



2024-2025 AP RESEARCH COURSE SYLLABUS

A.P. Seminar

(5 credits/semester, 10 total) EZS 600

GENERAL INFORMATION

Term and Year: Fall 2024 and Spring 2025

Name of Instructor: Brett Williams

Room Number: C-304

Telephone Number: (916) 395-5090 Ext.506304

E-mail Address: brett-williams@scusd.edu

COURSE DESCRIPTION

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.

The AP Research course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students design, plan, and implement a yearlong investigation to address a research question they have generated, developed and revised. Through this inquiry, they learn research methods, employ ethical research practices, and access, analyze, and synthesize information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio (PREP). The course culminates in an academic paper of 4,000–5,000 words (worth 75% of the AP Score; accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense component (worth 25% of the AP Score).

COURSE OUTLINE

Content Area	Dates
1. Little r to Big R	8/19-9/6
2. Moving From Topic to Proposal	9/9-10/18
3. Literature Review	10/21-11/8
4. Methods and Data Collection	11/12-1/17
5. Putting it All Together With Your Paper*	1/21-3/21
6. The POD: Presenting Your Findings**	3/24-4/23
7. Passing the Torch	5/1-6/6

*There is no College Board exam date. Instead your paper will be submitted through the digital portfolio to be scored by AP Readers.

**Your presentation will be scored by me, and I will plug in those scores to the digital portfolio through the College Board.

GRADING Infinite Campus

PREP	Each stage of your work will be organized clearly in your Google Drive PREP folder, and within that folder you will put in your reflections and evaluations of all your work on the benchmarks and the paper and presentation.	20% both semesters
Summative Assessments	The summative assessments will include, but will not be limited to your Annotated Bibliography, your Literature Review, your Inquiry Proposal and varied written and oral works.	80% both semesters

GRADING SCALE



2024-2025 AP RESEARCH COURSE SYLLABUS

A=89.5%+ B=79.5%+ C=69.5%+ D=59.5%+ F=59.4% or below

Curricular Requirements

1. Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
2. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following 5 big ideas: Question and Explore; Understand and Analyze; Evaluate Multiple Perspectives; Synthesize Ideas; and Team, Transform, and Transmit (see below).
3. Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.
4. Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
 - a. Students develop an understanding of ethical research practices.
 - b. Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
5. Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
6. Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

STANDARDS-BASED GRADING

Here are a few articles to learn about Standards Based Grading

- <https://kappanonline.org/standards-based-grading-equity-reform-feldman/>
- <http://my.aasa.org/AASA/Resources/SAMag/2019/May19/Feldman.aspx>
- **Grading for Equity** by Joe Feldman (2019: Corwin, Thousand Oaks, CA)

COURSE REQUIREMENTS & RIGOR:

Formative Assessments: Mastery of content in this class requires participation in group and class discussions and activities, as well as individual study and preparation. Students will be required to complete an **Ongoing Self Assessment on Formative Assessments by Standard** to help prepare them for summative assessments. **Formative assessments will be reviewed for accuracy (in class), but not graded.**

Summative Assessments: After being introduced to a particular topic, students will be expected to prepare for in-class content application (Presentations, Writing Assignments, Portfolios, Quizzes/Tests, and Socratic Seminars).



2024-2025 AP RESEARCH COURSE SYLLABUS

Retakes: Standards-Based Grading is about developing a growth mindset. So retakes are a large part of the course. Students will have an opportunity to retake a given assessment on the target standards they are seeking to reach proficiency or above. Retakes will be offered once a week on Wednesdays at lunch or before school at 7:30 a.m. In order to do a retake, the OSA for that content must be complete. If another time is needed we can discuss options.

Makeups: Students who miss class, will need to make up any Summative Assessments they are missing **ASAP**. Students can do that on the same day and time retakes are offered. Students who are far behind should reach out through Remind, or email so we can coordinate a plan together to get caught up. Don't let yourself fall behind; advocate for yourself.

GRADING SCALE

Grade	Score Point	Criteria
A	4 (89.5-100%)	SUPERB - Exceeded the standard
B	3 (79.5-89.4%)	PROFICIENT - Met the standard
C	2 (69.5-79.4%)	DEVELOPING - Student has key gaps in their understanding of the standard
D	1 (59.5-69.4%)	NOVICE - Student is unable to demonstrate Proficient or Superb levels without assistance
Incomplete	Incomplete	No evidence

Rubrics will be used for assignments ranging from presentations to papers. The 1-4 scale demonstrates their proficiency in those areas. The percentages used for summative assessments in IC should be viewed relative to this scale as well.

