

WELCOME TO AP RESEARCH!

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Office Hours: Every A Day morning, B Day mornings by appointment. Afternoons by appointment.

College Board Requirements

Advanced Placement Performance Task

Welcome to AP Research. 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. While the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. 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 final output of these efforts includes:

- I. **A 4,000 – 5,000 word Academic Paper [75% of the AP Score]** 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.
- II. **A 15-20 minute Presentation and Oral Defense [25 percent of AP Score]:** This presentation will be held in-person and will reflect the depth of their research. 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).

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).

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

Process and REflection Portfolio (Google Drive)

Using a process and reflection portfolio (PREP), students document their inquiry, communication with teacher and expert advisers, and reflect on the process throughout the course. Students will schedule discussions with the teacher at regular intervals for review and approval. Included in the PREP:

- Source collection and organization to develop research method
- Crafting components of academic paper
- To-do lists/next steps/plans
- Preparing and storing oral presentation preparation
- Notes from teacher conferences
- All communication with expert advisor and others

Grading Policy: Nine weeks grades are calculated according to the following:

50% Formative Grades:	
First drafts	First drafts of all portions of the research paper will be counted as formative grades. Note: Annotated Bibliography #1 has a peer review workday and a first draft, but Annotated Bibliography #2 only has a final draft to be submitted as a summative grade.
Peer Review markups	Students will peer-review each portion of the academic paper and will complete a worksheet on the paper they are reviewing.
Paper Evaluations	Students will critically evaluate the paper that we go over as a class.
PREP entries	Students will record their progress via digital reflections and assignments.
More assignments may be added as needed.	

50% Summative Grades: All summative grades are final drafts.	
MP1	<ul style="list-style-type: none"> • Annotated Bibliography #1 • Annotated Bibliography #2
MP2	<ul style="list-style-type: none"> • Inquiry Proposal Form • Literature Review
MP3	<ul style="list-style-type: none"> • Method • Body • Introduction

MP4	<ul style="list-style-type: none"> ● Conclusion ● Presentation and Oral Defense questions ● Symposium Participation
More assignments may be added as needed.	

Assignment Deadlines

When an assignment is listed as “*due at the beginning of class*,” it must be submitted no later than five minutes after the scheduled class start time. When an assignment is listed as “*due at the end of class*,” it must be submitted by the scheduled end time, as determined by the official bell schedule.

- 6th Period
 - Beginning of class assignments due: 10:45 am
 - End of class assignments due: 12:12 pm
- 7th Period
 - Beginning of class assignments due: 1:02 pm
 - End of class assignments due: 2:39 pm

Classroom Rules and Expectations

Show up. Come to class and do what you need to do to succeed in this class. That always means respecting your classmates and your instructor. That always means following instructions, staying engaged, and taking the class seriously. But that also means that you are in control of developing your own work ethic and completing your own assignments. You are responsible for your grade.

Showing up means:

- Coming into class each day with the intent to improve and master the concepts and ideas in this course. That will not happen without your active participation each day.
- Prior to class, think about what your questions are and then ask them. Due to the pace of this course, if you fall behind, you will have a difficult time getting caught up, so you must proactively raise your questions/concerns as they occur.
- Expect that there will be things you do not get immediately—this is an AP course! Its college-level expectations and material are by definition more difficult than that in a regular high school class. Learn to be persistent in your thinking and problem solving.
- Do not get in a cycle of falling behind and catching up or wondering what is due next. If you simply do what you are supposed to do, to the best of your ability, your grade and your AP score will take care of itself.
- Read the welcome message and start any task that is given.

AP Capstone™ Policy on Plagiarism and Falsification or 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 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 Task.

Ethical Research

The U.S. Department of Health and Human Resources outlines in the Belmont Report specific regulations for the protection of human subjects involved in the research process. All students' research proposals will be vetted for potential harm to human subjects to determine the need for an institutional review board approval. Students will receive instruction on ethical research practices.

Round Rock High School | Campus Academic Dishonesty

Academic Integrity: Round Rock High School is a comprehensive learning environment that presents students with a wide range of learning opportunities. The success of our learning environment depends on the good will and serious purpose of students, teachers, administrators, and parents. Securing the right of all students to learn in an honest environment characterized by academic integrity requires that we clearly define the expectations for honorable behavior and the serious consequences for dishonest academic performance.

