



In all that we do, we always **REP M!**
R - Be **RESOLVED**
E - Be **ENGAGED**
P - Be **POSITIVE**
M - Be **MINDFUL**

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Overview (p. 8, Course and Exam Description)

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4,000–5,000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Course Textbooks and Resources

- Babbie, E. (2011). *The basics of social research* (6th ed.). Belmont, CA: Wadsworth.
- Creswell, J.D. & Creswell, J.W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. (5th ed.) Los Angeles: SAGE.
- Leedy, P.D., & Ormrod, J.E. (2013). *Practical research: Planning and design*. (10th ed.). New York: Pearson.
- Palmquist, M. (2015). *The Bedford Researcher*. (5th ed.) Boston, MA: Bedford/St. Martin’s Press.
- Pyrczak, F. (2010). *Making sense of statistics: a conceptual overview*. (5th ed.) Glendale, CA: Pyrczak.
- AP Capstone Research Course and Exam Description (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2017). New York: College Board.
- Various articles and academic resources for specific lessons

The College Board Score Breakdown

AP Research Assessment Score Distribution

Element	Percentage
Academic Paper	75%
Presentation and Oral Defense	25%

Classroom Grade Breakdown

AP Research Class Grade Distribution

Category	Percentage
Major	55%
Minor	35%
Practice	10%

These percentages represent the distribution that the College Board considers when creating a student’s final numeric score. There is no AP test in May for this course.

Colleges expect students to take the AP exam if they are enrolled in an AP class. A grade of 3 (out of 5) on the exam may provide core or elective

The FCS district has determined the above weights. The weights apply to both semesters.

Major: project- 55% of class grade

- Institutional Review Board and Inquiry Proposal Form (IPF): Detailed form completed

credit at the school of your choice, but several institutions desire a 4 or better to obtain college credit. The following link will help you determine the credit policy at schools to which you plan to apply, aiding in your goal-setting for this year: <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

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. No grade will be assigned for the quality of this work.

Presentation and Oral Defense (POD): 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 student to explain. The Presentation and Oral Defense will last approximately 15-20 minutes. A visual aid is required for this presentation.

Key Dates Related to AP Research Score

- Research Proposal: October 24th
- Surveys, Interviews, Consents: October 31st
- Raw Data Collected: Jan 23rd
- Paper Submission: March 20th
- Presentation and Oral Defense: April 17th
- AP Research Paper Graded by CB: June 5th
- AP Research Score Release: July 3rd

to ensure that students are prepared to conduct ethical and feasible research with the backing of Milton High School.

- 50 source list, annotated bibliographies, and peer reviews: Students will also be required to develop their academic paper through various assignments. These opportunities will allow students to receive feedback from peers and other faculty within the school regarding research elements.
- Element drafts: Timely and well-developed drafts of individual paper sections, termed elements (ex. Introduction or Method), will be constructed over multiple days in class

Minor: short presentations, some peer reviews- 35% of class grade

- Students will be given multiple opportunities to express their ideas and goals in the classroom through informal presentations including elevator speeches and progress presentation
- Written peer review assignments will facilitate idea development and peer feedback

Practice: PReP, progress checks- 10% of class grade

- Using a process and reflection portfolio (PReP), students document their inquiry, communication with their teachers and expert advisers, and store reflections on their thought processes. They 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:
 - Regularly-scheduled reflections to guide in topic/question development
 - Source collection and organization to develop research question and method
 - Building and storing oral presentation preparation
 - Reflections on progress meetings scheduled with the teacher
- Progress checks assessing logs of obstacles and actions will occur periodically, unannounced

The Fulton County Grading Scale is used for all graded assignments and semester average.

Grade	Percentage
A	90 - 100
B	80 - 89
C	70 - 79
F	below 70

Materials Needed Daily: Charged and internet-connected computer, pen/pencil, paper

Electronic Resources: Students will be taught and expected to use several databases and password-protected resources during this course. To aid in your organization, please write any missing privileged information that was shared with you in the indicated spaces:

- Turnitin.com can be accessed through Classlink
- EBSCO: access through the Digital Portfolio
- GALILEO password for August 2022- December 2022: _____
- AP Research Digital Portfolio (digitalportfolio.collegeboard.org) class join code _____

It is your responsibility to join your AP Research section in the College Board Digital Portfolio (DP) in order to submit your academic paper. If you do not join the DP by the College Board's deadline, neither your paper nor your POD will be scored.

