Course Description:

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 (p. 8, Course and Exam Description).

Course Resources:

- AP Capstone Research Course and Exam Description (2017), New York: College Board.
- Various articles and academic resources for specific lessons

Items Needed for Class:

- 3 ring binder (1”-2” wide)
- Access to Google Classroom

AP Equity and Access Policy:

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.
Student Assessments:

AP Research Assessment Score Distribution

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Paper</td>
<td>75% of score</td>
</tr>
<tr>
<td>Presentation and Oral Defense</td>
<td>25% of score</td>
</tr>
</tbody>
</table>

*These percentages represent the distribution that College Board considers when creating a student’s final numeric score.

AP Research Class Grade Distribution

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Grades</td>
<td>75%</td>
</tr>
<tr>
<td>Summative Grades</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course grade will be 50% 1st semester and 50% 2nd semester.

Grading Policy:  
A = 90 – 100  
B = 80 – 89  
C = 70 – 79  
Failing = Below 70

Availability for Extra Help: My planning periods are 1st and 5th. I am available Tuesday and Thursday between 7:45 and 8:15, during Instructional Focus time, and any other day by appointment.

Makeup Work: All missed work and assessments are the responsibility of the student when they are absent from school. A student who is absent on the class day before a regularly scheduled assessment will be responsible for completing the assignment on the regularly scheduled day and time. Students who have been absent more than two consecutive days (including the assessment day) will be given five (5) school days to make up the assessment and/or other assignments. This does not include major projects, research papers, etc., where the deadline has been posted in advance. The teacher has the discretion to grant a longer period of time to make up work if there are extenuating circumstances.

Long-term projects must be turned in on the previously scheduled date. If a student is absent on that day, they must turn in the project the day they return to possible receive full credit. For every day late thereafter, their highest possible grade will be a 70. A daily synopsis of class and any handouts given out in class will be posted on itsLearning. itsLearning can be accessed using the following site:

https://forsyth.itslearning.com/

Late daily assignments can be turned in for a possible grade of a 70 until the summative test on that unit. Once that unit test is over, no daily (formative) assessments will be accepted.

Description of Assessments:

Process and Reflection Portfolio (PREP)

- Using a process and reflection portfolio, students document their inquiry processes, communication with their teachers and expert advisers, and store reflections on their thought processes. They will have scheduled conferences with their teacher for review and approval of their scholarly work as evidenced by the portfolio. This portfolio will be routinely used for the following:
  - Weekly reflections to guide in topic/question development
  - Source collection and organization to develop research question and method
  - Building academic paper in segments
  - Building and storing oral presentation preparation
College Board Submission (Results in AP numerical score for college submission)

- **Academic Paper (75% of AP score)** – The academic paper consists of 4,000-5,000 words and will be written over the course of the year. This paper showcases a student’s research conducted during the class.
- **Presentation/Oral Defense (25% of AP score)** – Once a student has submitted their academic paper, they will also be required to present their research findings and defend their choices regarding research methods and the contribution their research presents to the current body of knowledge. Students will present to a panel that will also pose questions for the students to explain. The oral presentation/defense will last approximately 15-20 minutes. A visual aid is required for the presentation.
- **No class grades will be given for the quality of this work.** Only the Presentation/Oral Defense (POD) will by scored by the teacher as part of the AP score.

Class Assessments

- **Formative Assessments** - Classwork will typically be focused on developing skills to aid in the development of the academic paper and POD. These assignments may include elevator pitches, class assignment completion, peer reviews, poster presentations, and class participation.
- **Summative Assessments** – Items included in the PREP will be graded as summative assignments. Students will complete an annotated bibliography that shows an alignment of sources to the research topic and an inquiry proposal that clearly identifies the topic of study, research question, preliminary research, and the relevant methodological and ethical considerations.

**Academic Honesty:**

South Forsyth High School Honor Code Statement

“This work is completely my own and not the work of someone else nor an unacknowledged outside source. I will not share my work or the contents of any assessment with others.”

