2017 – 2018 Open House

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Advanced Placement Capstone: Research

Good evening! All of the details of the demands of Advanced Placement Capstone: Research can be found on the syllabus, which your child has in their possession and which you signed earlier in the year. Below represents highlights of that document that I believe are salient to you at this time. Thank you for attending tonight. Enjoy!

**Advanced Placement Exam**

The AP Research course continues building upon AP Seminar skills to form new understandings of a topic selected by the student and approved by the AP Research Teacher through an Inquiry Proposal process. The academic paper is approximately 4,000–5,000 words, and the presentation and defense take approximately 15-20 minutes. There is no actual exam, as of now. The A.P. score for this course is based on the following criteria.

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| Academic Paper (AP) | 75% of A.P. Exam score |
| Presentation and Oral Defense (POD) | 25% of A.P. Exam score |

The Academic Paper (AP) is an original 4,000-5,000 word academic paper that includes the following components: **(1)** Introduction; **(2)** Method, Process, or Approach; **(3)** Results, Product, or Findings; **(4)** Discussion, Analysis, and/or Evaluation; **(5)** Conclusion and Final Directions; and **(6)** Bibliography. While the AP Research Teacher and/or a consultant will provide guidance in the development of this paper, it is the student’s own work. **Plagiarism with NOT be tolerated; any sources used by the student through direct quotations and/or paraphrasing, must be properly cited. Failure to do so will result in a ZERO grade for that component of the course (See “Academic Dishonesty” below).**

**General Timeline**

August: Create and share digital PREP portfolio with Stamper; discuss course expectations and the Performance Tasks using sample papers; choose a topic/issue; carry out preliminary research; begin to develop an annotated bibliography; and finalize research question(s) and proposals. Work in PREP.

September: Present a preliminary inquiry proposal; work on proposals and reflect on feedback; continue with preliminary research, continue working on annotated bibliography; work in PREP; engage in one-on-one meetings with Stamper and peer review activities; finalize Inquiry Proposal Form. ***Inquiry Proposal Forms due September 29th.***

October: Finalize the choice and design of their inquiry method, as well as research question(s), with careful consideration of ethical issues that may arise; engage in one-on-one meetings with Stamper and peer review activities; work in PREP, finish annotated bibliography. ***Annotated Bibliography due October 14th.*** Develop information from Annotated Bibliography into a Review of the Literature. Work on research methods. ***Research Methods section due October 27th.***

November: Conduct research (interviews, surveys, additional projects, products, performances) needed to support paper; start analyzing findings; work in PREP; begin your study; engage in one-on-one meetings with Stamper and peer review activities; finish introduction and literature review. ***Introduction and literature review sections due December 1st.***

December: Continue collecting data; work in PREP; work on literature review to ensure synthesis of what has already been done. ***Data collection complete by December 15th.***

January: Finalize Results section***. Results, Product, or Findings section due January12th.*** Continue analyzing findings; work in PREP; engage in one-on-one meetings with Stamper and peer review activities; work on Discussion section. ***Discussion, Analysis, and/or Evaluation section due January 12th.***Obtain feedback on paper and revise. ***First rough draft of paper due January 26th.***

February: Work in PREP; engage in one-on-one meetings with Stamper and peer review activities; continue working on paper and reflecting on feedback; ***at least two peer reviews by February 16th.***

March: Finalize paper. ***Academic Paper due March 9th****.* Work in PREP; engage in one-on-one meetings with Stamper and peer review activities; plan Presentation and Oral Defense.

April: Work on presentation; engage in one-on-one meetings with Stamper and peer review activities; work in PREP; ***Presentation and Oral Defenses April 2nd-April 13th (Dates are subject to change). All Academic Papers, Presentations and Oral Defenses will be scored and results uploaded by the Stamper to the College Board by April 30th.***

May: Complete AP Exams in other subject areas to qualify for the AP Capstone Diploma; finish and submit PREP; final exams for other non- A.P. courses

Under College Board guidelines, I am not allowed to offer specific feedback regarding assignments, although I can help guide your child with their research. This means that all assignments are pass/fail in nature. Preferred and absolute deadlines mean just that. If they miss a “preferred” deadline, they are “behind” and need to drop what they are doing and concentrate fully on making the absolute deadline. Deadlines are designed for their own good to keep them on pace so they do not become overwhelmed with too much to do at the end of the process. If they know they will be absent from school, they still adhere to deadlines by submitting early. Exceptions for missing absolute deadlines will only exist for extraordinary circumstances, I encourage them to not ask for one in that they will likely be rejected.

Participation is a significant portion of their grade and I reserve the right to raise or lower your grade based on how effectively they use class time. I reserve the right to alter this schedule in lieu of things that are beyond my control.

Their grade for the 1st 9 weeks will be reflected by the following:

Creation and sharing of PREP folder: 10%

Bi-weekly Securing of sources: 20%

Preliminary Inquiry Proposal: 10%

Inquiry Proposal form: 20%

Participation: 40%

The above percentages and categories will shift each 9 weeks as we move through the process of writing their academic paper and preparing for their presentation. Still, I expect “participation” for each nine weeks to remain the most significant variable in relation to their grade for each nine weeks.

The Advanced Placement Capstone program is designed to put the onus of responsibility on the student. To this end, I ask that you do not necessarily “help” your child with their research in that they must “earn” the diploma for themselves. In some ways, A.P. Research mirrors the process of earning a University doctorate and we, as instructors, are bound to the same type of ethical standard that professors are held to.

Please do not hesitate to contact me if you feel there is something “going on” with your child. This can be school related or not. While my immediate goal is to help your child earn the Capstone Diploma, my larger goal will always be to make them as resilient as possible intellectually and emotionally as they leave Spain Park and further their educational and career aspirations.

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