Help Sessions: Thursday 3:35 pm to 4:15 pm

Missing/Late Work

If a student misses work due to absence, the student will have an equal number of days as he/she was absent to complete any missed assignments/assessments. The equal number of days allowed for missing/make-up work will begin the day after the student returns to school. Teachers can start deducting the points as listed below when the deadline has not been met. In addition, if a student is present but fails to turn in work, teachers will place an "M" in the gradebook (an "M" will be weighted as a zero in the gradebook). The "M" denotes that the work is missing and has yet to be turned in or made up. If the student skips class (look for code of conduct) on the day of a scheduled assessment, the student will receive a 0 and may only recover up to a 75%. Any assignment not completed by the beginning of the period it is due is late.

Category	Late Deduction - (maximum 25%)
Minor/Major	After the makeup window has passed, teachers will deduct late points from the completed assessment/assignment. 5% per day not to exceed 25%.
Practice	After the assessment date, teachers will deduct 25% from the completed assessment/assignment.

Late submission of assignments in this class significantly impacts progress as all assignments build to result in one large independent project. Since teacher feedback cannot be given on major assessments that contribute to the independent project, several grades are taken for completion rather than accuracy/accomplishment, encouraging submission of imperfect drafts rather than deferral of submission. You must plan accordingly in order to submit on time as you can only recover each major assessment only ONCE. (See below.) If your work is submitted late, in addition to score deductions, expect **few or no comments** for improvement.

Recovery Policy

The intent of recovery is to assist students who are failing courses by providing adequate opportunities to master course objectives to eliminate preventable failures. ***The goal of recovery is to help students learn to be successful and responsible.***

- All students will be afforded a one-time opportunity to recover each major assessment if they score below a 75.
- Students must initiate a meeting with the teacher, assure all missing work is completed and take advantage of support sessions.
- ***Recovery of a major assessment should occur before the next major assessment is given. It is the student's responsibility to schedule this recovery opportunity with their teacher.*** Once the next major assessment is given, recovery options for previous assignments are not available.
- Students are eligible to earn a replacement grade that is no higher than a 75.
- If a student's recovery grade is below the original score, the original score will stand in the grade book.
- The original grade will be noted in the comment section of the grade book.

Honor Code Violations (cheating/plagiarism)

All honor code violations will be investigated, and consequences given. An honor code violation on homework, quizzes, or classwork (practice or minor category in the grade book), may be handled by the classroom teacher and may be referred to the administration. *Honor code violations of assessments (exams, tests, projects, essays, etc.) will be referred to the administration and will result in disciplinary consequences.* Additionally, honor code violations will be reported to honor society advisors.

Plagiarism Policy Overview: College Board policy on Plagiarism and Falsification or Fabrication of Information (*p. 43, 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 Research Performance Assessment 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 Research Performance Assessment Task.

Non-Academic Skills

Based on Board policy, all students will receive non-academic skills ratings from each class every 9 weeks on the progress report/report card. Teachers will submit the ratings on four areas (self-direction, collaboration, problem solving, and work habits) in a separate section from academic performance.

Communication of Progress

Progress reports will be updated in Infinite Campus and available through Infinite Campus every 4.5 weeks and report cards every 9 weeks to reflect the student's performance at those times. Teachers will notify parents/guardians by email or phone call if a student is in danger of receiving an F as a final grade or is experiencing a serious decline in achievement. Parents and students are encouraged to download

the Infinite Campus app on their phones or to access Infinite Campus through the student and parent portal and check progress frequently. I check e-mail and Remind on my computer between 8 am and 5 pm on days school is in session. Messages sent outside these times will be read upon my return to school as I do not use e-mail or Remind on my phone. Plan ahead to avoid last-minute questions, technology problems, etc.

Class Time Expectations

1. Participate in independent work and discussions. You will be tempted to misuse some of the vast amounts of independent work time you are granted. Remember, **THIS IS NOT A STUDY HALL OR SOCIAL HOUR.**
2. Do not procrastinate. If you didn't do last night's work, you cannot optimally benefit from peer review or progress to the next element.
3. It is **EXTREMELY CRITICAL** to come to class prepared every day. This includes charging your tablet each evening and having your articles and assignments with you at the start of class.
4. We will use every available class minute, so plan for your PReP log to reflect productivity from bell-to-bell each day.
5. Talking is necessary during teacher lectures, discussions and/or group work. Silent work, especially essay and writing drafts, will need complete focus.
6. Attend class on time and do not make excuses to leave early.
7. As we will have many intervals dedicated to student-guided work, abstaining from tangents during discussion will be crucial to your productivity. Adopt this norm for your groups and hold each other accountable.