- **1- Novice** Learner knows part of the standard, but may still have learning to accomplish, misconceptions to clear up and practice is needed. They are beginning to understand the standard.
- **2- Developing:** Learner knows part of the standard, but still makes mistakes because confidence in their knowledge is developing. More practice is needed to improve their confidence.
- **3- Proficient:** Learner knows the standard, but might make a few small mistakes because they are human. They are confident in their learning.
- **4- Superb:** Learner knows the standard and can make connections to how this standard relates to other standards. They make little to no mistakes and can justify their thoughts with background knowledge. They can transfer their knowledge to similar, yet different scenarios.

Extra Credit: You have enough work to do in the class without extra credit. Focus on developing proficiency on the required standards instead of taking advantage of retakes, and prepping extensively for the projects.

Late/Incomplete Work: You may turn in 3 assignments late per semester, but each will require a Late Form fully completed and attached to your assignment. You can find the Late Forms in Google Classroom.. Late Forms will primarily be used on project stages. **I do not accept late work for your Ongoing Self Assessments (OSAs).** My reason is that the whole purpose of the OSA is to prepare you for the quizzes. Turning in OSAs after your quizzes then makes no sense. If you're absent for a quiz, just turn in your OSA for that week after your makeup quiz.



2024-2025 AP RESEARCH COURSE SYLLABUS

Ongoing Self Assessments (OSAs). My reason is that the whole purpose of the OSA is to prepare you for the quizzes. Turning in OSAs after your quizzes then makes no sense. If you're absent for a quiz, just turn in your OSA for that week after your makeup quiz.

Ongoing Self-Assessment (10% of semester grade each semester)

- This will be a document you will receive in class at the start of each unit, almost always Monday, and it will be submitted with your assignments from that week's unit, stapled to the back. View it as a portfolio of your work, and a chance to reflect on where you are succeeding, and where you need to better focus your efforts. The reflections here should help considerably both with retakes and progressing through the semester.

AP RESEARCH COLLEGE BOARD ASSESSMENT OVERVIEW

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:

- A 4,000 – 5,000 word Academic Paper [75 percent of the grade] that includes several components as follows:
 - **Introduction:** This section introduces and contextualizes the research question and initial student 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.
 - **Method, Process, or Approach:** This section explains and provides justification for the chosen method, process, or approach.
 - **Results, Products, or Findings:** This section presents the findings, evidence, results, or product from the student's work.
 - **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.
 - **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.
 - **Bibliography:** This section provides a complete list of sources cited and consulted in the appropriate disciplinary style.

★ PAPER DUE to College Board no later than April 30, 2025, 11:59 p.m. ★

- You WILL receive feedback from me throughout the course via the PREP [CR4b]
- The primary purpose of the PREP is to document students' development as they investigate their research questions, thereby providing evidence that they have demonstrated a sustained effort during the entire inquiry process. Throughout the inquiry process, students will document their research or processes, communication with their teachers and expert advisor, and reflections on their thought processes. The combined group of questions and tasks in the PREP document will address all five big ideas in the curriculum framework (QUEST), with specific attention paid to the following:
 - Choice of the research question and interest in the subject matter
 - Research process, including resources (documents, people, multimedia); analysis of evidence; directions in which the inquiry or project seems to lead; changes to initial assumptions
 - Ways in which students have worked both on their own and as part of a larger community



2024-2025 AP RESEARCH COURSE SYLLABUS

- Challenges and solutions
- PREP activities, prompts, and questions will continue throughout the year to scaffold and support the various phases of the inquiry process and the skills necessary for success in this process. Students will maintain the PREP both in response to specific assignments and prompts generated by the instructor, work with the expert adviser, AND independently as they move through the research process.

★ A 15-20 minute Presentation and Oral Defense [25 percent of overall College Board score]:

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). *We will work in class on the development of this presentation from May 1-29th*

★ DUE April 30, 2025, at which time we will begin presentations in the order they are selected ★ [CR5]

*Find out more about each of these tasks on the course website [here](#).

