

**Summer 2023**

**AP Research Summer Assignment**

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**Room 377**

**Introduction to AP Research.** This class DEMANDS that you take charge of your life and make a timeline to keep you on track! I do not micromanage you. I expect you to do the work and turn it in on time. All assignments are required by the College Board with the exception of the vocab (Sept. 20-21). If you do not do the assignments on time, you will have a difficult time passing. This class requires self-management; AP Research is not for procrastinators.

**The starting point.** Your summer assignment is to think about what you would like to research for 8 months. The starting point are some questions. What are you curious about? For me, over the course of two months of road construction between IMG Academy and my home, I noticed that when there is a sign to merge left or merge right, I noticed two responses: if cars are asked to merge right, cars get in line and wait to go through a light; however, if cars are asked to merge left, most cars wait in line while some race to the front of the right line and butt in line. I asked myself, "Why is this?" Why are people more patient when merging right and less patient when merging left? This is my starting research question.

This past year, some of the topics that were researched were the following:

- Does taking an environmental class produce more environmentally conscious people?
- Does parental pressure on student-athletes benefit or hinder the student-athlete's performance in school and sport?
- What are the effects of a future majority-minority nation?
- Is there a way to bridge the division between Jewish-Israelis and Palestinian-Israelis when starting with younger generations?
- Will a combined method of farming yield more produce in Senegal?
- Would there be benefit in altering school hours to accommodate students who work best at night versus morning?
- How does the female character of the Black Widow portray sexism?
- Do pet owners make better friends?
- Does blood type influence whether or not you get COVID?

Now all you need to do is figure out something you are curious about. Choose something you are already interested in. Think outside the box—be unique but not too unique. You need to choose something that has some research already done on the topic—keep that in mind. First-run research topics require financial backing and several years to complete.

**To Prepare for the year:**

- Read over the first page (p.36) that lays out the **Months and Tasks** and when they are due. Our semester is a bit shorter than other schools, so note that the first months on the document (May-End of Seminar; June-September; September- October) will occur by September 8<sup>th</sup>!! **Your research question and proposal form are due by August 30<sup>th</sup> and September 1<sup>st</sup>.**
- Read over the **Formative Assessments** (p. 41-42). You will receive grades for these assignments. Note that when it states a month, you need to plan on that being the 1<sup>st</sup> of the month—not the end of the month! Set reminders in your phone calendar for these dates.
- Study the **AP Research Glossary** (p. 64-65). You will have a test on these terms on **September 20-21.**

**The Summer Assignment: The “Inquiry Proposal Form.”** You can leave 3, 6, 7, 8, 10, 11 unanswered.

1. The first step in research is asking a question. Answer **number 1** on the “Inquiry Proposal Form.”
2. Using the Mackinvia.com search engine below, search three articles that address something in your research question. Write a citation for each article followed by a summary of how the article addresses your question. This is for question **number 2** on the “Inquiry Proposal Form.”
3. For **number 4** on the “Inquiry Proposal Form,” note what “method” researchers used in each article.
4. For **number 5**, determine if any applies to your ideas.
5. Determine what supplies you will need and enter that in **number 9** on the “Inquiry Proposal Form.”
6. For **number 12**, how do you want your research to change the world? What is your overall goal for future research?

That’s it for now. I look forward to working with you all in the 2023-2024 school year! Have a wonderful summer and GO Ascenders!

**Search engine:**

**Site:** MACINVIA.com

**School library name:** IMG Academy, Bradenton FL

**Sign in:** imgacademy (all lowercase)

**Password:** ascenders (all lowercase)

Month	Task
May (End of AP Seminar Course)	AP Seminar students consider topics, problems, or ideas for inquiry and practice developing research questions.
June–September	Students choose a topic/issue, carry out preliminary research, develop an annotated bibliography, and finalize a research question and proposal.
September–October Sept 8 <sup>th</sup>	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 received.
October–November Nov. 1 <sup>st</sup>	Students complete the background component of their inquiry and finalize the choice and design of their inquiry method. If necessary, they submit a revised version of their proposal for final approval. <i>Proposals should be approved by the teacher no later than November 30.</i> NOV. 1 <sup>st</sup>
November–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. <i>Students curate the inquiry process, writing, and reflection artifacts from September to March in their process and reflection portfolios (PREP).</i>
January–March	Students write, proofread, peer review, and submit their academic papers, ensuring all components are present and meet rubric criteria. <i>Students finalize additional scholarly work or product if such was required as a result of their inquiry.</i>
March–April	Teachers score and students present their work. <ul style="list-style-type: none"> <li>› March 15–30: Students complete papers.</li> <li>› April 1–15: Students prepare, practice, and deliver presentations with oral defense. <i>Students must arrange for viewing of additional scholarly work by teacher and panelists prior to giving their presentations and oral defense (where applicable).</i></li> <li>› April 15–30: Teachers finalize and upload scores for presentations with oral defense in the AP Digital Portfolio. Students finalize and upload academic paper in the AP Digital Portfolio.</li> <li>› <b>Submission Deadline: April 30, 11:59 p. m., ET</b></li> </ul>
April–May	AP Research students present summary of work and lessons learned to AP Seminar students.

