

Syllabus Development Guide: AP[®] Research

The guide contains the following sections and information:

Curricular Requirements

The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.

Scoring Components

Some curricular requirements consist of complex, multipart statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.

Evaluation Guideline(s)

These are the evaluation criteria that describe the level and type of evidence required to satisfy each scoring component.

Key Term(s)

These ensure that certain terms or expressions, within the curricular requirement or scoring component that may have multiple meanings, are clearly defined.

Samples of Evidence

For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.



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Curricular Requirement 1

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 1a

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

Evaluation Guideline(s)

The syllabus must describe an assignment or activity in which students develop a focused research question. This must be prior to the Inquiry Proposal and Performance Task.

The syllabus must describe an assignment or activity in which students develop an aligned research method. This must be prior to the Inquiry Proposal and Performance Task.

Key Term(s)

None at this time.

Samples of Evidence

1. Drafting of Research Question: Students will differentiate between well- and poorly-formed research questions and develop their own initial research questions according to these criteria. Working with other students, they will offer and receive feedback on their research question drafts.

Finalization of Research Question and Purpose of Inquiry: Students will develop a clearly articulated research question that is capable of being researched at this level and also clearly communicates the purpose/goals of the inquiry. This research question will be used as a foundation for the remaining formative assessments for the course.

This unit will continue focusing on alignment of method with the literature currently available on the topic and see the students forming complete drafts of their literature review component of their final papers. Revisions may be necessary throughout as new sources provide new insights, but at some point the students will need to know when they have collected enough data and are ready to focus on collecting data that addresses identified gaps on the literature review.

Samples of Evidence

(continued)

2. Students will review strategies to help them transform identified topics of inquiry into problem statements and ultimately into effective research questions. They will define the criteria for good research questions and practice writing, evaluating, and revising their own. They will collaborate with other students to evaluate and revise research questions for their scope, focus, value, and feasibility.

Annotated Bibliography: Inquiry Methods of the Field of Study. Students will identify the research question, variables, measurements, and limitations within published quantitative, qualitative, and mixed-methods research studies. Students will differentiate between the purpose and components of quantitative, qualitative, and mixed-methods studies; describe procedures used for analysis in sufficient detail to permit understanding of how the data were analyzed and the processes and assumptions underlying specific techniques; and evaluate the fit between the purpose of the proposal, its research design, and its data collection strategy as it pertains to their inquiry (at least five sources).

3. Following direct instruction on crafting effective research questions, students practice this skill in small groups and individually. Then they apply this developing skill to the areas of inquiry that interest them, ultimately drafting possible research questions in the PREP.

Students present their possible research questions to the entire class in a poster presentation, defending their choice, explaining their planned research project and research method, and considering peer and instructor feedback.

Students evaluate the strength of a series of research questions or topics and revise them if necessary. Students identify the implied approach and design of the research questions. Using background information on general research methods, students identify one of the three research methods (qualitative, quantitative, mixed) to align with the implied goals of the research questions.

Curricular Requirement 1

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 1b

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

Evaluation Guideline(s)

The syllabus must demonstrate that students have opportunities to analyze studies, artistic works, or perspectives of others in the field of study to contextualize a research question and refine an inquiry process.

These must be prior to the Inquiry Proposal and Performance Task.

Key Term(s)

None at this time.

Samples of Evidence

1. Students work through an initial information search and annotation process to improve their search skills. They will create annotated bibliographies to record their initial searches and align their questions with a larger research community.

Using the PAARC (Purpose, Accuracy, Authority, Relevance, Currency) test for credibility, students will engage in activities to increase their skills with evaluating sources of information. This evaluation will include consideration of the alignment of the source, research question, and the goal of their inquiry.

Students construct (or revise) an outline of their review of the relevant scholarly literature and identify where the works they have already read or otherwise engaged will be cited within that outline. Students include a bibliography to help the reader identify the works cited throughout their outline.

2. Students identify and read one to five sources to develop an annotated bibliography to contextualize their research question. Within the annotated bibliography, students will cite the bibliographic details, briefly summarize the source, and comment on its credibility and usefulness to their inquiry.



Samples of Evidence

(continued)

Conduct Research and Develop Annotated Bibliography II: Discipline-Specific Style with Literature Review. Students will perform an in-depth literature review that lists the scholarly source materials used and describes information and perspectives these materials offer relating to their research question. Students will demonstrate the literature review's comprehensiveness in breadth, relevance, currency, availability, and authority within chosen resources, using the discipline-specific style common to the field of study. There must be at least 12-20 sources.