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information (from the *AP Research Course and Exam Description*, effective Fall 2017)

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. 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.

***As an additional safeguard against plagiarism, Advanced Placement Research work – even the drafts – will be submitted to the TurnItIn website (AP Digital Portfolio).

**Curriculum Framework:**

The following sections contain the foci, learning objectives, and essential knowledge of each unit within the academic school year. Students will be paced through these units with the hopes that they will be prepared to submit their research for publication at the end of the year.

**QUEST Framework (p. 6, Course and Exam Description)**

In the classroom, students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

1. **Question and Explore** – Read critically; pose questions and identify issues that compel you to want to explore further.
2. **Understand and Analyze** – Use specific tools to break down an idea or argument into parts that make sense to you. These tools include re-reading, questioning in the text, and considering multiple perspectives.
3. **Evaluate Multiple Perspectives** – Identify the variety of perspectives/arguments of an issue. Consider any bias to determine the validity of that point of view.
4. **Synthesize Ideas** – Creating new perspectives after evaluating other varying perspectives. Establishing a unique position or claim using a variety of resources designed for a specific audience.
5. **Team, Transform, and Transmit** – A collaborative endeavor communicated clearly and effectively so as to transform both participants and audience.

**Reasoning Processes (p. 7, Course Exam and Description)**

The AP Capstone Program allows students to develop and practice reasoning processes that help them to make intentional, strategic decisions. It is important for teachers to understand these reasoning processes, which are embedded within the learning objectives.

- **Situating** – being aware of the context of one’s own as well as others’ perspectives, realizing that individual bias can lead to assumptions
- **Choosing** – making intentional and purposeful choices, realizing that choices have both intended and unintended consequences
- **Defending** – being able to explain and justify personal choices, logic, line of reasoning, and conclusions
- **Connecting** – seeing similarities within and across disciplines, concepts, and cultures that may at first seem disparate
Employing Research and Inquiry Methods (p. 9, Course Exam and Description)

In the classroom and independently (while possibly consulting with a mentor or expert in the field), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following components:

1. **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.

2. **Method, Process, or Approach**
   This section explains and provides justification for the chosen method, process, or approach.

3. **Results, Product, or Findings**
   This section presents the findings, evidence, results, or product from the student’s work.

4. **Discussion, Analysis, and/or Evaluation**
   This section interprets the significance of the findings, results, or product and explores connections to original research question while discussing the implications and limitations of the research or creative work.

5. **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.

