

**AP Research Syllabus  
2017/2018**

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Office hours:	I have “open periods” 1 <sup>st</sup> , 2 <sup>nd</sup> and 4 <sup>th</sup> <i>However it’s good to arrange ahead. I’m easily available, but I have IEP’s, staff meetings, etc...so just let me know when you’d like to come in to see me! Always feel free to e-mail. I respond quite quickly</i>

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**Overview:**

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 their 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 of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

**AP Capstone Research Course Content**

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.

**Class Format:**

The class will be driven by the interests and research of the individual student. The Fall semester will include some teacher driven instruction in order to help students identify a topic of inquiry as well as a knowledge community and discipline. However, much of the focus of this course will be on the student’s own research. Because of this, students need to be both responsible and motivated.

Condensed Calendar For Fall Term 2018

Date	topics	readings/student workbook	Due in PREP
August 20-24	intro to class. Go over course fees and expectations. Discuss how Research differs from AP Seminar.	What is research? <b>"Project DARE Outcome Effectiveness Revisited"</b> and <b>Student example: Archetypes as Applied to Japanese Animation:</b> SWB: Lesson 1. Part one with group. Questions individually.	Questions from teacher/reflections on SWB lesson
Aug 27-31	How to think/research	Reading <b>The Effect of Diaphragmatic Breathing on Attention, Negative Affect and Stress in Healthy Adults.</b> SWB: Lesson 2 (individually)	Questions from teacher/reflections on SWB lesson
September 4-7	Research Methods 1: quantitative	<i>Practical Research (text)</i> Chapter 6, 7 and 8 (partial sections of each) Reading <b>TBD</b>	Questions from teacher/reflections on methods
September 10-14	Research methods 2: qualitative	PR chapter 9 and 11 (sections from each) Reading <b>TBD</b>	Questions from teacher/reflections on methods
September 3rd	<b>no school Labor Day</b>		
September 17-21	Research methods 3: mixed	PR chapter 12 Reading <b>Traditions and Alcohol Use: A Mixed-Methods Analysis</b>	Questions from teacher/reflections on methods
September 24-28	Mini-research project and presentation #1: methods analysis	Project description, parameters and rubric handed out week prior	reflection on mini-research project
October 1-5	Research methods 4: humanities	PR chapter 10 Reading <b>Baseball and the American Character: Exploring the Influence of the National pastime o the Origins of the Contemporary American Identity</b>	Questions from teacher/reflections on methods
October 8-12	research methods 5: surveys	<i>Practical Research (text)</i> Chapter 6, 7 and 8 (partial sections of each) Reading <b>PEW research</b>	Questions from teacher/reflections on methods
October 15-19	research methods 6: observation	PR chapter 9 and 11 (sections from each) reading <b>Jelly's Place</b> (Chicago)	Questions from teacher/reflections on methods
October 22-26	Mini-research project and presentation #2: methods analysis	Project description, parameters and rubric handed out week prior	reflection on mini-research project
October 29-November 2	Independent research/work week one	SWB: Lesson 3 and PR chapter 1	topic of inquiry. Initial research question
November 5-9	Independent research/work week two	SWB: Lesson 4 and PR chapter two	solid research question. 5 usable sources. Who

			are experts in your field
<b>November 12-16</b>	Independent research/work week three	SWB: Lesson 5 and PR chapter three	foundational texts. Summary of research so far
<b>November 19-23</b>	Thanksgiving Break		
<b>November 26-30</b>	Independent research/work week four	SWB: Lesson 6 and PR chapter four	10 usable sources. Identify "experts" with which to make contact
<b>December 3-7</b>	Independent research/work week six	SWB: Lesson 7 and PR chapter five	15 usable sources. Rough draft of Research proposal
<b>December 10-14</b>	Finals Week		Final research proposal and presentation of literature review so far (this will be presented during finals period)

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**Calendar and due dates for Spring term will be released in December.**

## **Student Expectations and Responsibilities**

### **Participation and Attendance Policy**

Attendance is mandatory and will be taken daily. If you are not here, you cannot contribute. When you are absent, it is your responsibility to get your absence parent verified by the front office and meet with me for missed assignments or notes. If you know you will be absent (ie sports or extra-curriculars) please get with me prior to your absence to get your work.

