Course Information			
Course Location	Smith 1009	**Instructor**	Mrs. Ashley King-Bennett (KB)
Course Days/Time	MWF 1-1:50	**Phone**	(336) 370-8580
Office Hours	T 11-1 (On Campus) R 1-3 (Remote; via appointment only)	**Electronic Contact**	kinga3@gcsnc.com kinga3gcsnc@gmail.com (for Google Drive sharing ONLY) Remind: @stemapr22

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. Student reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio (PREP). The course culminates in an academic paper of 4000-5000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense (College Board Course Description, 2016).

This course is an opportunity to explore ideas and take risks. It is an opportunity to learn that failure is a necessary feedback component for improvement. This course continues the recursive inquiry pedagogical framework of the AP Seminar course (QUEST); the goal of which is to teach students to internalize the habits of a researcher. This means that a researcher's initial ideas typically need consistent refinement and often evolve significantly throughout the research process. Students must be committed to this process of feedback and improvement to gain the maximum benefit this course offers.

Course Objectives

At the end of AP Capstone Research, students will be able to:

- Demonstrate the significance of one's research by explaining the rationale behind the choices made in the research process and logically connecting the findings to one's conclusions or new understandings
- Evaluate the significance of the findings, results, or product to the purpose or goal of one's inquiry and strategically choosing such evidence to effectively support claims
- Narrow a focus of inquiry and identify an aligned, ethical, feasible approach or method to accomplish the purpose of the research question and/or project goal
- Analyze evidence for what is known about one's topic of inquiry to further narrow (focus) and situation one's research question or project goal
- Evaluate the credibility, relevance, and significance of sources and evidence to the choices made in the inquiry process
- Contextualize the purpose and significance of one's topic of inquiry within a broader field or discipline
- Choose and employ effective written and oral communication techniques, considering audience, context and purpose to convey and defend conclusions or new understandings
- Choose and consistently apply an appropriate citation style and effective conventions of writing
- Identify challenges, successes, and moments of insight throughout one's inquiry, which transformed one's own thinking and reasoning

Instructional Materials

Provided for You	You Should Bring
1. *AP Classroom* and *AP Digital Portfolio* by College Board 2. Canvas LMS Access 3. Google Drive shared folder for P.R.E.P. journal	1. Notebook to take notes (type of student choice) 2. Loose Leaf Notebook Paper 3. Pens (blue or black ONLY) 4. GCS issued Chromebook with charger
Students will be provided with access to digital and hard copy resources via Canvas. Students should be prepared to work outside of the scheduled time frame for the class. *Reliable internet access is required for this course. Students are required to actively engage with the* Canvas Learning Management System *to succeed in this course.*	

Instructional Methods

This class is designed to provide students with an opportunity to develop into independent researchers. For this reason, the course will be taught using a variety of methods that shift the focus and load of work to the student. *Reliable internet access is required for this course. Students are required to actively engage with the* Canvas Learning Management System *to succeed in this course.*

It is in the student's best interest to bring their own laptop to class every day. Personal laptops or school issued Chromebooks are acceptable.

Scheduling of the course will be made around the university schedules of participating students and will work very similarly to a standard university course. Meetings will take place several times a week during the beginning of the course to provide students with support as they transition from a seminar way of thinking to one that best suits research. As students move further into the active research component of their project, meetings will become guiding/coaching sessions based on observed needs. Students are expected to make use of office hours and to meet with their instructor at least once per week during the more "independent" portions of the course.

Unlike Seminar, College Board allows more freedom for the instructor to provide feedback and assistance to students. However, this must be initiated by the student with specific requests.

Grading Information

The grade for this course comes *solely* from the work used to develop and produce your academic paper and presentation.

Grades will be calculated based on the following weights:

Progress Checks/P.R.E.P. Checks	10%
BOK Talks & Presentations	20%
FINAL Academic Research Paper*	38%
FINAL Academic Research Presentation*	12%
Final P.R.E.P. Journal (Final Exam)	20%
	100%

*Weights for these TWO assignments (FINAL Paper and FINAL Presentation) make up 50% of the final AP Capstone Research grade. This is in reflection of their importance as the ultimate products of the year.

This course carries an AP Score which is calculated using the following components:

Academic Research Paper scored by College Board (75%)

Academic Research Presentation scored by instructor (25%)

Students will be provided copies of rubrics, task directions, and other necessary information via Canvas throughout the course. Students will receive the College Board rubric—which is used to provide AP credit—and the STEM rubrics—which are used to provide grades. A total of 40% of your final grade comes from the final drafts of your Academic Research Paper and Academic Research Presentation.

