Instructor: Heather Hill   **Email: hhill4@houstonisd.org**   **Conference: 5th Period**

Class Website: http://www.houstonisd.org//Domain/26248

AP Research, the second course in the AP Capstone experience, 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, they further the skills they acquired in the AP Seminar course by learning research methodology employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection 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.

The academic paper will consist of:
➢ Introduction
➢ Method, Process, or Approach
➢ Discussion, Analysis, and/or evaluation
➢ Conclusion and future directions
➢ Bibliography

The presentation will consist of:
➢ Arranging for a view of additional scholarly work (where applicable)
➢ Delivery of presentation, using appropriate media, to discuss research process and findings
➢ Defend research design, approach, and findings

The College Board AP Score of the student will be 75% based on the research paper, and 25% on the oral defense. No separate test is taken. Visit the College Board website for more insight into the objectives of this course: https://apstudent.collegeboard.org/apcourse/ap-research.

Expectations:
This is an AP course, which simply means it is not *like* a college class, it IS a college class. There is an expectation that all students act accordingly. It should go without saying that each person should treat others with dignity and respect. Please do not interrupt others when they are talking, get up and walk around, chit-chat or distract others during self-guided research times, or use a cell phone without permission (**if present during ANY assessment it is an automatic zero**). This class requires a significant amount of self-direction by the student, a key component of this class is for the student to take a significant role in his/her learning process, with the teacher available to help with skill development through the research process.

Class Structure:
This class is reading and writing intensive. Students will be reading complex academic material as well as scholarly works. Most work will usually consist of readings with required annotations and analysis, however, if students are able to work diligently and efficiently in class, there should be a minimal amount of work completed outside of class.

AP Capstone Plagiarism Policy:
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.

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 Assessment Task.

Academic Integrity:
In addition to the AP Capstone Plagiarism statement, all students are held accountable to the CVHS Academic Honor Code as well as HISD policies regarding academic integrity/cheating. The CVHS Academic Honor Code may be found in full in the CVHS Student Handbook/Planner and CVHS Website.   To supplement these policies, we would like to remind students that cheating, copying, talking during assessments, and plagiarizing will not be tolerated in this course. All assignments, handouts, notecards, homework, etc. are expected to be completed **INDIVIDUALLY** by the student unless **EXPLICITLY** stated in the assignment instructions. It should be noted that academic dishonesty extends to any student aiding another student by providing test answers, quiz answers, assignment answers, or any disclosure of in-class activities prior to the other student having received the activity/information directly from the teacher. Any student displaying academic dishonesty will face the full consequences of their actions. In like manner, the student will receive a "P" in conduct and a **zero** on the assignment. There will *not* be an opportunity to make up the assignment. Academic Integrity applies to **ALL** parties involved, not simply the individual receiving assistance. Violations of the AP Capstone Plagiarism policy will also be viewed as an academic integrity violation.

*Copying and pasting **any** work (complete or partial) from yourself or another source/student is considered academic dishonesty and not allowed.*

ChatGPT and AI Usage:
Using any kind of AI platform to write any part of any assignment or part of the project will be considered academic dishonesty and result in a 0 for the assignment and a write-up. Using an AI platform to improve writing or better understand an aspect of the project is encouraged. Having the platform do all of the work is considered academic dishonesty.

Grading Policies:
40% -Major Project Components
30%- Process Logs/Annotations
20% -Class Assignments
10% -Meetings

Research Product Items:
Every 6 weeks will have at least two significant components of the research process submitted for grading. It should be noted that the Final Paper and Presentation can both be graded for in-class assessment. The presentation and oral defense are also scored by the teacher for College Board. The rubrics associated with these will be different if also graded in class. **AP Research Papers are due mid-April.   Presentations will occur in April.**

Process Logs or PREP (Process and Reflection Portfolio):
Process logs are integral to the research process and compose 30% of the student's grade every 6 weeks. Process logs will be completed in OneNote, a Microsoft Product that is available on all HISD student laptops. If a student does not have an HISD laptop, it is the student's responsibility to ensure that he/she has access to the class notebook. It is an expectation that the student is regularly using his/her OneNote Notebook to guide and manage research. It should be noted that OneNote provides a date and time stamp for reviewers looking at the OneNote book. If a student attempts to alter this in any way, it will be considered academic dishonesty, the assignment will receive a 0, and the student will receive a referral to Mr. Garner.

