AP Research - Austin High School
Course Syllabus 2024-2025: Instructor Troy Drayton
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<u>Course Content and Instruction Information</u>

Course Overview:

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 Research 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.

- Adapted from AP Research Course and Exam Description

Learning Through Modeling:

Students will receive feedback throughout the year from both peers and the teacher. Students' primary learning opportunities will come from the following 4 areas:

1. **Modeling**: (a) Representative examples from College Board, (b) excerpts pulled from student writings/presentation content during assignments and class activities to identify common trends for students to evaluate and reflect on potential application in their future work, and (c) with carefully chosen professional texts and presentations to demonstrate important concepts for students to evaluate and reflect on potential application to their own work.
2. **Student/Teacher Interaction During Class:** (a) class, small group and individual discussions inspired by targeted student questioning and (b) small group and individual teacher initiated conferences
3. **Writing:** Not all in-class writing will be evaluated/graded by the teacher, but it is an essential part of the learning experience within the classroom. Many pieces of writing in class will be discussed through peer and/or self-evaluation with the teacher acting as a facilitator. It is important for students to try their best on these activities in class both in writing and analyzing work to get the benefit from the experience and also to document the authenticity of their long-term research assignments.
   > **Note:** Writing assigned outside of class will be graded or identified as practice for students to determine the perceived value of the activity in relation to their other commitments and activities.
4. **Self-Reflection and Assessment**: Student conscientious effort to observe growth in his/her own writing through careful contemplation of class lessons and teacher feedback. Effective research inquiry is a complex activity. Students must be invested in their own progress and interactive in constantly striving to find growth in their own critical analysis, iterative self-dialogue, and development of effective writing and presenting mechanisms, not waiting for someone to hand them a formula for an A because there is no formula.

College Board Statements on Controversial Works/Topics:

"As the AP Program engages students in college-level work, the AP [Research] course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP [Research] requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives."

- Adapted from AP Seminar Course and Exam Description

"The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research."

- Adapted from AP English Language and Composition Course and Exam Description

Evaluation and Feedback Practices

Term Grading Policies:
Nine-week averages are based on daily and major grades: 50% daily grades, 50% major grades. Students are required to have 6 daily grades and 3 major grades during each marking period.

Grades: Skills-based assessments include, but are not limited to:

Type	Skills Focus
Inquiry-based assessments	Developing Research Questions, Source Identification and Analysis, Written and Oral Expression
Reflective Responses	Meta-Cognition Process, Critical Analysis of Process
Teamed Activities	Cooperation, Relationship Building, Communication, Peer Review
Timed-Writing	Critical Analysis, Clarity of Writing/Organization and Convention
Portfolios	Student Progress Tracking, Authentication
Presentations	Effective Presentation Strategies

Participation:
Students must come prepared to participate actively in discussions, both online and in class, and use work time effectively. Based on each week's tasks, students will be evaluated on their participation using a teacher log and the rubric below.

Skill	Advanced	Proficient	Progressing	Not Meeting Standard
Student Participation Rubric	When present, student is actively engaged in activities, asking insightful questions and providing meaningful commentary. AND If absent, student is proactive in seeking and engaging in material missed.	When present, student is actively engaged in activities the vast majority of the time, but there are documented times of isolated disengagements. AND/OR When absent, student is not consistent in seeking and engaging in material missed.	When present, student does not demonstrate consistent engagement in activities with many document times of disengagement. AND/OR When absent, student does not seek out material missed and at times may not turn in late work because of lack of knowledge of deadlines..	Little to no participation in class.

Academic Integrity Policies

College Board Plagiarism Policy:

"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."

- Adapted from AP Research Course and Exam Description

College Board AI Policy:

"Definition: Generative AI tools use predictive technology to produce new text, charts, images, audio, video, etc. This includes not only ChatGPT and similar Large Language Models (LLMs), but also many writing assistants or plug-ins that are built on this or similar AI technologies. Generative AI tools can be contrasted with other AI-based tools that do specific tasks—for example, that help students with grammar, but don't generate new writing.

Policy: Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all performance tasks submitted in AP Seminar and AP Research must be the student's own work. While students are permitted to use Generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for exploration of potential topics of inquiry, initial searches for sources of information, confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources directly, perform their own analysis and synthesis of evidence, and make their own choices on how to communicate effectively both in their writing and presentations. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on the performance tasks. Students must complete interim "checkpoints" with their teacher to demonstrate genuine engagement with the tasks."

