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**Henry Ford II High School  
2022-2023 School Year  
AP RESEARCH SYLLABUS**

**COURSE OVERVIEW**

AP (Advanced Placement) 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 Research is a foundational course focused on learning transferable skills, such as 1) producing scholarly work, 2) employing research practices, 3) analyzing sources and evidence, 4) understanding context and perspective, 5) communicating to engage an audience, and 6) reflecting to transform one's own thinking and reasoning.

Students engage in the QUEST, a recursive research inquiry process:

- 1. Question and Explore:** Read critically; pose questions and identify issues that compel you to want to explore further.
- 2. Understand and Analyze Argument:** Use specific tools – such as re-reading, questioning in the text, and considering multiple perspectives – to break down an idea or argument into parts that make sense to you.
- 3. Evaluate Multiple Perspectives:** Identify a variety of perspectives, viewpoints, and/or 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 varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.
- 5. Team, Transform, and Transmit:** Communicate the message clearly and effectively so as to transform both participants and audience.

As students gain a firm grasp of the QUEST process, they will form 1) *enduring understandings*—long-term takeaways that will benefit them in any course of study—and gain 2) *essential knowledge*—basic concepts and skills a student should know and be able to recall.

## **AP RESEARCH PERFORMANCE TASK**

While 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) to develop, manage, and conduct an in- depth study or investigation in an area of student’s own interest in order to fill a gap in the current field of knowledge. The final output of these efforts includes:

1. **A 4,000 – 5,000 word Academic Paper (75% of the grade)** that includes several components as follows:
  - A. Introduction:** This section introduces and contextualizes the research question and initial student assumptions and/or hypotheses. Additionally it reviews the previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., literature review) to allow for the student to identify the gap in the current field of knowledge to be addressed.
  - B. Method, Process, or Approach:** This section explains and provides justification for the chosen method, process, or approach.
  - C. Results, Products, or Findings:** This section presents the findings, evidence, results, or product from the student’s work.
  - D. Discussion, Analysis, and/or Evaluation:** This section interprets the significance of the findings, results, or product and explores connections to the original research question while discussing the implications and limitations of the research or creative work.
  - E. Conclusion and Future Directions:** This section reflects on the process and how this project could impact the field while discussing the possible next steps and/or future directions.
  - F. Bibliography:** This section provides a complete list of sources cited and consulted in the appropriate disciplinary style.
2. **A 15-20-minute Presentation and Oral Defense (25% of the grade):** This presentation may be accomplished in a variety of formats, so long as it reflects the depth of their research. Prior to this performance, the students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, etc.) will arrange for the teacher and panelists to view the scholarly work. The defense will include up to four questions from a panel consisting of the AP Research teacher and two additional members (chosen at the AP Research teacher’s discretion).
3. **Inquiry Proposal Form:** Prior to engaging in their research, students must submit to the AP Research Teacher an Inquiry Proposal Form that clearly identifies the topic of study, research question, preliminary research, and the relevant methodological and ethical considerations. Only once approval has been granted will the student be allowed to seek a consulting expert and begin the research process in earnest. If the proposed inquiry requires a more extensive consideration of ethics and potential harm (e.g., involvement of human subjects), approval will not be granted until the inquiry proposal has also passed review by an Institutional Review Board (IRB).
4. **Process and Reflection Portfolio (PREP – Final Exam):**

AP Research is not merely about collecting evidence or facts and then piecing them together. Instead, the research process is about true inquiry—asking questions and coming to solutions and conclusions through serious 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 a derivative of, the ideas in the examined material. As a result, the

research process is recursive, meaning that students will regularly revisit ideas, seek new information when necessary, and reconsider and refine their research question, topic, and/or approach. To keep track of the inquiry process, students are required to keep a digital Process and Reflection Portfolio (PREP)—a formative assessment tool that will be shared in real time with their AP Research Teacher.