3. In a series of activities, students complete a jigsaw activity with a variety of TED Talk videos on trees. They discuss how the TED Talk videos strategically include evidence to support their claims, analyzing and evaluating the arguments and lines of reasoning. Finally, students work in groups to come to consensus and formulate a rationale about which argument is the strongest based on their analysis and evaluation. They then explain their judgment to the instructor and class.

Curricular Requirement 1

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 1c

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

Evaluation Guideline(s)

The syllabus must describe an assignment or activity in which students identify and evaluate a range of perspectives related to a research question or a field of study.

This must be prior to the Performance Task.

Key Term(s)

Perspective: a point of view.

Samples of Evidence

1. In Units I and II, students will be assigned a collection of primary text documents to read and analyze, and asked to identify a theme connecting the texts and the multiple perspectives that are identifiable within that theme. In subsequent units, selecting one of these texts, students then evaluate the strengths and weaknesses of the argument.
2. To demonstrate their understanding that simply obtaining a large number of sources ("search quantity") is less important than a careful and considered analysis of sources ("research quality"), students will evaluate the strength of a series of annotated bibliography entries as these pertain to the students' questions and the AP Research course requirements.

Students will then add five to 10 additional sources to their initial search annotated bibliography, indicating the value of each to "comprehensive review" of the literature of the field, including its multiple perspectives.

3. Students will consider a historical example of an (at the time) unresolved question and examine the various proposed resolutions of that question, identifying the various perspectives used, assumptions made, and proposed approaches to obtaining a resolution.



Samples of Evidence

(continued)

Each student will select a pair of research studies on the same (or similar) topic. The student will then compare how the sources identified and utilized in each study, as synthesized in that study, led to different conclusions or different emphases on the same conclusion. Students will repeat this activity once their Inquiry Proposal is approved.



Curricular Requirement 1

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 1d

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

Evaluation Guideline(s)

The syllabus must demonstrate that students have opportunities to develop the skills needed to synthesize data or information.

These must be prior to the Performance Task.

Key Term(s)

Synthesis: the combination of accumulated knowledge and emerging ideas, perspectives, and conclusions.

Samples of Evidence

1. Students will review the Discussion and Conclusion sections of three sample research papers and identify common elements of data/information display, analysis, and synthesis in these sections.
Students will use the common elements they identified in the Discussion and Conclusion sections to draft an outline of their own corresponding sections.
2. Students will form an argument of their own based on the conclusions derived from the information they collected by their chosen research method, blend multiple sources or pieces of information, and draw conclusions. Students will engage in peer review with their fellow classmates and/or expert advisors to determine the strength of these sections according to the Academic Paper rubric.
Then students will draw upon this feedback to refine their drafts.
3. Students review scholarly articles related to their areas of interest with a focus on how authors identify an area of inquiry, lay the foundation for their studies, and align their research methods. This review process will lead to development of an annotated bibliography of the articles and culminate in



Samples of Evidence

an elevator pitch or poster presentation where the student gives a short, oral report on their line of inquiry in relation to the articles they reviewed.

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Curricular Requirement 1

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 1e

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

Evaluation Guideline(s)

The syllabus must identify opportunities for students to engage with a team of peers, expert advisors, or teachers to refine a scholarly work.

These must be prior to the Performance Task.

Key Term(s)

None at this time.

Samples of Evidence

1. Throughout this unit, students will finalize their own research, using both formal and informal peer review opportunities to revise their writing. Students will also begin to plan their oral presentations as they develop conclusions from their inquiries.
2. Peer Review Activity I: Students will seek out peers who are conducting research projects in unrelated fields or subjects. After conducting one-on-one peer review sessions, students will reflect on the feedback they found most useful and answer the guiding question of how this feedback will influence the revision of their work.

Expert Advisor Activity I: Students will seek out expert advisors who are conducting research in fields related to their topics. Students will reflect on the feedback they found most useful and answer the guiding question of how this feedback will influence the revision of their work.
3. Students will develop their methods in scheduled consultations with the AP Research teacher and expert advisors to ensure alignment between the question type and research method. Students will also revisit ethics requirements to ensure that proper guidelines are followed in this process.



Curricular Requirement 1	Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.
Scoring Component 1f	Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
Evaluation Guideline(s)	The syllabus must describe an assignment or activity in which students reflect on the significance or contribution of their scholarly work in a larger context.
Key Term(s)	None at this time.
Samples of Evidence	<ol style="list-style-type: none">1. Students will use their PREP to reflect on the research process and the larger context of their scholarship. This reflection will be based on instructor prompts, questions, and activities. Among other things, students will be expected to consider how their research contributes to the larger research community and the implications of their research for their own development as scholars.2. Prior to writing the Conclusion section of their academic paper, students meet in roundtable discussions with their peers to explore the significance of their work for the larger field of study. Students record peer feedback in their PREP to inform future versions of their academic papers.3. Following submission of the academic paper, presentation, and defense, students construct a brief research proposal for an extension of their work, addressing questions answered, new questions raised, and the significance of these.