6. **Bibliography**
   This section provides a complete list of sources cited and consulted in the appropriate disciplinary style.
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Weeks of Academic Calendar</th>
<th>Details for Parents and Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Developing Research Basics and Research Questions</td>
<td>Weeks 1-4</td>
<td>This will be the first four weeks of the AP Research course. Students will be frustrated as I am asking them to dig deeply into a very specific topic of their choice. Please know that this process is critical for the student to experience. While providing support is acceptable, do not do this work for your student. Let them learn to dig and manage frustration. Encourage students to gain the support of their Expert Adviser during this time.</td>
</tr>
<tr>
<td>Unit 2: Finding and Examining Sources</td>
<td>Weeks 5-8</td>
<td>Within this unit students will begin to really craft their own knowledge as a researcher in a specific topic. Again, I am asking them to dig deep. By the end of this unit, students will have roughly 1,000 words added to their academic paper.</td>
</tr>
<tr>
<td>Unit 3: Research Design and Methods</td>
<td>Weeks 9-18</td>
<td>Methods is a new addition to a student’s knowledge base. This is where students will really feel a split between what they know from AP Seminar and what they will learn and use in AP Research. Your student may ask about how much money they can spend researching a topic. There are many ways to conduct research without having to spend money, but if you are interested in financially supporting your student’s research, please let me know prior to purchasing items for your student. By the end of this unit, your student will have added another 1,000 words to their academic paper. Students also will undergo a revision process known as an Institutional Review Board (IRB). This ensure that all our students are ethically researching during class. This also opens the door for publication of their work.</td>
</tr>
<tr>
<td>Unit 4: Data Analysis and Finalizing the Academic Paper</td>
<td>Weeks 19-26</td>
<td>During this unit, students will learn how to work with the data/information they have collected and also will begin to organize this information into their academic paper. Attendance during this unit is critical, since students will receive information that could directly alter the impact of their paper on the research community. At the end of this unit, all academic papers will be submitted for scoring. Students will be crunched for time and those that procrastinate will be struggling greatly in this unit. Please encourage your student to manage time wisely.</td>
</tr>
<tr>
<td>Unit 5: Preparing Presentations and Oral Defense</td>
<td>Weeks 27-33</td>
<td>This unit is all about preparing your student for the Presentation and Oral Defense (POD) section of the College Board assessment. Students with performance anxiety or other speaking issues should practice routinely at home and with their peers.</td>
</tr>
<tr>
<td>Unit 6: Publishing Your Work and Reflections on the Year</td>
<td>Weeks 34-36</td>
<td>During the last weeks of school, students will polish their work for publication or presentation to future AP Research peers. I strongly encourage parental support of those students who wish to publish. All students will be eligible because of the IRB process in Unit 3.</td>
</tr>
</tbody>
</table>
## Detailed Unit Plans:

### Ongoing Activities

**Google Drive**

Google Drive will be our primary method of sharing materials. Students will find numerous resources in the AP Research Resources Folder. Each researcher will create a folder in Google Drive labeled YourName Research. This folder will include your PREP journal, your planning calendar, and other files related to your project. You will share your folder with me.

**The PREP**

Advanced Placement Research is not merely about collecting evidence or facts and then piecing them together. Instead, the research process is about true inquiry – asking questions and coming to solutions and conclusions through serious thinking, discussion, and reflection. This research process is recursive, meaning that you will regularly revisit ideas, seek new information when necessary, and reconsider and refine your research question, topic, and/or approach.

To keep track of the inquiry process, you are required to keep a digital Process and Reflection Portfolio (PREP) – a formative assessment tool which will be shared in real time with your AP Research Teacher. The PREP Journal will allow you to document your experiences in the course and to manage specific checkpoints along the way. In any given week, you should expect to make multiple entries in their PREP Journal to document your engagement with the QUEST ideas, with special attention paid to:

- 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, etc.
- Ways in which you have worked both on their own and as a part of a larger community
- Challenges encountered and solutions attempted
- Responses to Weekly Reads

**Weekly Reads**

Each week you will be assigned to read/view and respond in your PREP journal to all or part of a research project, presentation, artistic work, sample Inquiry Proposal Forms, sample IRB forms, etc. respond to in your PREP Journal. This weekly assignment will provide numerous models for you. In addition, I will prompt you to respond to these models in various ways. On a rotating basis, three students will be asked to share their responses each week. Trust me – the more practice you get speaking in front of a group, the more confident you’ll be for your panel presentation!
**Unit 1 - Developing Research Basics and Research Questions**