## Formative Assessments

In addition to developing instructional activities and units of study that engage students in the AP Research course content, teachers should develop formative assessments to effectively prepare students for the AP Research through-course performance task components: the Academic Paper and the Presentation and Oral Defense.

Examples of formative assessments and suggestions for when to implement them are described in the table below. These are not meant to be graded assessments; they are intended as opportunities for students and teachers to evaluate student progress, address problems or misconceptions, and improve student learning.

Timeline	Formative Assessment	Purpose
September–October	Rubric and Evaluation of Papers	Apply assessment rubric components for the academic paper to sample student papers and identify the different levels of achievement evidenced in those samples.
	Annotated Bibliography I: Topic of Inquiry Background	Effectively search for and identify a broad range of perspectives and scholarly sources of information for the chosen field of study.
	Focused Topic of Inquiry	Exhibit knowledge of the field of interest and develop a narrow, novel, researchable problem, topic, or idea.
October–November	Peer Review of Research Questions	Differentiate between well- and poorly-formed research questions, and offer/receive feedback on research question drafts.
	Finalization of Research Question and Purpose of Inquiry	Develop a clearly articulated research question that is capable of being researched at this level and clearly articulate the purpose/goals of the inquiry.
	Annotated Bibliography II: Discipline-Specific Style with Literature Review	Perform an in-depth literature review that outlines the scholarly source materials used and how the materials offer information and views relating to the question. Demonstrate comprehensiveness of the literature review as exhibited by breadth, relevance, currency, availability, and authority within chosen resources, using the discipline-specific style common to the field of study.
	Annotated Bibliography III: Inquiry Methods of the Field of Study	Identify the research question, variables, measurements, and limitations within published quantitative, qualitative, and mixed-methods research studies. Differentiate between the purpose and components of quantitative, qualitative, and mixed-methods studies.

Timeline	Formative Assessment	Purpose
October–November (continued)	Poster Presentation of Research Proposal	Effectively articulate the focused topic of inquiry, research question, overview of the knowledge of the field, gap the chosen inquiry fills, and selected or designed method of inquiry to collect data to address research question or inquiry topic.
November–March	Inquiry Method Design	Describe procedures used for analysis in sufficient detail to permit understanding of how the data were analyzed and the processes and assumptions underlying specific techniques. Evaluate the fit between the purpose of the proposal, its research design, and its data collection strategy.
	Biweekly Work in Progress Interview	Exhibit regular maintenance of a research portfolio to record revisions, amendments, and reflections during the inquiry process. Prepare and periodically update timetable or project plan that clearly outlines what activities must be accomplished and the deadlines by which the objectives of the course must be achieved.
	Biweekly Peer Review	Review and revise the elements of the academic paper with attention paid to the purpose, research question, and research method to ensure clarity and alignment and to address peer, teacher, and expert adviser feedback.
March–April	Practice Presentations	Exhibit polished articulation and effective presentation of the inquiry performed.
	Peer Panels	Exhibit depth of knowledge of topic of inquiry and articulation of choices made in design and interpretation/synthesis of evidence through the research project through responses to feedback and suggestions for revision.
May–End of School	Process and Reflection Portfolio: Exit Interview	Articulate moments of insight, challenge, and change in thought processes as exhibited by the curation of the inquiry process in the portfolio.

# AP Research Glossary

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**alignment** — Cohesion between the focus of an inquiry, the method of collecting information, the process of analysis of the information, and the conclusions made to increase understanding of that focus

**argument** — A claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence

**assumption** — A belief regarded as true and often unstated

**author** — One who creates a work (e.g., article; research study; foundational, literary, or philosophical text; speech, broadcast, or personal account; artistic work or performance) that conveys a perspective and can be examined

**bias** — A personal opinion, belief, or value that may influence one's judgment, perspective, or claim

**claim** — A statement made about an issue that asserts a perspective

**coding** — A method for reducing data sets into categories or numbers for the purpose of analyzing emerging themes, patterns, or trends

**commentary** — Discussion and analysis of evidence in relation to the claim that may identify patterns, describe trends, and/or explain relationships

