

# **AP Capstone Research Syllabus**

Teacher: Lauren Power

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Office Hours on Teams: [Monday 3:25-4:10](#), [Tues-Thurs 1:50-2:35](#)

## **Course Description**

Students will embark on authentic research into the field of their choice, using properly aligned scientific methods as taught in the course and learned through the student's own research. Students will create a new understanding in their field of knowledge and gather actionable data to support their conclusions. The course will culminate in an academic paper of 4,000 – 5,000 words with an oral defense presentation.

## **Class Expectations**

The student will...

- Be present and engaged in class, both digitally and in-person.
- Complete assignments in the time frame assigned.
- Maintain the digital Prep Journal in the Google Drive.
- Read scholarly articles with comprehension by taking manual notes.
- Write in one's own words and cite sources properly.
- Gather data outside the classroom.
- Submit a completed paper to the College Board for evaluation.

## **Description of Grading**

Project Grades- 60%

- Annotated Bibliography Entries
- Research Proposal

Daily Grades- 40%

- In-class Activities
- Peer Feedback
- Rubric Practice

\*The last two six-week grading cycles will have fewer grades than normal as students are spending time refining their academic paper for submission to the College Board.

## A message on Expert Advisors and Data Gathering:

Depending on the student's topic, the student *may* partner with an expert advisor in their field of research. This includes, but is not limited to, university professors and current adult researchers. It is the student's responsibility to find and make contact with the expert advisor. All contact between the student and expert advisor will have the teacher cc'd on the email for monitoring. Furthermore, depending on the student's topic, the student may conduct scientific experiments or gather human action data outside of school. All data gathering and scientific experiments *must* be pre-approved by the school's Institutional Review Board for scientific validity and adverse effects.

## **College Credit**

As of right now, there is no current agreement with Texas Public Universities on providing credit for a specific course relating to AP Research. However, students who receive a qualifying score (3+) on AP Seminar & AP Research, as well as four other AP courses of any kind, will receive a distinguished diploma upon high school graduation. This can be used to set apart your college application for entry into higher-tier colleges. Also, several universities, including Texas Tech, are offering scholarships for this distinguished capstone diploma. Students may also use their academic paper to petition credit for their field of study. For example, a student with a completed paper on Art History research may submit their paper to the Dean of Liberal Arts to receive college credit in Art History. This can also apply to papers written on Chemistry being used to gain college credit in Chem 101, for instance. Those credits are done by the student initiating contact with their college's Dean. Lastly, skills learned in this course will help students more adequately prepare for college as they will learn collegiate writing and academic research skills.

## **Plagiarism Policy**

Students will be tasked with writing a 10-15 page paper. Any words that directly quote *or paraphrase* a source that is not the student, **MUST** be cited. The resource TurnItIn.Com will be used regularly to check the authenticity and citation of student work. If a student is found to have copied or plagiarized a source without any type of citation, the student will be reported to College Board under the Capstone Plagiarism Policy, and to campus administration. Plagiarism can be cutting and pasting words from another source without citation or paraphrasing the ideas and methods of a source without citation credit. Students will not be penalized for citing a source *incorrectly*.

## Unit Calendar

- September 4 sources by end of month
- Unit 1: Research Process & Paper
  - Unit 2: Topic Narrowing
  - Unit 3: How to Find & Read Sources
- Sept 29/30- 4 notebook entries of sources due**
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- October 6 new sources end of month
- Unit 4: Annotated Bibliography & Citations
  - Unit 5: Sources in Conversation, Expert Advisors
  - Unit 6: Research Question & Gap (due Halloween)
- October 29/30- 10 Annobib Entries + Research Question due**
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- November 8 new sources end of month
- Unit 7: Method (with proposal)
  - Unit 8: Ethics
- Nov 19/20- Research Proposal due**
- Nov 30- 18 Annobib Entries due (only 8 new ones)**
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- December 2 new sources end of month
- Unit 9: Introduction & Literature Review of Paper
- Dec 3/4- 500 words due
  - Dec 8/9- 1000 words due
  - Dec 15/16- 1500 words due
- Final Exam- 2,000 words on Intro/Lit Review (WITH TURNITIN RECEIPT)**
- Winter Break- begin gathering data

## January

- Conduct research based on approved proposal
- Write Method Section- due Jan 22<sup>nd</sup>
- Presentation Skills- fun topic

## February

- **Finish gathering data by February 12<sup>th</sup>**
- Data Analysis- quantifying and qualifying data, correlational coefficient
- Visual aides in paper- graphs & charts

## March

- Results, Discussion, and Conclusion of Paper
- Works Cited
- **First complete draft due March 11/12**
- Presentation Preparation March 22 – April 1 (2 weeks)

## April

- **April 5 – 9: Presentations**
- **Finalize paper & upload by April 15/16**

## May

- Reflection on research & process
- How to improve the course