

AP Research: Unit of Study 1 | 2024

Finding the Gap / Body of Knowledge

Unit Title: Finding the Gap / Body of Knowledge

Purpose:

This unit is designed to introduce students to capital “R” research and differentiate it from their work in AP Seminar. Students begin to explore the type of researcher they are, what research interests they have, and start to learn how to go about their investigation. This includes: writing focused research questions, situating their inquiry within a body of knowledge, finding the gap in their chosen research area, and proposing a method of inquiry.

[Resources Link](#)

Target Standards (Essential Knowledge)

- 1.1C1:** Topics of inquiry may come from personal interest, passion for a discipline/field, desire to better understand a topic, or desire to address an issue in the world.
- 1.1D1:** Scholars explore, explain, and create.
- 1.1D2:** The purpose of scholarly inquiry is to address various kinds of problems or extend an existing idea.
- 1.1E1:** A research question/project goal emerges from the scholar’s purpose.
- 1.1E2:** A research question/project goal often requires multiple revisions to ensure it is appropriate in terms of scope and feasibility (time, resources).
- 1.3A1:** Information used to address a problem may come from various secondary sources and/or other primary sources.
- 1.3A2:** Online databases and library catalogs and house secondary and some primary sources
- 1.3A3:** Advanced search tools and keywords allow scholars to refine, focus and/or limit their searches based upon a variety of factors
- 1.3B1:** The scope and purpose of one’s research and the credibility of sources affects the generalizability and the reliability of the conclusions.
- 1.3B2:** Credibility of evidence depends on the use of sources and data that are relevant and reliable
- 1.3B3:** Determining the credibility of a source requires considering and evaluating multiple criteria
- 2.2A2:** An argument’s line of reasoning is organized based on the argument's purpose
- 2.2A3:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments.
- 2.2B1:** An argument’s context and situation inform its interpretation.
- 2.2B3:** Authors strategically include evidence to support their claims.
- 2.2B6:** Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.

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- 2.2C1:** Authors using reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.
- 2.1C2:** A lack of understanding of the complexities of an argument can lead to oversimplification and/or generalization.
- 3.1A1:** An individual's perspective is influenced by his or her background, assumptions, and worldview, as well as by external sources.
- 4.1A9:** The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
- 4.1B1:** Each discipline has its own conventions and ways of knowing, questioning, and communicating.
- 4.1B3:** The different disciplines and associated ways of knowing and valuing information are discovered in part through engaging with discipline-specific foundational texts and works.
- 4.1B1:** Each discipline has its own conventions and ways of communicating.
- 5.1B1:** A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.
- 5.1E2:** Scholars present, perform, and/or produce their work in multiple ways.
- 4.1B4:** Disciplines may be broadly or narrowly defined. Disciplines can intersect or be combined to provide new understandings or perspectives.
- 5.1C3:** Effective communication requires choosing appropriate media according to context, purpose, and audience.
- 5.3A1:** Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding.
- 5.4B1:** Peer review is an effective way for scholars to strengthen their critical eye as well as strengthen their own work.

Learning Objectives	Content Resources
Students will... - gain understanding of how AP Seminar transitions into AP Research. - gain a foundation of how research is organized into disciplines. - develop a working research question that will be tested against the body of knowledge in the following weeks. - begin situating themselves within their body of knowledge (BOK). - gather sources to identify a gap in the current body of knowledge and to contextualize their research question (RQ). - continue to situate themselves within their body of knowledge (BOK). - build a source list that will help support the establishment of their RQs. - build an annotated bibliography for their narrowing RQs. - analyze and understand the structure of a literature review. - build an outline of the literature review section of their academic papers.	<u>Key Texts:</u> <i>AP Research Course and Exam Description</i> - Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). <i>The Craft of Research</i>. Chicago: University of Chicago Press. - Graff, G., & Birkenstein, C. (2010). <i>They say / I say: The moves that matter in academic writing</i>: Norton. - Greene, S., & Lidinsky, A. (2016). <i>From Inquiry to Academic Writing: A Text and Reader</i>: Bedford/St. Martin's. - Various academic papers (philosophical texts, writing guides, peer-review articles) for specific lessons. - Some student research will be directed to /accomplished in EBSCOhost.