- Adapted from AP Research Course and Exam Description

Note: For Artificial Intelligence Acceptable Use Guidelines, see Appendix A

Classroom Honor Code:

Students are expected to complete their own work. Sharing specific exam or quiz questions with later periods or absent students is considered cheating. Copies of exams (and quizzes) are the property of the instructor and are not to be taken out of the classroom or photographed. Plagiarism, as well, will not be tolerated. All work on assignments and activities for the course must be original. Students will be asked to submit most writing through the TurnItIn app. Papers requested, but not submitted through this app, will not be scored and will result in a late point deductions until

appropriately submitted or credit is no longer offered. A plagiarized paper will earn a score of zero and may result in a disciplinary referral. Plagiarism can be defined as copying words or ideas from someone else without citing the source, failing to put quotation marks around a quote, getting someone else or an artificial intelligence program to write your paper or a part of your paper, buying a paper and turning it in as your own, or any activities that provide the impression that your work is original but really is in concept or linguistically the work of someone or something else.

Required Technology and Access Information

FBISD's 1Link System:
FBISD has instituted a system to make logging into multiple resources easier. Now you only have to login once and bookmark the https://myapplications.microsoft.com/ address to get immediate access to most instructional resources across all your classes. This will log you into Schoology, Microsoft Teams, Clever, Naviance, Office 365, and your district email with one login in one place.

Schoology:
Schoology is the centerpiece for FBISD's online instruction and will be the main source for the course's instructional materials and information. You will login through FBISD's 1Link system which can be accessed from the following link or via the Parents/Students page on FBISD's website:https://myapplications.microsoft.com/.

Students will submit all written assignments to Schoology. Sometimes submissions will be to a Schoology assignment directly and other times they will be through the TurnItIn app integrated into Schoology. The TurnItIn app WILL check for plagiarism and AI use. When submitting assignments, students are recommended to submit written documents in PDF format. This preserves file formatting and creates a file that cannot be altered through the uploading process. It is highly recommended that all documents from Microsoft Word, Pages, Google Docs, etc. be saved as PDFs before submitting. Use the help link below for converting documents to PDF:

> Converting Office Docs to PDF:
> https://support.microsoft.com/en-us/office/save-or-convert-to-pdf-or-xps-in-project-desktop-d85416c5-7d77-4fd6-a216-6f4bf7c7c110#ID0EAADAAA=Windows
>
> Converting Mac/Apple Pages Docs to PDF: https://support.apple.com/en-us/HT202227
>
> Converting Google Docs to PDF: https://www.youtube.com/watch?v=NvWAnTRvtq0

AP Classroom Sign-Up:
AP Classroom is where you officially enroll in the course with College Board and indicate your official decision to take the AP exam. You must sign up for this during the first week of school by Friday, August 9th.
1. Go to: myap.collegeboard.org. This is the same link that you use to check your AP Exam, PSAT scores, etc. You should all have an account already. This is the same site you will go to and login every time, so bookmark it.
2. Click *Join a Course or Exam.* Add the course using the following codes. Be sure to also indicate your exam preference in AP classroom as **YES** when signing up. Do NOT leave it as **NEUTRAL**. If you are in the class, you MUST take the exam because the tasks are performance-based.

    Period 4: **See Schoology Syllabus in *Course Information* folder for code**

Remind Sign-Up:

You are also expected to sign up for *Remind*. Some reminders, assignments and reviews for exam will be distributed through *Remind*. However, ultimately students are solely responsible for keeping track of deadlines and documents and are required to keep their own calendar independent of any additional helpful information sent through remind.

To sign-up, send a text message to **81010** with the appropriate code below in the message body:

> Period 4: **See Schoology Syllabus in *Course Information* folder for code**

Logistical Policies & Procedures

Computer Use:

AP Research students are expected to bring their school-issued computers daily. The FBISD BYOD network is being discontinued for students and student devices are not encouraged on campus. Students should not be bringing personal devices or cell phones to class for the intention of engaging in the course material.

Austin High School Communication and Cell Phone Policy:

Classroom: All students will silence their cell phones and place them in their backpacks during all instructional time or place the cell phone in the area assigned by the classroom teacher.

> **Restrooms:** For restroom breaks during instructional time, the cell phone is to remain in their backpack or in the designated area assigned by the teacher. Students should not take their cell phone with them to the restroom.

Outside of Class Time: Students will continue to be allowed to use their devices before and after school, during lunch, and between classes.