**Learning Outcomes:** 1.1C, 1.1D, 1.1E, 1.2A, 1.3A, 1.4D

<table>
<thead>
<tr>
<th>AP Seminar → AP Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will begin by reviewing the research skills you learned in AP Seminar and examining the differences between AP Seminar and AP Research. Other topics in this introduction will include:</td>
</tr>
<tr>
<td>- Beginning your PREP and Google Drive folder</td>
</tr>
<tr>
<td>- Weekly reads – We will “begin with the end in mind” and examine complete high school and undergraduate research papers and presentations.</td>
</tr>
<tr>
<td>- Online databases and scholarly research</td>
</tr>
<tr>
<td>- Discipline-specific requirements</td>
</tr>
<tr>
<td>- AP Research Digital Portfolio – access to EBSCO and Turnitin</td>
</tr>
<tr>
<td>- Roles of the teacher and expert adviser(s)</td>
</tr>
<tr>
<td><strong>Big Idea 1: Question and Explore</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing a Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will have several activities designed to help develop the research question. The PREP will be used extensively as ideas grow and change. We will work through several activities in the AP Research Student Workbook (Different Ways of Knowing, Types of Researchers, etc.) to determine your interests and preferences.</td>
</tr>
<tr>
<td><strong>Big Idea 1: Question and Explore</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drafting Your Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help you narrow your field of research and formulate a research question, we will work through several activities in the Student Workbook and make numerous entries in the PREP. These assignments are geared toward revising and refining your question.</td>
</tr>
<tr>
<td><strong>Big Idea 1: Question and Explore</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Question Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>After receiving peer and adviser feedback on the scope, feasibility, and value of the research question, you will formally present the draft of your research question to the class.</td>
</tr>
<tr>
<td><strong>Big Idea 5: Team, Transform, Transmit</strong></td>
</tr>
</tbody>
</table>

**Unit 2 – Finding and Examining Sources**

**Learning Outcomes** - 1.1C, 1.1D, 1.1E, 1.2A, 1.3A, 1.3B, 2.1B, 2.1C, 2.2A, 2.2B, 2.2C, 3.1A, 3.2A, 4.1E, 5.1B, 5.1C, 5.1D, 5.1F, 5.3A, 5.4A, 5.4B

<table>
<thead>
<tr>
<th>CRAAP and Other Analysis Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will learn about multiple analysis methods that allow you to distinguish what should be used for your research and what sources lack the efficacy of the subject. We will practice using these methods using several assignments from the AP Research Student Workbook.</td>
</tr>
<tr>
<td><strong>Big Idea 2: Understand and Analyze</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source Collection Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to gather approximately 40 sources in their body of knowledge that fall into the following categories: discipline specific, historical, current climate, and variety of research methods. You will use your sources to gain a stronger understanding of the discipline and style of your academic paper.</td>
</tr>
<tr>
<td><strong>Big Idea 3: Evaluate Multiple Perspectives</strong></td>
</tr>
</tbody>
</table>
Annotated Bibliography
The purpose of this annotated bibliography is to help you continue to develop and refine your research question, methods, and goals. You will not only learn more about your topic but also learn how to carry out your research. Students must pare down their source list to create a list of sources that will acknowledge and defend their rationale for their research question and field of study. The assignment requires a well developed understanding of all working parts to the research question’s body of knowledge, as well as limitations and perspectives within the body of knowledge.

Big Idea 1: Question and Explore
Big Idea 2: Understand and Analyze Arguments
Big Idea 3: Evaluate Multiple Perspectives

Elevator Speeches and Poster Presentation
When you have your research question drafted, you will present your ideas to other teachers and/or administrators during a two minute elevator speech. Poster presentations of the drafted research question will be created and placed on the walls of the classroom. You will have the opportunity to review your classmates’ questions and make comments and suggestions. You will reflect on these experiences in PREP journal entries.

Big Idea 5: Team, Transform, Transmit

Literature Review Composition
You will begin to write the literature review for your academic paper. This will be revised as you write the other sections of your paper, but you will begin to consider how to best communicate the value and benefits of your research.

Big Idea 4: Synthesize Ideas

Unit 3 – Research Design and Methods

Learning Outcomes – 1.3B, 1.4B, 1.1C, 1.1D, 1.1E, 1.4C, 5.1B, 5.1C, 5.1E

Methods Presentation
After we complete the Approach, Design, and Method of Inquiry activities in the AP Research Student Workbook, each student will be assigned one or more research methods. Your job is to learn about your assigned method and find an example of a scholarly research article that uses the assigned method. You will create a one page handout giving an overview of the method. These handouts and sample articles will be collected in the Google Drive to be used as a class resource. You also will give a brief presentation of your assigned method. PREP journal entries will discuss methods that you find most appealing for your research project.