STEM scores for the Academic Research Paper and Academic Research Presentation will be provided to students once all papers are finalized in Digital Portfolio and all presentation scores have been submitted to College Board OR May 1, whichever comes first. All grades are final as they are reported.

Late Work

This course is based solely on demonstration of skill, and there will be minimal opportunities for me as an instructor to provide you specific feedback. Completing and submitting late work makes it difficult to provide you with timely and useful feedback for your learning and growth. You do yourself a disservice by submitting late work as you deprive yourself from the opportunity to have real time feedback. Additionally, it makes it difficult for your peers to provide you with feedback and for you to do the same for them. Late work is not accepted.

*Submissions through email **ARE NOT** accepted without prior WRITTEN approval.*

Please note that technical difficulties are NOT an acceptable excuse for submitting an assignment late.

Homework

Homework in this course consists largely of completing readings, written drafts, and group and individual presentations. The time required for these will vary by student as well as by research discipline and topic. The amount of time will vary based on how effective a student is at using their in-class time. Students will have access to the classroom during an open hours or office hours time to complete work and receive assistance.

This course is designed to have students produce unique, detailed, and independent research projects. It is designed to require a significant time commitment across the school year. A lack of preparation and focus will clearly show in the final product. It is up to the students to plan their time and ensure that they complete the entire research process by the deadlines provided at the start of the semester.

Dropped Grades & Extra Credit

Due to the nature of this course, no grades are dropped nor is extra credit offered.

Attendance Policy

Good attendance is essential for student achievement and success. Students must attend a 45-minute extra help session for each unexcused absence over 3 in a class period in a nine weeks period. For students who have 5 or more absences in a class period in a nine-week period, parents/guardians must request a waiver to avoid the student receiving a NC/65 for the class due to attendance.

It is the responsibility of the student on the first day of his/her return to school following an absence to arrange for make-up time and/or work. ***All assigned make-up work will be completed outside of regular class time within 3 school days (except in the case of consecutive multiple absences).***

Students should check the Absent Binder for returned assignments, feedback rubrics, or distributed materials. Missed assessments must be scheduled and completed by the student within 3 school days.

Policies & Procedures

Arriving on time to class is a sign of preparation and respect for me and for your peers. It reduces lost time and distractions. "On time" means being in your seat and ready to begin at the designated start time of class.

Be prepared. Do the work.

Please turn your devices off so that no ringers, alarms, buzzing, or lights distract your classmates. A place will be designated for you to store your phone while it is charging (if needed). Otherwise, your device should be out of sight. Bring your Chromebooks and chargers—but make sure your Chromebook is charged before class!

Know yourself and when/where you need help.

Be familiar with the schedules and the guidelines in this syllabus or on Canvas.

Correspond with me and your peers in an effective and respectful manner. Always include a subject in your emails and sign them with your name.

Participate fully, even when you don't think you know something. Failure is the path to growth. ***If you aren't failing, you aren't learning.***

Always behave with respect, responsibility, and integrity. You are judged by your character, and only you control that. Own up to mistakes, work honestly, lose with grace, and treat others as you want to be treated. You only get one opportunity to establish your character with someone—establish the best one you can.

Check Canvas often. Information that is important to you will be posted here. I will also communicate with you there extensively.

Students are responsible for complying with and are expected to be familiar with the GCS Code of Student Conduct and School Board policies governing student behavior and conduct. All Code of Student Conduct policies are contained in the GCS Student Handbook and the STEM Early College Handbook, which is distributed to all students and parents at the beginning of each school year. If there is a conflict between the rules expressed in this syllabus, the GCS Code of Student Conduct policies shall

take precedence. Any violation in the code of student conduct will result in disciplinary actions outlined in the student handbook.

Collaborative Learning & Peer Feedback

Throughout the course, you will work with all members of your class in order to develop your ideas, research method, data analysis, and presentation process. It is vital that you engage in thoughtful and constructive feedback and criticism of peer work. You will be graded throughout the course using the feedback that you provide to your peers and the way in which you respond to the feedback provided to you. It is expected that you engage voluntarily and on your own time with your peers to give and receive feedback throughout the research process.

Academic Integrity

Any student who engages in or attempts to engage in plagiarism, falsification, violation of software copyright laws, or violations of computer access may be subject to disciplinary action and will receive zero on the assignment. Cheating includes giving or receiving any unauthorized assistance of academic work. Plagiarism includes copying the language, structure, or idea of another and representing it as one's own work.

