research topic.

[CR1b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Materials:

1. QUEST framework
2. Rubrics (AP Seminar v. AP Research)
3. NCUR sample papers
4. “There is a problem” initiator
5. Sticky note posters

Activities:

1. Defining and locating “a gap” in the research: Students will identify and define new or unfamiliar terms on the AP Research Rubric such as method, implications, limitations, etc. In addition they will conduct a close reading of an article and identify these concepts within it.⁴ Finally, introductory conversations on what is meant by “gap” will promote the idea of formulating a narrow research question going forward. **[CR1b]**

² Generally speaking these are the documents that validate and “historicize” your research. They are vital to your success and will be evaluated regularly.

³ Minor assignments comprise anything from homework to reading quizzes to meeting itemized deadlines as you construct your research paper.

⁴ Day 1 activity from AP Research Teacher Community resources.

2. Introduce Process and Reflection Portfolios (PREP): Students will receive samples and instructions on keeping and maintaining their PREP. PREP not only validate and mark the evolution of the research, they also allow students to show their constant implementation of best practices gleaned in AP Seminar, i.e., the consideration of multiple perspectives, synthesizing information, analyzing arguments, evaluating evidence, etc. We will continue these skills throughout this course as indicted in these bi-weekly PREP entries. **[CR4a]**
3. Methods discussion and examples: Methods tables, definitions, explanations, and samples will be distributed to students.
4. Impromptu speeches: Students will engage in regular practice of presentation skills, rhetorical skills, and argumentation in front of peers. Verbal “QUESTing” will be a constant focus in the class throughout the year. **[CR1g]**
5. Students will practice writing annotated bibliographies. Students will use three instructor-provided thesis statements as the bases for constructing brief (three to five items) annotated bibliographies. **[CR1a]**
[CR1g]

[CR1b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

[CR4a] — Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR1a] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

Assessments:

1. Close reading (QUEST) exercises with sample papers: Students will discover and disclose various elements of the QUEST process in other people’s research.
2. Applying rubric to sample papers: Same as above.
3. Each student will select two (or more) papers that investigate an identical, or very similar, topic. The student will write a summary comparing how each paper approaches the topic (perspective) and how that perspective is related to the sources chosen as well as mode of presentation the paper employs. **[CR1c]**
4. Assumptions activities: Students will engage in a story telling game whereby what is absolutely true must be compared against what “might be” or “could be” true. The purpose of the exercise is to help students recognize that assumptions are made and allowed in research; however, recognizing assumptions and articulating them as such is essential.
5. Evaluating, critiquing, and revising sample research questions: Students will work with the research ideation-formatting tool provided at AP Research training. “There is a problem in or with _____.” Students will fill out numerous of these guided thought practices eventually centering on a few of their favorites. Evaluation will be done individually, in small teams, and as a large group. **[CR1a]** **[CR1g]**
6. First “elevator pitch” with poster: Students will prepare a three- to five-minute explanation or “elevator pitch” of their intended research question and process and present it to the class using a poster they have prepared. **[CR1a]** **[CR1g]**



[CR1c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

[CR1a] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

UNIT 2 (Weeks 7–15)

This unit will introduce discipline specific research methods and citation rules as students continue to whittle down their research topic and question. Students will begin the actual process of source mining and collecting initial literature on their topics. Expert advisors will be contacted and regularly scheduled work in progress (WIP) reports will take place. These can happen in personal interviews with the instructor or in class-wide seminar discussions whereby students can glean ideas and help from each other. By the end of this unit, students will have begun to collect data and/or information for their papers, will have started to compose annotated bibliographies, and on October 23, their final topic of inquiry proposal will be due.

Materials:

1. Style guides (MLA, APA, etc.)
2. Choosing a method tables 1-5
3. IRB form
4. Inquiry Proposal Form⁵
5. SMARTER searches and PAARC (Purpose, Authority, Accuracy, Relevance, Currency) test handouts
6. Sample annotated bibliography format

Activities:

1. Aligning inquiry and approach exercise(s): Using generic or pre-formulated sample questions, students will determine what type of approach, design, or method would yield the best results for such a research project. Students will be expected to apply the same critical eye to their own research question in order to determine the best approach or method. **[CR1a]**
2. The instructor will lead a discussion of the general principles of ethical research practice. This will include a review of situations that require securing approval of an IRB. Students will then be presented with a variety of exemplar situations for which they will discuss whether IRB approval is required and/or whether proper attribution and citation have been used. **[CR2a]**
3. Students will review sample inquiry proposals.
4. Students will construct an annotated bibliography of at least four initial sources obtained in support of their research question. The annotations should particularly focus on methods and styles of presentation utilized to synthesize and display information. Students will prepare a brief (~one page) reflection on the relative effectiveness of these methods and styles and their applicability to the student's research question. These will then be shared for peer review with the class. **[CR1d] [CR1g]**
5. Library time: Students will focus on how field of research will determine citation style. Librarians will help students make these determinations.

⁵ Found in the *AP Research Course and Exam Description*.