Big Idea 1: Question and Explore
Big Idea 5: Team, Transform, Transmit

Methods Annotated Bibliography
You will create a second annotated bibliography that focuses on possible research methods for your research project.

Big Idea 1: Question and Explore

Elevator Speeches and Poster Presentations
We will add sections to the poster presentations in the classroom, focusing on the suggested research method and the justification for

Big Idea 1: Question and Explore
Big Idea 5: Team, Transform, Transmit
the selection of that method. Gallery walks will be completed to receive peer feedback. You will give another elevator speech to teachers and/or administrators and write PREP journal entries that reflect on the feedback that you have received.

### Ethical Research
We will reinforce the importance of following ethical research practices. We will look at other considerations essential to an independent research project. We will review Student Workbook assignments on plagiarism, copyright infringement, and intellectual property. Students will identify the bibliographic style and format required for field-specific research papers. Students will seek approval from the Institutional Review Board.

### Inquiry Proposal Form
November 30th is the deadline for completing the inquiry proposal form. You will compose your proposal using the form given in the AP Research Course and Exam Description (2017, p. 55).

### Planning Calendar
An important part of being an independent researcher is time management. You must develop your own plan for completing the various steps of your project. You will need to create a to-do list that identifies every step of your research project. You will place these steps into a calendar and save in your Google Drive folder.

### Unit 4 – Data Analysis and Finalizing the Academic Paper

**Learning Outcomes**

- 1.2A, 1.3A, 1.3B, 1.4C, 1.4D, 2.1B, 2.1C, 2.2A, 2.2B, 2.2C, 2.3A, 2.3B, 3.1A, 3.2B, 4.1A, 4.1B, 4.2A, 4.2B, 4.3A, 4.4A, 4.5A, 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.3A, 5.3C, 5.4A, 5.4B

#### Literature Review Draft
As the deadline for this portion of your paper approaches, our weekly reads will consist of numerous examples of literature reviews to read and analyze. Pay close attention to how the authors synthesize information and include multiple perspectives to provide a context for their own research. You will revisit the sources from your annotated bibliographies and read them for depth of understanding. You may cull some sources and add others as you become an expert in your field. Drafts will be submitted to TurnItIn. We will review the AP Research Rubric for the Academic Paper and conduct peer reviews.

#### Methods Draft
Weekly reads will consist of numerous models of Methods sections. You will read and analyze these examples, paying close attention to how researchers describe their choice of methods. Drafts will be submitted to TurnItIn. We will review the AP Research Rubric for the Academic Paper and conduct peer reviews.
<table>
<thead>
<tr>
<th>Draft</th>
<th></th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results, Products, or Findings Draft</strong>&lt;br&gt;Weekly reads will consist of numerous models of the Results section. You will read and analyze these examples, paying close attention to how researchers present their findings. Drafts will be submitted to TurnItIn. We will review the AP Research Rubric for the Academic Paper and conduct peer reviews.</td>
<td></td>
<td>Big Idea 4: Synthesize Ideas&lt;br&gt;Big Idea 5: Team, Transform, Transmit</td>
</tr>
<tr>
<td><strong>Discussion, Analysis and/or Evaluations Draft</strong>&lt;br&gt;Weekly reads will consist of numerous models of the Discussion section. You will read and analyze these examples, paying close attention to how researchers interpret their findings and discuss the implications/limitations of their work. Experts in statistical analysis of data may be brought in to advise you if your project requires this type of data analysis. Drafts will be submitted to TurnItIn. We will review the AP Research Rubric for the Academic Paper and conduct peer reviews.</td>
<td></td>
<td>Big Idea 2: Understand and Analyze Arguments&lt;br&gt;Big Idea 3: Evaluate Multiple Perspectives&lt;br&gt;Big Idea 4: Synthesize Ideas&lt;br&gt;Big Idea 5: Team, Transform, Transmit</td>
</tr>
<tr>
<td><strong>Conclusions and Future Directions Draft</strong>&lt;br&gt;Weekly reads will consist of numerous models of the Conclusions section. You will read and analyze these examples, paying close attention to how you should discuss the overall research process and next steps. Drafts will be submitted to TurnItIn. We will review the AP Research Rubric for the Academic Paper and conduct peer reviews.</td>
<td></td>
<td>Big Idea 3: Evaluate Multiple Perspectives&lt;br&gt;Big Idea 4: Synthesize Ideas&lt;br&gt;Big Idea 5: Team, Transform, Transmit</td>
</tr>
<tr>
<td><strong>Revised Draft of Entire Paper</strong>&lt;br&gt;Drafts will be submitted to TurnItIn. We will review the AP Research Rubric for the Academic Paper and conduct peer reviews. Mini lessons may be conducted to address common problems found in papers.</td>
<td></td>
<td>Big Idea 5: Team, Transform, Transmit</td>
</tr>
<tr>
<td><strong>Final Paper</strong>&lt;br&gt;You will upload your paper to your online portfolio and submit a printed copy to me.</td>
<td></td>
<td>Big Idea 5: Team, Transform, Transmit</td>
</tr>
</tbody>
</table>