Curricular Requirement 1	Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.
Scoring Component 1g	Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
Evaluation Guideline(s)	<p>The syllabus must demonstrate that students have opportunities to develop written communication skills, applying an appropriate disciplinary approach. These must be prior to the Performance Task.</p> <p>The syllabus must demonstrate that students have opportunities to develop oral presentation skills tailored for a specific audience. These must be prior to the Performance Task.</p>
Key Term(s)	None at this time.
Samples of Evidence	<ol style="list-style-type: none">1. Through the process of developing their Inquiry Proposal Form, students identify the topic of study, research question, preliminary research, methodological and ethical considerations, and disciplinary style. Once approval has been granted by the AP Research teacher, the student may seek an expert advisor and begin the research process. If the Inquiry Proposal requires a more extensive consideration of ethics and potential harm (for example, involvement of human subjects), Institutional Review Board (IRB) approval will be required. Students present a preliminary Inquiry Proposal via a poster presentation (via a single PowerPoint slide) for peer review, identify the type of expert advisor they will need and begin seeking such assistance, finalize and submit their proposals, and reflect on feedback provided. Proposals will be further refined in subsequent presentations.2. From January to March, students compose, peer review, and submit their academic papers, ensuring all components are present and meet rubric criteria. Students will then use TurnItIn to check proper attribution of sources. They will also submit any additional scholarly work (project, product, or performance) used to support the paper.



Samples of Evidence

(continued)

Students will compare discipline-specific formats and citation styles to understand differences in emphases among the disciplines and to develop rationale for choosing a style for their academic paper.

Students will prepare and deliver an oral presentation on a topic using no visual aids or other media. Students will then prepare and deliver an oral presentation on the same topic utilizing visual aids and other appropriate media. This is followed by a short written reflection on the challenges and opportunities of making and delivering each presentation.

3. A series of activities will assist students in the planning, revision, and completion of their formal research proposals, which they will submit by the stated deadline. We will discuss plagiarism to ensure that students know how to give full credit to their sources using a disciplinary-specific style as they plan and collect their information.

Students will engage in the strategies of a poster presentation, elevator speech, and peer review multiple times to strengthen their skills in distilling their research proposals to key elements and presenting their proposals in a succinct and effective manner.

Curricular Requirement 2	Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
Scoring Component 2a	Students develop an understanding of ethical research practices.
Evaluation Guideline(s)	The syllabus must describe an assignment or activity in which students develop an understanding of ethical research practices. This must be prior to the Inquiry Proposal.
Key Term(s)	Ethical research practices: laws, rules, and guidelines that govern the conduct of researchers (e.g., IRB approval process, consent forms, etc.).
Samples of Evidence	<ol style="list-style-type: none">1. Students will study controversial projects such as the Milgram obedience experiment and the Stanford prison experiment to understand the importance of ethical practices that involve human subjects research. We will follow this up with a discussion of Institutional Review Boards (IRBs), what kinds of research require IRB approval, and how the approval process works.2. Students will be instructed in the ethical principles and practices of research that involves human subjects. Students will review a series of inquiry proposal forms and evaluate them for the use of ethical research practices. Students will provide suggestions for revision based on the guidelines in ethical research practices. All such studies must be approved by the school's Institutional Review Board (IRB). A representative of the school's IRB will discuss the approval process with students.3. Students will review background information on ethical research practices and IRB approval criteria. Students will peer review each other's inquiry proposal forms and provide feedback on how to transform their methods/questions to become IRB exempt or to gain IRB approval if necessary.



Curricular Requirement 2	Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
Scoring Component 2b	Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
Evaluation Guideline(s)	The syllabus must include the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information statement verbatim and in full.
Key Term(s)	None at this time.
Samples of Evidence	<ol style="list-style-type: none">1. AP Research students will be instructed in the high standards of academic honesty and research ethics. As an additional safeguard against plagiarism, AP Research work will be submitted to the TurnItIn program. 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 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



Samples of Evidence

(continued)

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.

2. AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:

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.

Common Knowledge, Copyright, and Plagiarism Activity: Students will read a series of 10 scenarios/statements and work with the teacher to indicate whether the scenarios/situations represent common knowledge, violation of copyright or intellectual property, and/or plagiarism. Students will provide rationale for their decisions.

3. Students read and discuss the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:

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



Samples of Evidence

fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

(continued)

Curricular Requirement 3

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

Evaluation Guideline(s)

The syllabus must include evidence that teachers review and approve the Inquiry Proposal.

The syllabus must identify the time and opportunity for students to complete the AP Research Academic Paper.

Key Term(s)

None at this time.