CLASSROOM DISCIPLINE (please see Student & Parent Handbook for more detailed information):

Cell Phones or PCDs (FCS Student Code of Conduct Rule 18f.II & 18.g.III)

Cell phones will be placed in the provided wall pockets closest to students' assigned seating 1 minute after the bell rings to begin class and retrieved 1 minute before the bell rings to end class. No student may handle another student's cell phone. It is the student's responsibility to remember to retrieve the cell phone 1 minute prior to the end of class. Violation of these simple rules is subject to the discipline process below. If a cell phone charger is brought to class and an outlet is available that is not used by room equipment (including but not limited to a pencil sharpener or projector), the student may charge a phone outside of the cell phone pockets as long the phone does not become a distraction.

In grades 6 through 12, the use of PCDs is not allowed during instructional time and will only be allowed when explicitly instructed to do so by a teacher or other school staff member.

- The use of cell phones and other PCDs for noneducational purposes, including but not limited to, recording staff and/or students without permission or other inappropriate content is strictly prohibited. **Discipline consequences will be given.**

CELL PHONE DISCIPLINE PROCESS	
1 st Offense	Redirect
2 nd Offense	Reteach Expectation
3 rd Offense	DIRECT Parent Communication
4 th Offense	Discipline Referral/ Phone Confiscated

**When student phone confiscated, a parent/guardian will be able to pick the phone up in the main office.

**Refusal to give cell phone to administration will result in further disciplinary action.

Tardy to Class

Students arriving late to a class period will be admitted and marked as "Tardy". A student is considered tardy when he/she arrives after the bell but within the first twenty minutes of class. After twenty

minutes, the student will be considered skipping class. Discipline consequences will be given. You are tardy if.....

- You are in the hall when the bell stops ringing.
- You are running down the hall when the bell stops ringing.
- You are close to the door, but in the hall, when the bell stops ringing.
- You are on your way from the restroom, but in the hall, when the bell stops ringing.
- The teacher has time to close the door while you are in the hall.
- You are bursting through the door when the bell stops ringing.
- You have already been to the classroom, but leave, and the tardy bell stops ringing.

IF ANY OF THESE APPLY TO YOU, YOU WILL BE MARKED TARDY FOR CLASS. Discipline consequences will apply as per the student handbook.

Student Discipline

Teacher detention serves as an opportunity for the teacher and the student to address a behavioral concern from their class period together after the administration and parent/guardian have been contacted about the situation at hand. Teacher detentions may be held for frequent tardies (teacher detention after three); behavior during the class period (insubordination, disruption, etc.); or unauthorized use of cell phones after an attempt to redirect. Parents and admin/counseling teams will be notified if a teacher detention is assigned. Teacher detention is from 3:40 pm – 4:10 pm, in the teacher's classroom, at the date set by the teacher. Teachers have the option to send behavior referrals to administration at any time. Continued behavior violations of the FCS Code of Conduct will result in increased consequences for the student.

Hall Passes

All teachers have hall pass lanyards for their room. Students who need to use the restroom during class must request and gain permission from a teacher for use of the hall pass. **No students should be in the hallways in the first ten minutes or last ten minutes of the class period, even with a pass.**

Lost/Damaged Property Policy

Students are financially responsible for all property issued by Milton High School. These items may not be left in classrooms, and teachers are not responsible for students' items left unattended. Items issued to the student must be turned in at the end of the course or as otherwise determined. Students will not receive credit for turning in another student's book, and students may not turn in replacement books. The cost of replacement items will be assigned to any student that fails to turn in property that was issued. Damaged items are subject to replacement cost. If a student is issued damaged property, the student must notify the administration in writing immediately.

Communication with Faculty

Due to limited access to a phone during the school day, please email faculty members with questions and concerns, so they may answer inquiries and resolve issues in a timely manner. Faculty will strive to respond to e-mail within one (1) business day. Parents and guardians may arrange individual teacher-parent conferences; however, if a conference with more than one teacher is desired, the student's counselor can help coordinate the meeting. ***Parents must meet with a teacher before requesting a meeting with the department chair; parents must meet with a department chair and teacher before requesting a meeting with an administrator.***

Extra Credit: Per the new Fulton County Schools district policy, there is no extra credit in any course and your lowest major grade is not dropped at the end of the semester. It is thus very important that you do all of the assigned work and turn it in on time.