The purpose of the process logs is to create transparency and documentation of the research process for the student. Process logs should be done throughout the class period, with the teacher giving ample in-class time to work on this assignment. In addition, as a component of the research process, students who choose to use in-class time to socialize, distract others, or work on different assignments from other classes will find that their process log grades will take this aspect into consideration. Process logs should, in most cases, be completed during class time. It should also be noted that the HISD, CVHS, and College Board Plagiarism policies apply to the process logs, especially as they pertain to the falsification of information.

At no time should a student EVER copy and paste all or portions of previous logs or source annotations without express approval from the instructor. Doing so will result in a 0 for that log and the student being written up for academic dishonesty.

Class Assignments:
Weekly assignments will be assigned throughout the course to check for understanding and to help the student evaluate whether he/she has gained mastery in specific components of the research process. Most of these will be College Board lessons. All assignments can be found in OneNote

Meetings:
Students are expected to meet with the teacher, one-on-one, in an attempt to facilitate conversation regarding the student's area of research. These meetings and conversations surrounding research are best conducted when the student has prepared information and is ready to discuss his/her project. A rubric for these meetings, as well as an evaluation of advancement between each meeting, will be used to determine the student's grade for these meetings. Students are also expected to officially meet with their mentor every grading cycle and also keep regular (email or phone call with updates and questions every 2 weeks) communication with their mentor. *All* communication and meetings will be documented in OneNote. Further guidelines will be provided in OneNote

Class Procedures:
It is an expectation that all students come to class daily with their laptops. If a student comes to school late on a day an assignment is due, that student must immediately turn in the assignment to my class; otherwise, it will be considered late, even if that class has already ended for that school date.

Late Policy:
Students will have ONE school day from the due date to submit a late assignment for a maximum grade of 70. The student MUST notify the teacher via an email letting the teacher know that the late assignment was submitted. If the student does not get a reply confirming the receipt of the email from the teacher, then it is the student's responsibility to check in with the teacher to confirm.

If the student never emails the teacher, then the late work will not be accepted, and the student will receive a 0 for the late assignment.

The teacher will not remind students to submit late work. It is entirely up to the student to be aware of the due dates for EACH assignment (these will be posted in OneNote, Canvas, and the board in class).

If the teacher posts the grade for an assignment after the one-day late window, the missing work is still a 0 because it is the student's responsibility to track when work is due.

Being away from school for any school-related activity does not excuse you from turning in any due assignment at assigned times.

This policy does not apply to assignments due at the end of class on the day the assignment was assigned.

Absences:
In the event that a student is absent from class, which results in missing work/assignments, the student has three days for each day absent to make up missed work *if the absence is excused*. It is the students' responsibility to find out what they missed. If a student misses their class period but is present at school (student is with the nurse or other school personnel) on the due date of the assignment, the student is still expected to turn in the assignment that day or it will be considered late. If a student has a field trip and misses class on a day that an assignment is due, the assignment is due at the original date and time, or it will be considered late. Absences that involve missing a due date require an approved "excused absence" for consideration for credit.

You are expected to attend class every day. If you are absent, it is **your responsibility** to gather the assignments that you missed promptly. I will not remind you of missed assignments; you must take the initiative to find out what you missed. The assignments and lessons are all available in OneNote. Any assignments not made up from an absence will result in a zero. **All assignments are scheduled far enough in advance that absenteeism the day before a major assignment is due will not allow for a postponement of the assignment's due date**.

Extra Help:
If you experience unusual difficulty in the assignments, either in general or consistently in a specific area, this is a signal to seek extra help. For best results, attend extra help sessions as needed, rather than only the day before a major assignment is due. Bring in your laptop and work to help identify troublesome areas. A teacher is **ALWAYS** available and willing to help, but sometimes the student needs to take the initiative to communicate this issue. Communicate with your instructor about when you would like to seek help and it will be scheduled accordingly. E-mail is checked multiple times a day.

Main Selection of Texts:

Leedy, P. and Ormrod, J. (2013). *Practical research: Planning and design.* Upper Saddle River: NJ. Pearson Publishing.

Galvan, Jose L. (2004). Writing literature reviews: a guide for students of the social and behavioral sciences. Glendale, CA :Pyrczak Pub.

Supplementary Books:

Christensen, L., and Johnson, R., and Turner, L. (2014). *Research Methods.* 12th Edition. Upper Saddle River: NJ Perason.

Creswell, J. (2012). *Educational Research.* 4th Edition. Upper Saddle River: NJ. Pearson Publishing.

Harris, R. (2011). *Using Sources Effectively.* 3rd Edition. Glendale: CA. Pyrczak Publishing.

Palmquist, M. (2015). *The Bedford Researcher.* Boston: MA. Bedford/St. Martin's publisher.

While you are not required to purchase any of these books, it is recommended.

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