REQUIRED MATERIALS

- Computer - bring to class every day
- A binder with binder section dividers for this class (Class Assignments, Handouts, Warmups, Your Choice)
- Lined binder paper
- Pencils and pens (black or blue only please)

COURSE EXPECTATIONS

Academic Integrity

- Students must agree to 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 fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.
- All research proposals are vetted for potential harm to human or animal subjects to determine the need for institutional review board (IRB) approval. Students will receive instruction on ethical research practices.
- AP Capstone students will be held to exceptionally high standards of academic honesty and ethics. Preparing fairly and effectively for the completion of the paper and presentation tasks requires advanced planning and time management. Many difficulties with plagiarism arise when students leave work to the last minute. Keep track of all the sources used to ensure you do not misattribute information. As an additional safeguard against plagiarism, Advanced Placement Research work—even the drafts—will be submitted to Turnitin.com.



2024-2025 AP RESEARCH COURSE SYLLABUS

FINAL NOTE

Please note that after teaching 21 years I have learned that every group of students is different. With that in mind, I reserve the right to change policies indicated above at any time during the semester. Before these changes occur though I will be sure to communicate those changes with the students in advance, and announce those changes using Google Classroom and where possible, on my website.

I want to end saying what an honor it is teaching you this year. Please consider me your advocate here at Kennedy High School. You have a support system here at Kennedy as well as at home. Remember that and it will be a good year



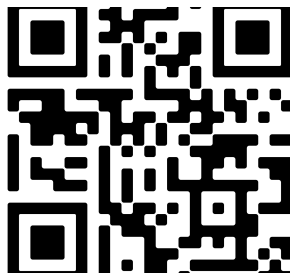
2024-2025 AP RESEARCH COURSE SYLLABUS

AP Research Executive Summary

This executive summary of the Syllabus is meant for your binder. The full syllabus can be accessed on my website [here](#) under General Resources.. Please access and read closely. Once you and your parent have done so, please complete the Syllabus Verification form on Google Classroom where the full Syllabus can also be found.

- Keep this page in your binder and have it with you throughout the year.
- Be ready to take risks. We're all going to be wrong at some point this semester, and likely at multiple points. Let's grow from that.
- Your grade will be based on the standards related to this course alone. Formative assessments, which are practice-based, will not be graded.
- Summative Assessments, consisting of items like your Annotated Bibliography, your Inquiry Proposal and other benchmarks for your paper and presentation will represent 80% of your grade both 1st and 2nd semester.
- Ongoing Self Assessments, and other reflections and evaluation tools will represent 20% of your final grade each semester.
- Accurately scoring your work and that of your peers is an essential part of the course as you will not be receiving direct feedback from me on either the paper or the presentation, so learn the rubrics well, and be honest with yourself and each other.
- You will be needing an expert advisor to work with on your research, and the deadline for setting one up will be at the end of September.
- If your research involves human subjects you will need to go through what's called the Institutional Review Board process.
- The paper you write will be submitted to the College Board in late March, and it will constitute 75% of your overall score from the College Board.
- The presentation will represent the remaining 25%, and I will be posting your scores for the presentations into the digital portfolio.
- Retakes (on summative assessments) are an integral part of the class. Take advantage of them and build your proficiency in all the required standards. Retakes will be offered on Wednesdays during A Lunch or before school at 7:30.
- The work will largely consist of preparing for the performance tasks. Some of that will need to be done outside of class, but I will provide extensive time in class as well to prepare.
- Some projects are group projects, so please be ready to work as part of a diverse team.
- Late work will not be accepted without a completed Late/Incomplete form. You can find the Late Forms in Google Classroom. You get 3 per semester.
- **I do not accept Late Work for OSAs.** OSAs represent 15% of your grade 1st and 2nd semester.
- Please check your student email, and Google Classroom each evening. I also send messages through Remind frequently.
- Remember above all, that I am your advocate here, but in order to fight for you, I need you to be open with me about how I can best do that. We're part of a team.

Again, please fill out the Syllabus Verification Form on Google Classroom to ask any questions or express any concerns about the course. You can also email me anytime at brett-williams@scusd.edu or call me at 916-395-5090 Ext. 506304.



Scan the QR code to access the full class syllabus.