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Academic dishonesty can be defined using, but not limited to, the following terms:

- **Malpractice:** Gaining an unfair advantage in a class or homework assignment. Malpractice includes offenses such as receiving unauthorized help from friends, parents, tutors, AI, or siblings regarding what should be an individual assignment.
- **Plagiarism:** The act of presenting another's words and ideas as one's own without crediting the source - this includes using the internet. This also includes paraphrasing material or an original idea without properly acknowledging the source.
- **Copying:** Taking the work of another student, with or without his or her knowledge, and submitting it as one's own.
- **Falsifying work:** Creating work with the unauthorized collaboration and/or use of generative AI.
- **Exam cheating/collusion:** Communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam to gain an unfair advantage. Collusion includes offenses such as allowing one's work to be copied or handed in by another student, as well as sharing exam questions or copies of the exam with other students through physical or electronic means (e.g., text, discord, social media, email).
- **Duplication:** Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Falsifying data:** Creating or altering data that have not been collected in an appropriate way. *Falsifying documents and/or signatures will be treated as academic dishonesty.*

Consequences of academic dishonesty for any assignment, including, but not limited to tests, quizzes, lab work, and homework, of any category include, but are not limited to:

1. The student receives a grade of "0" on the assignment/assessment and is granted the opportunity to complete an alternative assignment/ assessment for a maximum grade of a 60 within two weeks from student notification.
2. The teacher has a conversation with the student and notifies them of the cheating.
3. The teacher notifies parents or guardians via phone/email.

4. The teacher completes a referral form.
5. AP will process the referral. The student is assigned consequences such as:
 - a. Disciplinary action per the Student Code of Conduct.
 - b. The student may be denied membership or be declared ineligible for organization activities, Honor Societies, put on probation, or expelled from student organizations as stated in the specific organization's handbook.
 - c. Actions that involve collusion and/or theft of tests or teaching materials may result in suspension or other disciplinary actions to be determined by the building principal.
 - d. For three or more infractions, the administrator may develop an individual support plan, in addition to disciplinary action.

Supplies: Students need to bring the following to class each day

- Charged chromebook

Technology Usage

- House Bill 1481 takes effect this school year and requires all Texas school districts to prohibit students from using "personal wireless communication devices," which the law defines as "any wireless electronic communication device, other than a device provided to students by a school for instructional purposes, capable of transmitting and/or receiving data."
- Items that must now be put away on Round Rock ISD campuses from bell to bell:
 - Personal cell phones
 - Tablets
 - Gaming devices
 - Smart watches
 - Bluetooth headphones or earbuds
 - Fitness trackers that can send or receive messages
 - Personal (non-district-issued) computers
 - Two-way radios
 - Pagers
 - Any other device capable of digital communication.
- What this means for Round Rock ISD:
 - Devices must be stored out of sight and not in use during school hours
 - Exceptions will be made for documented medical needs and special education accommodations.
 - Students will receive a warning for a first infraction. Continued violations may result in the confiscation of the item.
- The law is designed to support student learning, reduce distractions, and limit the potential for cyberbullying. To help students adjust, families are encouraged to speak with their students about this change and perhaps consider practicing being device-free at home.

Remediation:

- **Late work:** Assignments submitted after the due date will receive a 30-point deduction. This policy applies to all late work submitted through the end of the marking period. Late assignments will not be accepted after the marking period ends.
- **Retaking an assignment:** If a student receives below a 70 on any assignment, they have **one opportunity** to retake this assignment for up to a 70. Retake assignments will not be accepted after the marking period ends.
- **Teacher feedback:** When students begin writing components for the Paper, only **one consultation with the teacher is permitted per assignment**. The teacher is not permitted by the College Board to give specific feedback on what will be turned in as part of the paper, in order to prevent plagiarism. Please respect this policy.

- Attendance and make-up work: Each student is responsible for obtaining and completing all assignments on time. Students unexpectedly absent from class are required to make-up all missed assignments. If a student was absent on the day of a summative assignment, then the student has the same number of days as they were absent to make up the assignment. Each day missed from class, excused or not, is a major loss; daily attendance is vital to class.

Timeline	
August - October	Students move through the Inquiry Unit by selecting a topic/issue, carrying out preliminary research, developing an annotated bibliography, and finalizing a research question and proposal. Students present a preliminary inquiry proposal for peer review; identify the need for, recruit, and begin communication with expert advisers; finalize and submit a proposal and reflect on feedback.
September-Nov.	Students complete the background component of their inquiry and finalize the choice and design of their inquiry method. If necessary, students submit proposals to the district's Institutional Review Board. All students submit and revise proposals for teacher final approval. Students write the Literature Review for their final paper. <i>Proposals should be approved by the teacher no later than the final week in October.</i>
Nov.-January	Students implement their inquiry methods while engaging in progress and reflection interviews with the teacher to ensure challenges with methods and time management are addressed. Students curate the inquiry process, writing and reflection pieces in their Google drive. Students write the methods section for their final paper.
January-March	Students complete research and compile data. Students write, proofread, peer review, and revise their academic papers, ensuring all components are present and meet rubric criteria. Students outline their results and discussion sections of the final paper.
March-April	Students prepare, practice, and deliver presentations with their oral defense. <ul style="list-style-type: none"> ➔ March: Students create and practice presentations; write the results and discussion sections of their paper. ◆ Students deliver presentations with oral defense. Teacher finalizes and uploads scores for presentations and oral defense.
April	Students complete and submit final papers. <ul style="list-style-type: none"> ➔ Students revise academic papers and participate in peer review/edit. ➔ April 23: Final submissions of academic papers.
May	AP research students present summary of work and lessons learned for AP seminar students. Students prepare presentations for school district exhibition as well as finalize extension activities for papers.

(College Board, *Course Exam and Description* 36)