Exceptions:
If explicitly deemed appropriate, the teacher may explicitly invite the use of cell phones for a specific amount of time. The instructor reserves the right to collect any cell phone being used in an inappropriate or even unnecessary manner. The confiscated phone may be earned back or turned in to an administrator at the instructor's discretion.

Class Supplies:

Required Supplies:	Requested Supplies for Community Use (If You Are Able to):
● **School-Issued Laptop** ● **Appropriate basic classroom materials** (paper, binder/folder, writing utensils, etc.)	● **Tissue** (donation) ● **Hand Sanitizer** (donation) Bring to class anytime and hand to teacher or set them on the back counter if I am not in the room. Whatever you are able to bring helps keep us comfortable.

Late Policy:

Failure to turn in assignments on time will result in late point penalties in accordance with late work policy in the AHS Student/Parent Handbook except in extenuating circumstances of hardship communicated by the student to the teacher and assessed as reasonable for modification of the individual student deadline. Students who have extensive time-commitments and challenges are encouraged to communicate PROACTIVELY with the teacher to discuss accommodated deadlines as needed. This includes papers re-submitted after failure to comply with requirements. When submitting an assignment, the student must verify that the uploaded document is the correct document. Incorrectly submitted assignments will be subject to late penalties in the same manner as unsubmitted assignments.

Students are expected to have online access to all their files whenever they are at school, so any student experiencing technical difficulty uploading a file to Schoology or Turnitin the night before an assignment is due during normal school conditions, must take a screenshot of the error message as documentation and come to see their teacher in his/her classroom or Ms. Shelby in the library by class time the next day to receive assistance or verify a technical issue exists or the assignment will be counted late regardless of the issue. If you are having technical difficulty uploading an assignment before the deadline, you should ALWAYS take a screenshot of the error message or make a short screencast video of the submission attempt and email it to the teacher prior to the deadline. The teacher will then reply to the student at his earliest convenience to help rectify the issue. Late points may still be accrued during this process related to the teacher's overall assessment of culpability in user versus technical error.

Tutorials:

Tutorials will be scheduled by student request. A prerequisite requirement for attending tutorials is focused effort during class time and submission of practice activities required in class. Students who insist on excessive, inappropriate talking, cell phone use, or other disengagement activities during class time or who do not actively engage in graded and non-graded classroom activities will not be allowed to attend tutorials until they correct their in class behavior.

Make-up Work for Excused Absences:

Students will make arrangements for make-up work through email requests or interpersonal correspondence at appropriate times that do not disrupt the flow of instruction in class. If students are absent on a known test day (and have been absent on that day only), they will be expected to take that test on the day returning to class. If absent only the day before the test and no new material has been covered, they will be expected to take the test at the regularly scheduled time. If absent two (2) or more days, they will immediately make arrangements with their teachers to take the make-up test. If the absence is not due to truancy, the teacher will make every effort to give the student the opportunity to make up the work; however, the expectation is that the student will receive one day to make up assignments for every day of excused absence from class. After an absence, it is the student's responsibility to secure information regarding class activities and assignments from a few trusted peers before requesting additional information from the teacher. All students should exchange contact information with at least 2 other students in the class during the first week of school to ensure their ability to obtain pertinent information following an absence. Requests from the instructor regarding make-up work must be made through email or before/after school. Students should not disrupt regular class periods with requests for make-up work (or extra credit). Failure to meet the deadline for make-up work at the time agreed upon by the instructor and student will result in a late grade. If a student is identified as skipping a single class period, as indicated in Skyward, that student will receive a zero on any quiz or timed writing assigned during the absent period.

Absences from class do not automatically constitute an excuse for late electronic submissions to Turnitin.com. No assignment will be scored without submission to Turnitin.com. It is recommended that the student bring a hard copy of the assignment to class on the due date.

Students who are absent during a test, quiz, or timed-writing should expect a different version of the assessment when they return.

AP Exam Registration & Payment Information:

<u>All STUDENTS ENROLLED IN AP Research MUST BE REGISTERED FOR THE EXAM BY NOVEMBER 1ST.</u> The payment link for AP exams will open on September 1st with regular registration closing on November 1st. The cost is $147 for the AP Seminar exam during the regular registration process. **To register and pay for the exam, you must choose the option in AP Classroom showing that "YES" you are taking the exam AND make official exam payment through the RevTrak link provided by the Counseling Department using the link provided when the registration window opens** from September 1st to November 1st.

Note: If you are considering withdrawing from the course due to financial difficulty with the fee, please let me know. I do NOT want to lose you in the course and will work to see if there is a potential solution or scholarship available to assist you.