6. Defining “scope, sequence, and feasibility”: Students will receive, complete, evaluate, and eventually submit their final Inquiry Proposal Forms.⁶ Prior to final submission of the Inquiry Proposal Form, students will peer review each other’s proposals, and submit their form for a preliminary review by the instructor (with feedback to be provided). **[CR3]**

[CR1a] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2a] — Students develop an understanding of ethical research practices.

[CR1d] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR3] — In the classroom and independently (while possibly consulting any expert advisors), students learn and employ 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 elements:

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

Assessments:

1. PREP (see explanation above)
2. Annotated bibliographies (now included in PREPs)
3. First WIP report
4. WIP reports will replace impromptu speeches in Unit 2. Students will have two to five minutes to share their findings, their struggles, their intentions, and their progress with their peers in an informal presentation. PREP will provide the student with much of the information he/she will impart. Peer feedback is encouraged. **[CR1e]** **[CR1g]**
5. Final Inquiry Proposal Form sheet is due (October 23). The Inquiry Proposal Form will be reviewed and approved, or not approved, by the instructor. **[CR3]**

[CR1e] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR3] — In the classroom and independently (while possibly consulting any expert advisors), students learn and employ 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 elements:

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings

⁶ Found in the *AP Research Course and Exam Description*.



- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

UNIT 3 (Weeks 16–20)

This unit takes place over Thanksgiving and Christmas holidays and includes school wide exams. Therefore, rather than introduce much by way of new material, the time frame will be used by students to regularly meet with their expert advisors and to put into practice those skills garnered in Units 1 and 2. Students will continue to research, determine methods and alignment, and will begin to narrow down resources to determine which items are truly useful to their paper and presentation. Finally, the students will begin the earliest stages of composition. The only new material we will cover is that of plagiarism policies and ethical guidelines in data collection. However, being seniors, this will not be new territory for the students.

Materials:

1. AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information⁷
2. Citation examples

Activities:

1. Library time: Students will spend appointed time in the library in order to broaden their research options and to seek help from media specialists.
2. Meet with expert advisors: Students will begin the process of regularly meeting with their expert advisors as needed. These meetings, discussions, and the ensuing progress will now be included in the PREP.⁸
[CR1e]
3. Socratic seminars: Even though students are working almost exclusively on their own research papers at this point, it is essential to continue exercising those QUEST muscles. Weekly, students will read op-ed pieces or culturally relevant articles, watch political debates, report on items of importance in their fields of interest, etc., and will summarize main points/thesis, generate follow-up questions for clarification, connect information from at least one additional source, determine validity of both arguments and data, and predict future outcomes. [CR1g]

[CR1e] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Assessments:

1. PREP (see above)
2. WIP reports (see above)
3. Peer reviews: Students will collaborate with each other on the early drafts of their work. [CR1g]
4. Socratic seminar (see above)

⁷ Highlight AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information and importance to AP Research.

⁸ AP Research instructor will have met with teaching staff during the first quarter of the year to generate interest and eventually names of those willing to help students.

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

UNIT 4 (Weeks 21–26)

This unit will focus on the final product, specifically on the writing or the composition of the research paper as well as the preparation and, eventually, the performance of the oral presentation and defense. **[CR3]** Students will work independently on their final products with insight and counsel from their instructor, their expert advisor, and their peers. Focus will be placed on the clear, concise, and effective communication of ideas and information both generated and validated by the students’ research.

[CR3] — In the classroom and independently (while possibly consulting any expert advisors), students learn and employ 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 elements:

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

Materials:

1. “They Say, I Say” template (see further explanation below)
2. Two-minute speech prompts
3. Oral defense questions: Students will respond to one question from teacher or audience after two-minute speech. **[CR1g]**
4. Noodle tools, RefME app, and/or Zotero (useful citation tools): Focused work on bibliography, quote integration, and in-text citation rules. **[CR2a]**
5. Graphic organizer for peer reviews

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2a] — Students develop an understanding of ethical research practices.

Activities:

1. Socratic seminars (see above)
2. PREP (see above)
3. WIP reports (see above)
4. Presentation exercises and practice: Students will perform impromptu speeches and receive a visit from the school’s theatre director. **[CR1g]**
5. Revising papers and finalizing presentations: The “They Say, I Say” template is a great exercise not only for synthesizing information and understanding context and perspective, but also affords students some beneficial ways to avoid “plop” quoting their research or authors. We will work on using introductory words and phrases in order to cleanly segue ideas or to transition from one point to the next in the papers. **[CR1g]**



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6. After submission of the final paper, and the final presentation and oral defense, students will give short five-minute presentations that summarize the relevance of their research and perceived natural extensions of their work for future development. **[CR1f]**

[CR1g] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR1f] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Assessments:

1. Peer reviews: Students will be partnered with a classmate who will provide a guided peer review of his/her partner's research paper before the final draft is submitted. The AP Research rubric will be used to construct the tally sheet and guide the peer review process. **[CR1e]**
2. PREP **[CR4a]**
3. Final paper (due April 1)
4. Final presentation and oral defense (begin April 14) **[CR5]**

[CR1e] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR4a] — Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.

[CR5] — Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.