

Course Title:	AP Research
Department:	Elective
Course Number:	1909
Grade Level/s:	12
Length of Course:	Year
Prerequisite/s:	Successful completion of AP Seminar
UC/CSU (A-G) Req:	G (Pending)
Brief Course Description:	<p>AP Research, the second course in the AP Capstone program, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, students further develop skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices as well as accessing, analyzing and synthesizing information. Students reflect on their skill development, document their processes and curate the artifacts of their scholarly work through the development of a portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit or product where applicable) and a presentation with an oral defense.</p> <p>Students attempting to receive college credit for Advanced Placement are required to pass the College Board exam with a three or higher which validates coursework. This exam is not a requirement.</p> <p>Student fees are allowable for Advanced Placement examinations for the possibility of college credit, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay the required AP reduced fees.</p>

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I. GOALS

The students will:

- A. Develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas
 1. Question and Explore: Read critically, pose questions and identify issues that compel further exploration
 2. Understand and Analyze: Use specific tools (re-reading, questioning and considering multiple perspectives) to break down an idea or argument into parts that make sense
 3. Evaluate Multiple Perspectives: Identify the variety of perspectives/POC/arguments of an issue and consider any bias to determine the validity of that point of view
 4. Synthesize Ideas: Create new perspectives after evaluating other perspectives and establish a unique position or claim using a variety of resources designed for a specific audience
 5. Team, Transform and Transmit: collaborate and communicate clearly and effectively to transform both participants and audience

- B. Develop and practice reasoning processes to make intentional and strategic decisions. The reasoning processes include:
 1. Situating: being aware of the context of one's own as well as others' perspectives and realizing that individual bias can lead to assumptions
 2. Choosing: making intentional and purposeful choices, realizing that choices have both intended and unintended consequences
 3. Defending: being able to explain and justify personal choices, logic, line of reasoning and conclusions
 4. Connecting: seeing similarities within and across disciplines, concepts and cultures that may at first seem disparate

- C. 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 components:
 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

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

Semester 1

- A. Developing Research Essentials
 - 1. Establish research awareness and skills
 - 2. Establish a research question and obtain an expert adviser within the discipline
 - 3. Understand the oral presentation template and defense of the research question

- B. Collating Sources and Literature Review
 - 1. Collate sources to understand the larger body of knowledge
 - 2. Understand the purpose and learn how to compose a literature review
 - 3. Complete an oral presentation involving a literature review of the research question

- C. Research Design and Methods
 - 1. Develop knowledge of research design and methods
 - 2. Understand and implement ethical research
 - 3. Prepare, complete and revise oral presentation

Semester 2

- A. Findings and Analysis of Data
 - 1. Collection of data aligned to the research question
 - 2. Composing findings within the research paper
 - 3. Understand the functionality of data analysis and statistics as it related to the research question and paper

- B. Data Interpretation and Final Composition
 - 1. Complete data analysis
 - 2. Complete data interpretation and conclusions
 - 3. Finalize academic research paper aligned with the research question

- C. Oral Presentations and Defense
 - 1. Prepare oral presentation and defense
 - 2. Practice and revise the oral presentation and defense from peer and instructor feedback

- D. Publication and Poster Presentations
 - 1. Prepare a student publication or journal including research products
 - 2. Prepare a formal academic poster aligned to the research question and paper

III. ACCOUNTABILITY DETERMINANTS

- A. Key Assignments
 - 1. Inquiry Proposal Form: Prior to engaging in research, students will submit an Inquiry Proposal Form, which clearly identifies the topic of study, research question, preliminary research, and methodological and ethical considerations. Once approval has been granted, students will seek a consulting expert and begin the research process.
 - 2. Annotated Bibliography: Students are required to gather approximately 40 research sources fall into the following categories: discipline specific, historical, current climate and variety of research methods.
 - 3. Literature Review: Students will complete a literature review for the research paper. The literature review will communicate the value and benefits of the research.
 - 4. Research Question Presentation: Students present their research question utilizing a line of reasoning, based upon their exploration of the BOK (Body of Knowledge).
 - 5. Presentations of Method Components: To gain further knowledge regarding how to build a research method, students complete mini-presentations in which each group is responsible for deeply understanding the concepts of one component and then sharing with the class. A major portion of these presentations will be to illustrate the implications of various methods regarding the alignment of a research question to a method.
 - 6. Mock Presentations in Discipline Cadre: Students will conduct presentations in discipline cadres. This will allow for peer feedback and practice. Presenters organize a way to record their mock presentation for personal reflection purposes.

- B. Assessment Methods
 - 1. Skill mastery and quality of work
 - 2. Classwork/homework
 - 3. Weekly reflections
 - 4. Performance tasks
 - 5. Research paper
 - 6. Presentations
 - 7. Portfolio
 - 8. Semester final exams

IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

- A. Required Textbook(s)
 - 1. Title: Research Design, Qualitative, Quantitative and Mixed Methods Approaches
ISBN: 9781506386706
Format: Print
Author(s): Creswell, John W.; Creswell J. David
Publisher: Sage Publishing
Year: 2018
Additional Info: N/A

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2. Title: Practical Research: Planning and Design
ISBN: 9780133741322
Format: Print
Author(s): Leedy, Paul D.; Ormrod, Jeanne Ellis
Publisher: Pearson
Year: 2016
Additional Info: 11th ed.
3. Title: The Craft of Research
ISBN: 9780226239569
Format: Print
Author(s): Booth, Wayne C; et all
Publisher: University of Chicago Press
Year: 2016
Additional Info: 4th edition

B. Supplementary Materials
1. Primary and Secondary Sources

- C. Instructional Methodologies
1. Socratic seminar
 2. Debate
 3. Teacher lectures/direct instruction
 4. Cooperative learning
 5. Guided inquiry
 6. Discourse
 7. Group projects/presentations
 8. Peer edits
 9. Expert advisor