Academic integrity is an important part of success and character. Students will be held to a high standard for academic integrity and behavior. A violation of academic integrity includes (but is not limited to) the following:

> Cheating on a test
> Taking pictures of an online quiz and sharing them with another student
> Copying the notes of another student instead of doing the work yourself
> Using someone else's work without giving them proper credit (citation)
> Copying from another student and submitting that work as your own original work
> Using unapproved sources or modes of information for an assignment
> Falsifying or lying about one's behavior regarding an academic assignment

This class has a tiered policy regarding academic integrity violations. Various violations are organized based on the severity of punishment.

> **Tier 1:** Improper or missing citations in a paper (May be the result of negligence)
>
>> **1st offense:** Student is given a written warning/explanation of the offense to be signed off by student and parent, student-teacher conference to discuss the offense, parent notification.
>>
>> **2nd offense:** Student must schedule a time before or after school to complete an alternative assignment in the teacher's presence for 50% credit, parent meeting requested, and student must complete an academic integrity project/presentation.
>>
>> **3rd offense:** Student receives a zero on the assignment and is given a disciplinary referral. Parent notification is also made.
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> **Tier 2:** Using unapproved sources or modes of information on an assignment, copying from another student and presenting that work as your own original work, copying the notes of another

student instead of doing the work yourself, taking pictures of online assignments and sharing them with another student, informing subsequent classes of pop quizzes (Is the result of a deliberate choice to gain or give an advantage to another)

1st offense: Student is given a written warning/explanation of the offense to be signed off by student and parent, student-teacher conference to discuss the offense, parent notification, and a zero on the assignment in question.

2nd offense: Student receives a zero on the assignment and is given a disciplinary referral. Parent notification is also made.

Tier 3: Cheating on a test, falsifying or lying about someone's behavior in regards to an academic assignment (Is the result of a deliberate choice to gain an advantage by deception)

1st offense: Student receives a zero on the assignment and is given a disciplinary referral. Parent notification is also made.

Please note that this DOES NOT mean that you can get caught cheating 6 times. Repeated academic integrity violations will result in disciplinary referrals. This isn't a pick-and-choose menu where you can do two from tier 1 and one from tier 2 without a disciplinary referral. Three strikes and you're out.

Two Party Rule
The person who ALLOWS the copying/asks for information is just as guilty as the person who DOES the copying
When two or more papers are considered "suspect" for an academic integrity violation, all parties will be reprimanded the same way
Students who are found to have asked for information/questions will be subject to consequences as described by the academic integrity policy just as those who actually shared the information.

Please see the Collaborative Learning section for a discussion on what is and is not part of a collaborative learning environment. If you have any questions, ask your instructor for clarification.

Additionally, the College Board indicates that there are consequences attached to engaging in plagiarism and falsification in regard to AP score reporting and performance. Students should be aware of the following:

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.

Students are **categorically prohibited** from using any and all Artificial Intelligence tools (e.g. ChatGPT or DALL-E) or essay writing services (e.g. Chegg or Course Hero) to guide, brainstorm, draft, or create student work related to any AP assessment, including written projects and performance tasks. The AP Program reserves the right to validate student work submitted for AP African American Studies, AP Art and Design, AP Computer Science Principles, AP

Research, and AP Seminar with plagiarism detection tools and other investigative efforts to identify non-student generated work. Any use of Artificial Intelligence tools or essay writing services will be considered an exam violation and may result in the cancellation of a student's AP score(s).

Engaging in any form of plagiarism or falsification of information can and will lead to a zero from the College Board for concerned tasks. You must provide ongoing and real-time evidence of data collection and analysis throughout the research process in your P.R.E.P. journal.

Any violation of College Board Policies on Plagiarism and Falsification will be reported to College Board immediately and will receive a zero at STEM.

Course Schedule of Topics

A tentative schedule for the Fall 2023 semester is attached to this syllabus. It is your responsibility to be aware of what preparation work and major assignments are required as you will not always be given a reminder in class. It is a good idea to check Canvas daily to ensure that you have completed all preparation assignments needed for the day. If we miss a day of school due to weather, you are responsible for completing the assignments as they are assigned. Due dates for documentation, forms, and drafts are ***hard deadlines***. Note that the course is yearlong and organized around your university schedule, so the Spring 2024 schedule and class meeting times will be released after course registration.