***Syllabus is subject to change through the course of the year at the discretion of the classroom teacher.**

AP Research Content and Format Confirmation

We are excited to offer AP Research and believe that students who complete the AP Capstone program will be exceptionally well-prepared for their future college and career experiences. AP Research students were informed of the class design and unique aspects of grading during the first week of class. The following document is provided to parents of students enrolled in AP Capstone: Research to inform parents of the course design before the add/drop period ends. **You will indicate acceptance/rejection of this document on a different form.** For more information, please see <https://apcentral.collegeboard.org/courses/ap-capstone/frequently-asked-questions> or e-mail me at CampbellM08@fultonschools.org As a reminder, the AP Research course differs from other AP courses in several important ways:

1. The College Board grade for AP Research is comprised of two parts, the academic paper (75%) and the presentation and oral defense (POD, 25%). Both of these will be assessed by **April 17th, 2023**. There is no additional exam during the May College Board AP exam period.
2. After students have completed their research proposals in late October and passed the IRB process, I will be unable to give **individual** feedback or advice on their progress, as the subsequent work is the entire substance of their AP score (like the end-of-course AP exam). Also, there will be fewer grades recorded in Infinite Campus, and many of the grades will indicate progress and completion. I will function as more of a test proctor during the writing of the academic paper, presentation, and oral defense than a teacher. However, I **will** give instruction on each of the elements included in the paper, presentation, and oral defense. We **will** do practice assignments meant to achieve understanding and mastery of the mechanics of these elements. I **will** give whole-group feedback based on assignments submitted on time. Here is what I can and cannot do during the composition of the academic paper and presentation, taken directly from the course and exam description (2020, p. 51):

AP Research: Role of the Teacher	
DO	DO NOT
Make sure students, expert advisors, and panel members are aware of the timeline, assessment task components, and scoring criteria/rubrics.	Assign, provide, distribute, or generate research questions or project goals for students.
Hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress. Direct the students to the areas of the rubrics where their work may need improvement.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment.
Engage in whole class teaching of skills pertinent to the performance task as students are working on their research and/or presentations.	Provide specific, directive feedback to individuals or groups (teachers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional data bases, local expert advisers, library assistance) – so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles or evidence for students.
Provide effective guidelines for peer-to-peer review and feedback. Co-ordinate opportunities for students to engage in peer review.	Proofread or copyedit student work for students.
Provide students with the list of possible oral defense questions.	Identify the exact questions a student will be asked prior to his or her defense. Students should be prepared to answer every one of the oral defense questions.
Provide any necessary assistance to students in finding external expert advisers if warranted (experts in the field or discipline).	Violate local, district, state and/or country policies regarding student engagement with external expert advisers.
Check AP deadline and monitor student submissions in the digital portfolio. Ensure students meet deadlines, work is submitted to the correct place for the Academic Paper (AP), and has been checked for plagiarism.	Leave students to submit work unsupervised.
Score student presentations and oral defense (POD) and submit the scores in the AP Digital Portfolio prior to the April 30 at 11:59 p.m. ET submission deadline.	Release these scores to students.

3. Following submission of the research proposal in late October, other Milton High School faculty also will not be allowed to provide the students direct feedback or advice regarding their project and presentation for AP Capstone Research.

4. Students will be expected to collaborate (work in discipline-specific groups) and present **regularly** and for a **grade**.
5. Students will reflect on their progress regarding specific skills on a weekly basis for a grade, as part of a process and reflection portfolio (PReP). The PReP is **required** by the College Board as evidence of originality and ownership of the ideas contained within a student’s project. The PReP is reviewed by the College Board as part of the scoring process in specific cases.
6. Absences (due to illness, team sports, field trips, etc.) will significantly impact student learning. See #4.
7. While the bulk of writing and composing presentations will be done in class, data collection and reflection will be required at night and/or on weekends.
8. Due to the highly specific nature of a student’s investigation, the teacher’s subject area knowledge in any given field will be insufficient. Finding one or more expert advisors can be very beneficial to the direction of a student’s project and is **highly recommended**. Specific guidelines apply regarding the assistance of expert advisors (also known as research mentors), as detailed below, taken directly from the course and exam description (2020, p. 52).