### **Classroom Policies**

As an educator, I like to have an open and democratic classroom. If you need to leave the room to use the restroom, get water or just take a break, this is fine. The one behavior expectation in my classroom is respect: respect me, respect your peers, and most importantly respect yourself.

That being said, there are two "rules" that must also be followed:

1. Since we are in this great new building, the respect rule continues to our surroundings. While water and very light snacks (like a granola bar or fruit) are fine,

no other foods or drinks are allowed. If you feel you need a coffee “pick me up”, it better have a strong lid!

2. Over the past few years as an educator, I have read more and more studies about the negative side effects of prolonged and/or consistent cell phone use. Even when we are not on our phones, we are often thinking of them. We are tethered to these phones in ways we do not even fully understand. I want students to be able to focus in my classroom, and the science shows, cell phones do not allow for consistent focus. Because of this, cell phones are strictly prohibited in my classroom. All phones need to be put away prior to entering the classroom. If there is an emergency and your parents need to contact you, they should feel free to call the front office (505.324.0352). If you would like to read the various research on this field, I would be happy to provide it. And if you are able to find research that disproves this, please send that my way and we can talk about it!

### **Communication:**

Students and parents are encouraged to meet with the teacher to discuss any concerns about course progress. Please direct email (best contact method) to [jcarlisle@fms.k12.nm.us](mailto:jcarlisle@fms.k12.nm.us) or call (505) 324-0352 x5540 and leave a message to schedule a time to talk.

**I can be reached via email for any questions or to submit assignments. Also, information and course readings (not from the text) can be accessed via my FHS website.**

**I will do my best to respond in a timely manner to all emails. However, I cannot guarantee a reply after 7pm. Please be respectful of my time, as I will be respectful of yours.**

### **Ethical Research**

The U.S. Department of Health and Human Resources outlines in the Belmont Report specific regulations for the protection of human subjects involved in the research process. All students' research proposals will be vetted for potential harm to human subjects to determine the need for an institutional review board approval. Students will receive instruction on ethical research practices during Unit 1 of the course.

### **Equity and Access Policy (as per the College Board)**

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

### **AP Capstone policy on plagiarism:**

The school's academic honesty policy is clearly outlined in the student handbook; it is the student's responsibility to read it and understand it. The ap capstone plagiarism policy states that “a student or team of students who fails to acknowledge...the source or author of any and all information or evidence taken from the work of someone else will receive a score of zero on that particular component of the ap seminar assessment.” Cheating is a very serious academic

offense and will not be tolerated in this class. Any student who plagiarizes or otherwise cheats on any assignment will earn an “F” on the assignment and will not be allowed to make it up or earn extra credit for the points the assignment was worth, in addition to other school-wide consequences (including referral to administration, possible suspension, parent conference, reduction of semester grade, activity ban, etc.).

### **Evaluation and Grading for the Course:**

*See the FHS student handbook for a full description of the grading policy:*

*[Http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf](http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf)*

### **PREP : Process and Reflection Portfolio**

The primary purpose of the PREP is to document your development as you investigate research questions and to ensure that you have shown a sustained effort throughout the inquiry process. Throughout the inquiry process, you will document your research or process, communication with expert advisers, reflections, and thought processes while you complete your research. I will have a number of teacher directed prompts for this book, but you should also be completing work in it on your own. Early Fall term, you will have questions/reflections on work completed in the Student Workbook and from our lessons on methods. Late Fall and Spring term, you will also be required to submit SMART goals each month in your prep. These will be completed in class on each of our late start days. Beyond these dates, I will be checking these periodically when I choose. Regardless of the date, students should be ready to share work from the PREP journal.

### **Annotated Bibliography**

Once individual research begins on your topic of inquiry, you will complete an ongoing annotated bibliography. Your final research paper submitted to the Digital Portfolio may not have everything you use throughout the year, but I want every resource in the annotated bibliography for the class grade. These will also be checked periodically and students must be ready to show progress on these when asked.