**The PREP will allow students to document their experiences in the course and to manage specific checkpoints along the way. In any given week, students should expect to make five or more entries in their PREP to document their engagement with the QUEST ideas, with special attention paid to the following:**

- ✓ Choice of the research question and interest in the subject matter.
- ✓ Research process, including resources (documents, multimedia), analysis of evidence, directions in which the inquiry or project seems to lead, changes to initial assumptions, etc.
- ✓ Ways in which students have worked both on their own and as a part of a larger community.
- ✓ Challenges encountered and solutions attempted.

**The final version of the PREP will be due the Friday following the April 30 grading submission. It will include the following:**

- A. Title page and table of contents
- B. Copy of the completed and approved Inquiry Proposal Form
- C. PREP entries made throughout
- D. Specific pieces of work the student feels best showcases his/her work, including Annotated Bibliography of sources important to the student's work.
- E. Photographs, charts, spreadsheets, and/or links to videos or other relevant visual research/project artifacts
- F. Draft versions of selected portions of the paper
- G. Notes in preparation for the presentation and oral defense
- H. Copy of the academic paper
- I. Documentation of permission(s) received from primary sources, if required, such as IRB permission
- J. Documentation or log of the student's interactions with expert advisor(s) and the role the expert advisor(s) played in the student's learning and inquiry process (e.g., what areas of expertise did they have, did they give the help the student needed, areas the expert advisor was able to help, etc.)
- K. Questions asked to and feedback received from peer and adult reviewers both in the initial stages and at key points.
- L. Reflections on whether or not the feedback was accepted or rejected and why
- M. Attestation signed by the student which states, *"I hereby affirm that the work contained in this Process and Reflection Portfolio is my own and that I have read and understand the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information."*

## CLASSROOM RULES AND EXPECTATIONS

1. **Be Present:** Due to the college rigor of this course and in-class activities, it is imperative you are present for class or you will miss crucial experiences that cannot be replicated. Show care, interest, and self-reliance. Be proactive about absences. Materials will be provided for you in OneNote Class Notebook or on the class website ([www.triveng.weebly.com](http://www.triveng.weebly.com)). Do you due diligence by informing yourself on the absent work and emailing the instructor for clarification if necessary.
2. **Be Prepared:** Making deadlines and being prepared for class is essential. It gives you the opportunity to fully participate and be ready to improve and master skills. If you fall behind, it can be difficult to catch up. If you do what you are supposed to do to the best of your ability, your grade and AP Score will take care of itself. Even the best students have a bad day, but it should not become a habit.
3. **Be Organized:** To be successful, be organized and set goals for your research project and PREP Portfolio (Preparing the Process and Reflection Portfolio)
4. **Be a Participant:** You will participate in discussions, group activities, and peer workshopping frequently. We will hold a working-lunch most days to be successful in this split-class environment with AP Seminar.
5. **Be Respectful:** We need a basic respect for each other as human beings. Be mindful and kind during feedback sessions where giving and receiving constructive criticism can be a challenge.
6. **Be Patient:** Expect that there will be things you do not get immediately. This is an AP course! The college-level expectations and materials are more difficult than an average high school class. Learn to be persistent in your thinking and problem solving, and you will overcome.
7. **Be Open-minded:** AP Research deals heavily with analyzing differing perspectives on one's topic and recognizing bias. Willingness to explore varying perspectives and recognize assumptions will enable you to adopt a wider and deeper understanding of your topic.
8. **Communicate:** Come to class ready to ask questions. For communication after hours, please use school-issue email ([karen.trivelloni@uticak12.org](mailto:karen.trivelloni@uticak12.org)) or Remind101.
9. **Adhere Scholarly Standards:** Formal writing must adhere to an appropriate style that is specific to the topic/discipline (MLA, APA, or Chicago). There will be handouts, websites, and even manuals available to assist you with this. Failure to adhere to an appropriate style will result in a lower grade in this AP Research course and your College Board Score.