Role of Expert Advisers in the Academic Paper

Should a student require such, they may engage in communication with one or more expert advisers. Expert advisers may be drawn from

- the faculty
- the community
- local or nonlocal businesses and industries
- higher education institutions

Expert advisers represent a resource for teachers and students in a variety of areas (i.e., expertise in specific disciplines, fields, or methods). Teachers must ensure students are transparent with any expert advisers about what they should and should not do.

AP Research: Role of Expert Advisers	
DO	DO NOT
Engage in conversation with guiding questions and provide general feedback to students regarding their choice of research questions/project goals, data- or information-collection methods, and analysis strategies.	Generate research questions/project goals for students. Provide unsolicited help (i.e., students must initiate conversations that call for expert adviser feedback, such as asking a question to which the expert adviser can then respond).
May hold work-in-progress meetings with students to ask questions, monitor, discuss, and provide guidance on progress.	Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment. Provide specific, directive feedback to individuals (expert advisers must not tell students what to do).
Suggest possible resources that can help students further their research (e.g., additional data bases, local expert advisers, library assistance) – so that students are not disadvantaged in their exploration.	Conduct research or provide specific sources, articles or evidence for students.
Help students with the mechanics of the research process (e.g., strategizing to find answers to questions or helping them understand how to access resources).	Provide unsolicited help (i.e., students must initiate conversations that call for expert adviser feedback, such as asking a question to which the expert adviser can then respond).
Provide general feedback to students about elements of their papers or presentations that need improvement. Direct the students to the areas of the rubrics where their work may need improvement.	Write, revise, amend, or correct student work (anything that is part of, or contributes to, the final work submitted for assessment). Provide or identify the exact questions a student will be asked prior to his or her defense (i.e., students should be prepared to answer every one of the oral defense questions that have already been provided to the students in advance).

9. For their own safety, students should meet with expert advisers only in public places, with a parent/guardian present, or limit interactions to videoconferencing (e.g. Teams or Facetime) or e-mail. All e-mail communications between an expert advisor and a student must have the teacher included as a carbon-copy contact to support protection of the minor student.
10. As this class is most similar to an undergraduate thesis composition, which is typically undertaken in the last two years of a bachelor’s degree, students will likely be challenged (and rewarded) beyond any project they have ever undertaken. Highs are very high and lows commensurate. The class is designed to help students through the roadblocks as long as they try.
11. All students will be required to submit their project to the Institutional Review Board (IRB) process during the autumn BEFORE starting ANY experimentation. In this procedure, a student considers all ethical angles of their research question in their method design, plans accordingly, and submits a detailed proposal to an ethics board (IRB). The IRB judges the design of the project according to their professional expertise and makes recommendations if necessary. The purpose of this process is two-fold: 1) to protect any live subjects (human, animal, bacterial, etc.), and/or 2) to certify the project as conditionally eligible for future submission to journals and competitions.

12. The plagiarism policy of the College Board is more stringent than that of the school and deviation of the policy may lead to suspension of our Capstone program here at Milton HS. That is, falsifying, fabricating, or plagiarizing any part of the performance tasks as defined by the College Board (not Milton High School or Fulton County Schools) earns a zero on that part of the performance task, which is part of your AP score. There will be **no chance** to resubmit that part of the assessment, regardless of individual education plans, recovery policy, parent involvement, etc. Please see <https://apstudents.collegeboard.org/ap-capstone-diploma-program-policies> for more information. If students have struggled in the past with originality, they should know that training on tools of turnitin.com will be provided and can help them avoid trouble with this aspect.
13. Student grades on the academic paper are assessed by the College Board and I will assess the presentation and oral defense (POD) for the College Board. I will not be informed how the College Board scores students on the academic paper and students will not know any part of the POD grades.
14. AP Research teachers are not informed of how scores on the paper and POD scale or contribute to AP scores on the 1-5 scale. We are told only that “higher is better.”
15. This class is based on one large project, broken into elements. **Assignments submitted several days late can only be submitted for up to 75% credit** if the student was in class on the original due date. When the next segment of an assignment is already in progress, preliminary stages of the assignment have no substantive value. Feedback/comments for late work will be few or nonexistent.
16. All project topics and research questions must be approved by a parent or guardian.

Please go to <https://forms.gle/5usqu2N2MqZAmkyj9> to submit your family information and syllabus acknowledgement.