### **Research practice activities from student workbook:**

Each Fall unit will have a number of in-class assignments students will complete in order to hone the skills required to complete scholarly research. These come from the College Board’s Student Workbook and our work on Methods and will vary from week-to-week.

### **End of term assessments**

The Fall term will include three major assignments: Two “mini-research projects” and the research proposal/literature review. The Spring term’s major assignments will be the completion of the research paper and presentation in a timely manner.

### **Final Exams: (each 20% of the term grade)**

Taken in both the Fall and Spring per FHS guidelines

***Due dates for all assignments as well as exam dates will be given well in advance listed both on the assignment as well as the unit calendars. Students absent on these dates need to turn in assignments or arrange for exam make-ups immediately upon their return to class. It is the student’s responsibility to meet with me to make these up. All due dates are important, but i understand extenuating circumstances. Communication is vital! If you do not meet with me about an assignment you are having trouble with prior to the due date, it will be expected to be on time and will result in a zero if not submitted.***

## **AP Research Assessment Due to the Digital Portfolio on April 27th:**

Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is approximately 4,000–5,000 words, and the presentation and defense take approximately 15-20 minutes.

### **Assessment Overview**

- Academic Paper — 75% of score
- Presentation and Oral Defense — 25% of score

### **Format of Assessment**

#### Academic Paper

- Introduces and contextualizes the research question and initial student assumptions and/or hypotheses
- Reviews previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., Literature Review)
- Identifies the gap in the current field of knowledge to be addressed
- Explains and provides justification for the chosen method, process, or approach
- Presents the findings, evidence, results, or product
- Interprets the significance of the findings, results, or product; explores connections to original research question
- Discusses the implications and limitations of the research or creative work
- Reflects on the process and how this project could impact the field
- Discusses possible next steps and/or future directions
- Provides a complete list of sources cited and consulted in the appropriate disciplinary style

#### Presentation and Oral Defense

All students will develop a 15–20-minute presentation (using appropriate media) and deliver it to an oral defense panel. Students may choose any appropriate format for their presentation, as long as the presentation reflects the depth of their research. Prior to the presentation, students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) will arrange for the teacher and panelists to view the scholarly work.

The defense will include three to four questions from a panel consisting of the AP Research teacher and two additional panel members (chosen at the discretion of the AP Research teacher).

Non-discrimination clause:

**FMS policy: “the Farmington municipal schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age or disability in its programs and activities.” If you feel you need accommodations due to the facility or the delivery method in the classroom, please communicate this with the instructor, your guidance counselor, or with the high school administration. See the student handbook for more information regarding the FMS policy. [Http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf](http://fhs.fms.k12.nm.us/fhs-studenthandbook.pdf)**



## Appendix One:

### College board assessments

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Coursework will focus on preparing students for the following three major assessment tasks that will determine the AP score:

I. Team project and presentation .....	25% of AP score
II. Individual research-based essay and presentation .....	35% of AP score
III. End-of-course exam .....	40% of AP score

#### **Performance assessment task one: team project & presentation**

- Students work in teams or 3-4 to decide on a theme, narrow their topic, develop a research question, and research.
- Students write an individual essay (1200 words) with a reflection (800 words).
- Students combine their individual essays into a team essay (3000 words).
- Students create a 8-10 minute team multimedia presentation.
- Students answer defense questions posed by the teacher at the conclusion of the presentation.

Counts as 25% of the total AP score

Dates: December to January

#### **Performance assessment task two: individual project & presentation**

- Students work individually, using the sources provided by the college board, to develop a research questions and find information from a variety of sources.
- Students write an individual essay (2000 words).
- Students give a 6-8 minute multimedia presentation.
- Students answer defense questions posed by the teacher at the conclusion of the presentation.

Counts as 35% of the total AP score

Dates: February to April

#### **AP seminar end of course written exam**

Counts as 40% of the total AP score

Date: May 5, 2015