## AP Capstone Policy on Plagiarism and Falsification of 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 Assessment 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.

## **ASSESSMENTS AND DEADLINES**

**1. Formative Assessments:** Work during the learning process that showcases a student's growing knowledge and understanding.

- ✓ Using rubric to evaluate academic papers
- ✓ Focused topic of inquiry
- ✓ Participation in activities and discussion
- ✓ Informal presentations (pitches)
- ✓ Workshopping with peers
- ✓ Reflective writing prompts
- ✓ Drafts
- ✓ Work-in-progress meetings with instructor

**2. Summative Assessments:** Culminating work that reflects the whole of a student's knowledge and proficiency.

### **1<sup>st</sup> Semester**

1. **College Essay**
2. **Research Inquiry Presentation**
3. **Annotated Bibliography**
4. **PREP Portfolio Checks**
5. **WIP (Work in Progress) Reports**
6. **Discourse Paper**
7. **Methods Draft**
8. **Final Inquiry Proposal with IRB form and Presentation** due November 28. Proposal and IRB form will be reviewed and approved or not by the instructor.
9. **Academic Paper Draft:** First half (Introduction through Methods) Midterm Exam
10. **Participation:** engagement, goal setting and timeliness (10% of Q1 & Q2 grades)

### **2<sup>nd</sup> Semester**

1. **PREP Checks**
2. **WIP (Work in Progress) Reports**
3. **Academic Paper:** deadline March 17<sup>th</sup> (College Board submission April 30<sup>th</sup>)
4. **Presentation:** deadline April 24<sup>th</sup> (College Board Submission April 30<sup>th</sup>)
5. **PREP Portfolio:** deadline May 22<sup>nd</sup> (Final Exam)
6. **Submission of Paper to the Journal of Student Research:** deadline May ? (Final Exam)
7. **Participation:** engagement, goal setting and timeliness (20% of Q3 & Q4 grades)

**GRADING**

<b>Utica Schools Grading Scale:</b>			<b>College Board Scoring:</b>		
100 – 90%	Outstanding/Excellent	A+, A, A-	5	Extremely well qualified	A
89 – 80	Good	B+, B, B-	4	Well qualified	A-, B+, B
79 – 70	Average	C+, C, C-	3	Qualified	B-, C+, C
69 – 60%	Below Avg.	D+, D, D-	2	Possibly Qualified	n/a
59 – 0%	Failing	F	1	No recommendation	n/a

**COURSE TEXTBOOKS, READINGS, AND SUPPLEMENTAL MATERIALS**

- ✓ AP Research Course and Exam Description
- ✓ AP Research Workshop Handbook
- ✓ “They Say I Say” by Gerald Graff & Cathy Birkenstein
- ✓ “Practical Research” by Paul Leedy and Jeanne Ellis Ormrod
- ✓ “The Craft of Research” by Wayne C. Booth, Gergory G. Colomb, & Joseph M. Williams
- ✓ “Presentation Zen” by Garr Reynolds
- ✓ Purdue Owl for MLA, APA, and Chicago styles
- ✓ Various academic papers, scholarly work, primary sources, informational texts, and journalistic sources found in databases: Gale Group, EBSCO, Google Scholar, JSOR, CORE

**CURRICULUM REQUIREMENTS**

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

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

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

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

**[CR1e]** – Students develop and apply collaboration 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.

**[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.

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

**[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

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

**[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.

**[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.

## **Appendix A: AP Research Assessment Overview**



AP Research  
Assessment Overview

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## **Appendix B: PREP Overview**



AP Research PREP  
Overview.pdf

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## **Appendix C: Performance Task Description**



AP Research  
Performance Task Des

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## **Appendix D: Inquiry Proposal Form**



AP Research Inquiry  
Proposal Form.pdf

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## **Appendix E: Academic Research Paper Rubric**



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## **Appendix F: Presentation and Oral Defense Rubric**



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