Samples of Evidence

1. The syllabus includes a timeline for the review and approval of the Inquiry Proposal and submission of the academic paper.
2. After receiving teacher approval of their Inquiry Proposal, students will complete and submit their final research project. During the process they will go through an extensive peer and expert-in-the-field review process in addition to a rubric-based assessment of their own work.
3. The syllabus includes reference to the writing and approval of the Inquiry Proposal. The syllabus also identifies a timeframe for students to compose, revise, and complete the academic paper.

Curricular Requirement 4

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisors as needed, and reflections on their thought processes. Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work.

Scoring Component 4a

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

Evaluation Guideline(s)

The syllabus must make explicit reference to the PREP throughout the course.

The syllabus must at a minimum include a description of the following: students' documentation of the inquiry processes, communication with teachers and any expert advisors, and reflections on thought processes.

Key Term(s)

None at this time.

Samples of Evidence

1. September: In their PREP, students will describe an instance in which they considered an idea, spent some time exploring that idea, and later determined that it was not useful for their line of inquiry. They include what the idea was, which activities they did in exploring it, and why they determined that it would not be useful for their line of inquiry.

November: Students will include the following written assignment in their PREP:

Write a draft of the text for a scholarly blog post that you might write about your work. Peers review the draft blog post, and students reflect on these comments in their PREP.

February: In their PREP, students will respond to the following prompt: One of the goals of AP Research is that students become more insightful thinkers and scholars. In what specific ways have you acquired new habits of critical thinking and inquiry?

April: Students will respond to the following PREP prompt: What was the first draft of your research

Samples of Evidence

(continued)

- question? How did it change from the first to the final version? What contributed the most to this change?
2. To keep track of the inquiry process, students are required to keep a digital Process and Reflection Portfolio (PREP) journal, a formative assessment tool, which will be shared with and reviewed by the AP Research Teacher. Throughout the course, students use the PREP to chart their engagement with the QUEST ideas, with special attention paid to the following:
 - Their choice of a research question and what prompted their interest in the topic
 - Their research process, including important sources (documents, people, multimedia)
 - 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 they have encountered, as well as attempted solutions
 - Conversations with the teacher and expert advisor(s)
 3. Students will maintain a Process and Reflection Portfolio (PREP) to document moments of challenge, record feedback from peers, teachers, and expert advisors, and reflect on how their initial hypothesis and assumptions evolved throughout the inquiry process. Students will also curate artifacts of their written work, document any communication with expert advisors, and document how they addressed peer, teacher and/or expert advisor feedback in their PREP throughout the course. The teacher will review the students' PREP every two weeks through short face-to-face check-ins to formatively assess students' progress.



Curricular Requirement 4

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisors as needed, and reflections on their thought processes. Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work.

Scoring Component 4b

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.

Evaluation Guideline(s)

The syllabus must indicate that the teacher reviews and provides feedback on the PREP throughout the course.

Key Term(s)

None at this time.

Samples of Evidence

1. Students will review the requirements of the Inquiry Proposal Form and use some of the activities, prompts, and weekly teacher feedback from the PREP, as well as the work they have done so far in first quarter to complete the proposal and submit it for approval and feedback. Students continue to record weekly PREP journal entries and submit them for feedback throughout the course.
2. Bi-Weekly Work-In-Progress (WIP) Interview: Students maintain a research portfolio that records revisions, amendments, and reflections during the inquiry process. Within this PREP, students also prepare and periodically update the project timetable or plan that clearly outlines what activities must be accomplished and the deadlines by which the objectives of the course must be achieved. The teacher will review the PREP during scheduled conferences.
3. Students will have weekly one-on-one appointments with their AP Research teacher to discuss their PREP. Students will use these meetings to develop and revise their work throughout the year.



Curricular Requirement 5

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

Evaluation Guideline(s)

The syllabus must identify the time and opportunity for students to develop and deliver a presentation and an oral defense.

Key Term(s)

None at this time.

Samples of Evidence

1. March to mid-April: Students refine their presentation skills through practice presentations and peer review sessions. They practice responses to oral defense questions to exhibit the depth of their knowledge and articulate the choices they made in the design, interpretation, and synthesis of evidence in their research project. Students schedule and present their presentation and oral defense.
2. Students will prepare their presentation using an appropriate medium. They will familiarize themselves with the potential questions that may be posed during the Presentation and Oral Defense. In small groups, students will rehearse and record their practice presentations. They will then participate in peer review activities and assess their own presentation practice using the rubric guidelines. Students' assessment of their own practice presentation will be recorded in their PREP. This practice will culminate in students' final presentation and oral defense.
3. The syllabus includes reference to a student- developed presentation and oral defense, and gives a timeframe for student practice and completion.