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● integrate sources from their annotated bibliography into their literature reviews. ● conduct a peer review to strengthen their literature reviews. ● add information to their Oral Presentation to support a small presentation of their research question backed by literature in their field of discipline.	
Essential Questions	
● How does my background influence my research question? ● How do different disciplines communicate in the research field? ● How does my project goal shape the research or inquiry I engage in to achieve it? ● How can I create a feasible research project from my current research question? ● How do I identify sources that will support my understanding of the BOK? ● How do I join my discipline in the QUEST for knowledge? ● Does this argument acknowledge other perspectives? ● How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale? ● How can I best appeal to and engage my audience?	
Target Vocabulary	
● Conceptual Theorist ● Conceptual Humanist ● Analytical Scientist ● Particular Humanist ● Peer Reviewed ● Scope, Value, Feasibility ● Discipline-Specific Research ● Explore / Explain / Create ● Open Source ● Credibility ● Plagiarism ● Assumptions / Hypotheses / Definitions	

- Review of the Literature

Instructional Planning and Delivery

Beginning of Unit Teaching and Learning Strategies

Bridging the Gap from AP Seminar to AP Research

- QUEST Model
- Whole group discussion to clarify

Discipline Modeling

- Studying the type of tense used in each discipline
- Type of questions being asked
- Type of methods used to answer questions

Introduction to the Research Question

- Explore, Explain, Create
- Assumptions and Hypotheses

Breaking Down the Research Question

- Modeling the Research Question
- Focus, Scope, Feasibility, Value

Writing the Research Question

- Students attempt to write their first RQ while managing scope and feasibility

Introduction to Source Collection: Credibility

- Shift from RAVEN to CRAAP

Formative Assessments

- Student Workbook Lessons:
 - Lesson 1: Situate the Approach for Your QUEST
 - Lesson 2: Types of Researchers
 - Lesson 3: Developing and Revising Research Questions
- PREP Submissions:
 - Problem Statement
 - Feasibility Worksheet
 - Initial Topic Approval Form
- PREP Reflections:
 - Introduction to AP Research
 - Developing Research Questions

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<u>Middle of Unit Teaching and Learning Strategies</u> 50 Source List Assignment ○ 10 Discipline-Specific Research Studies ○ 10 Historical Sources for Topic ○ 10 Current Arguments for/against Topic ○ 10 Research Methods that could help you answer your initial question ○ 10 OPEN Sources (Visuals, Social Media, etc.) Annotated Bibliography Assigned ● 15 Sources Total ○ 5 Historical/Context Related Sources ○ 8 Research articles that connect specifically to topic ○ 2 Current pieces related to topic argument	<u>Formative Assessments</u> ● Lesson 4: Initial Searches and the Annotated Bibliography ● PREP Submissions ○ 50 Source Assignment ○ 15 Source Annotated Bibliography ● PREP Reflections: ○ Collecting Sources to Initiate Your QUEST ○ Collecting Sources with the Body of Knowledge (BOK)
<u>End of Unit Teaching and Learning Strategies</u> Introduction Components ● Introduction/History of Topic ● Definitions ● Cornerstone Work on Topic in Field ● Arguments on Topic in the Field ● Gaps regarding Topic ● Hypothesis, Assumptions, or Research Statement Literature Review Composition	<u>Formative Assessments</u> ● Student Workbook Lessons ○ Lesson 5: Establishing Your Own Credibility ○ Lesson 6: Definitions, Assumptions, and Hypotheses ○ Lesson 7: Presenting Where You Are on Your QUEST ○ Lesson 8: Contextualizing Your QUEST with the Literature Review ● PREP Submissions: ○ 15 Source Minimum Reference Page/Works Cited ○ Review of the Literature
Summative Assessments	

Academic Paper: Introduction & Literature Review