Appendix A: AI Acceptable Use Guidelines

Phase of Work	Acceptable Use	Not Acceptable Use
Exploring ideas to develop and refine an area of inquiry	Using generative AI tools to get a sense of existing debates on an issue, potential sub-topics, or what is generally already widely known about a topic.	Taking the output of generative AI tools uncritically, such as using AI to generate a research question or thesis, without engaging with the actual research or relying solely on generative AI as a source of information about a topic
Finding sources	- Using generative AI to find authors, organizations, publications, or sources that may be pertinent to the area of inquiry, so that the student can then locate and read those perspectives directly. - Asking for recommendations on related sources to further explore the topic or address gaps in research. NOTE: Not all AI tools are the same in terms of the likelihood they will provide output with credible sources. For example, AI-powered search engines for research databases draw from vetted sources, whereas ChatGPT does not necessarily differentiate. Students must review output with a skeptical, critical eye to be sure any suggested sources are real, credible, and relevant to their inquiry.	Using a list of sources generated by AI without going to the original sources and reviewing the content.
Summarizing and/or interpreting sources	Using generative AI to help develop understanding of complex texts by: - Requesting help with understanding complex vocabulary or sentence structures in a source. - Asking for clarification on a confusing concept or passage in a source. NOTE: Students should always read the original text of the sources they intend to use to ensure they are accurately understanding and utilizing the evidence from those sources in their work	- Generating a summary or paraphrasing of the source instead of reading it. - Requesting direct quotes or citations from a source to use as evidence without independently identifying them. - Copying and pasting AI generated source summaries into the final draft.
Synthesizing ideas and information from sources into a literature review, report, or argument	No acceptable use. NOTE: Students will be asked questions in either their PREP-based in-progress meetings (AP Research) or in the checkpoints (AP Seminar) to ensure they have done this work themselves.	Asking generative AI to: - Compare or contrast sources and/or generate a review of literature. - Synthesize common or contrasting elements from within a source or across multiple sources. - Develop statements or paragraphs that put sources in conversation
Developing an aligned method for their Research (AP Research only)	Summarizing commonly used methods in discipline-specific fields or reviewing benefits and drawbacks of different generic methods or methodologies. NOTE: Students will be asked questions in their PREP-based in-progress meetings (AP Research) to ensure that they have done this work themselves.	Using generative AI to determine the appropriate method for an individual student's research and/or providing rationales for a specific method.
Producing, summarizing and/or interpreting data (AP Research only)	No acceptable use.	Using generative AI to generate data (this would count as falsified and/or fabricated data). The

	NOTE: Students will be asked questions in their PREP-based in-progress meetings (AP Research) to ensure that they have done this work themselves.	only exception would be if use of generative AI tools is the subject of the inquiry. In this case, using generative AI to generate data would be part of the method. ● Using AI to summarize or discuss their results or data.
Developing displays of data (AP Research only)	Using generative AI to create charts/graphs or other representations of data collected and assembled by the student.	Using generative AI to produce or generate the data itself. See exception noted above.
Drafting or outlining a paper	Seeking guidance on general best practices in how to structure a research paper, essay, or report NOTE: Students will be asked questions (on the reasoning underpinning their choices for structure and content) in either their PREP-based in-progress meetings (AP Research) or the checkpoints (AP Seminar) to ensure that they have done this work themselves.	● Asking generative AI to produce an outline or draft of a specific paper. ● Requesting generative AI to write all or part of the paper. ● Using writing generated by AI in the final draft.
Revising a paper	● Using spell or grammar checkers. ● Asking for feedback on style and tone (students must make deliberate choices on what feedback to incorporate).	● Accepting AI-generated suggestions for revisions of written work without critically evaluating such contributions. ● Incorporating into student submissions new sections of text suggested by generative AI.
Creating Citations / Bibliography	● Seeking guidance on how to cite or check citations. ● Generating a draft of the bibliographic listing of citations or checking the format of a student-generated draft of the bibliographic listing of citations.	● Using AI to generate citations without having directly studied the original sources. ● Relying on generative AI to create the bibliographic listing of citations without then checking the accuracy of the format.
Developing Presentations	● Seeking general guidance on effective presentations. ● Generating initial ideas for key points, sequence, or visuals for presentations.	● Uncritically using AI to produce the key points, visuals, or structure for presentations. ● Using AI to generate a script that is memorized or read for the presentation.
Preparing for Oral Defense	No acceptable use.	Using AI to generate possible answers to potential oral defense questions (and memorizing or reading them).