**complex issue** — Issue involving many facets or perspectives that must be understood in order to address it

**concession** — Acknowledgment and acceptance of an opposing or different view

**conclusion** — Understanding resulting from analysis of evidence

**context** — The intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference

**conventions** — The stylistic features of writing (e.g., grammar, usage, mechanics)

**counterargument** — An opposing perspective, idea, or theory supported by evidence

**credibility** — The degree to which a source is believable and trustworthy

**cross-curricular** — Goes beyond the traditional boundary of a single content area or discipline

**deductive** — A type of reasoning that constructs general propositions that are supported with evidence or cases

**evidence** — Information (e.g., data, quotations, excerpts from texts) used as proof to support a claim or thesis

**fallacy** — Evidence or reasoning that is false or in error

**feasible** — Able to be accomplished within the time, resources, and processes available

**implication** — A possible future effect or result

**inductive** — A type of reasoning that presents cases or evidence that lead to a logical conclusion

**inquiry** — A process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work

**interdisciplinary** — Involving two or more areas of knowledge

**lens** — Filter through which an issue or topic is considered or examined



**limitation** — A boundary or point at which an argument or generalization is no longer valid

**line of reasoning** — Arrangement of claims and evidence that leads to a conclusion

**literature** — The foundational and current texts of a field or discipline of study

**material culture** — Physical objects, resources, and spaces that people use to define their culture

**perspective** — A point of view conveyed through an argument

**plagiarism** — Failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source

**point of view** — A position or standpoint on a topic or issue

**primary research** — The planning and implementation of an inquiry to gather firsthand data or information pertaining to a topic of interest

**primary source** — An original source of information about a topic (e.g., study, artifact, data set, interview, article)

**qualification** — A condition or exception

**qualitative** — Having to do with text, narrative, or descriptions

**quantitative** — Having to do with numbers, amounts, or quantities

**rebuttal** — Contradicting an opposing perspective by providing alternate, more convincing evidence

**refutation** — Disproving an opposing perspective by providing counterclaims or counterevidence

**reliability** — The extent to which something can be trusted to be accurate

**resolution** — The act of solving a problem or dispute

**secondary research** — The process of gathering data or information about a topic of interest from previously published sources

**secondary source** — A commentary about one or more primary sources that provides additional insight, opinions, and/or interpretation about the primary source data, study, or artifacts

**solution** — A means of answering a question or addressing a problem or issue

**text** — Something composed (e.g., articles; research studies; foundational, literary, and philosophical texts; speeches, broadcasts, and personal accounts; artistic works and performances) that conveys a perspective and can be examined

**thesis** — A claim or position on an issue or topic put forward and supported by evidence

**tone** — The way in which an author expresses an attitude about his or her topic or subject through rhetorical choices

**triangulation** — Implementing more than one research method and/or gathering more than one type of data set to strengthen the depth of understanding and validity of the findings pertaining to a phenomenon or observation

**validity (argument)** — The extent to which an argument or claim is logical

**validity (research)** — The extent to which conclusions of an inquiry accurately address the variables to be measured or align with the authenticity of the observations made

**vocal variety** — Changing vocal characteristics (e.g., pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes

**workshopping** — Presenting scholarly works to peers for feedback to inform or guide revisions

# Inquiry Proposal Form

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1. State your research question and/or project goal.
2. Describe three key studies that have informed your understanding of the scholarly conversation surrounding your topic.
3. Identify the gap addressed by your proposed research, and explain how the gap is situated into the scholarly conversation. Provide sources to justify the gap your proposed research is addressing.
4. Describe your chosen or developed research method and defend its alignment with your research question.
5. Identify additional approval processes (check all that apply):
  - ☐ Human subjects [requires additional IRB review and approval if student wants to publish and/or publicly present]
  - ☐ Animal subjects [requires additional review or approval by school or district processes]
  - ☐ Harmful microorganisms [requires additional review or approval by school or district processes]
  - ☐ Hazardous materials [requires additional review or approval by school or district processes]
  - ☐ No additional review or approvals required
6. Explain how your proposed method complies with ethical research practices.
7. Describe the data or additional scholarly work that will be generated to answer your proposed research question or achieve your project goal.

(continues)



8. Describe the way you will analyze the data or additional scholarly work generated by your method and justify its alignment with your research question or project goal.
9. List any equipment, resources, and permissions needed to collect data or information. Attach the initial drafts that apply to your proposal if engaged in human subject research: informed consent forms; surveys, interview questions, questionnaires, or other data gathering forms; or letters/flyers that will be distributed to study subjects.
10. Describe the anticipated logistical and personnel challenges for your research project (to collect and analyze data or to pursue research methods appropriate to a paper that supports a performance/exhibit/product).
11. Provide a brief timeline that outlines your process from now through project completion.
12. Discuss the anticipated value and/or broader implications of your research project.

**Teacher's feedback:**

**Teacher's Approval (signature):** \_\_\_\_\_