**Unit 5 – Preparing Presentations and Oral Defense**

Learning Outcomes – 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.1F, 5.3A, 5.3C, 5.4A, 5.4B

<table>
<thead>
<tr>
<th></th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare and Practice Presentation</strong>&lt;br&gt;We will review the rubric for the AP Research Presentation and Oral Defense. Instead of weekly reads, we will watch several models of presentations. We will also review and discuss the presentation lessons in the AP Research Student Handbook. You will prepare your presentation and accompanying work/visual presentation.&lt;br&gt;Students will present their oral presentations to small peer groups. This will allow for peer feedback and practice. It is highly encouraged that you organize a way to record your mock presentations for personal reflection purposes.</td>
<td></td>
</tr>
</tbody>
</table>
### Oral Defense Preparation
Peer groups will act as oral defense panels, asking potential oral defense questions and providing constructive feedback. We will follow the review guidelines noted in the AP Research Student Handbook.

<table>
<thead>
<tr>
<th>Big Idea 5: Team, Transform, Transmit</th>
</tr>
</thead>
</table>

### Oral Presentations and Defense
Your panel will consist of three members. We will schedule presentations April 16-27, 2018.

<table>
<thead>
<tr>
<th>Big Idea 5: Team, Transform, Transmit</th>
</tr>
</thead>
</table>

### Unit 6 – Publishing Your Work and Reflections on the Year

#### PREP Journal
The final version of the PREP Journal will be submitted. It will include:

- Title page and table of contents
- Copy of the completed and approved Inquiry Proposal Form and IRB Form
- PREP entries made throughout the year
- Photographs, charts, spreadsheets, and/or links to videos or other relevant visual research/project artifacts
- Draft versions of selected portions of the paper
- Documentation of permission(s) received from primary sources, if required
- Documentation of your interactions with consultant(s) and the role the consultant(s) played in your learning and inquiry process
- Questions asked to and feedback received from peer and adult reviewers both in the initial stages and at key points and reflections on whether or not the feedback was accepted or rejected and why

<table>
<thead>
<tr>
<th>Big Idea 5: Team, Transform, Transmit</th>
</tr>
</thead>
</table>

#### Submission of Paper to Scholarly Journal
You will submit your paper to either a student journal or professional journal.

<table>
<thead>
<tr>
<th>Big Idea 5: Team, Transform, Transmit</th>
</tr>
</thead>
</table>

#### AP Research Manual and Reflections
You will develop a manual to assist future AP Research students.

| Big Idea 1: Question and Explore  
Big Idea 5: Team, Transform, Transmit |
|--------------------------------------|