

AP Research Prep Packet

Task #1

Protecting Human Research Participants Certification (National Institute of Health)

Approximate Time Needed: 3 Hours

Directions: Complete the training at <https://phrp.nihtraining.com>. This training reviews ethical considerations when performing research, protecting human research participants, and the Instructional/Institutional Review Board purpose. Upon successful completion of this training, you will receive an automatically-generated certificate. Please save this certificate electronically (as a PDF or image file) and bring it to class on a USB drive on the due date.

Task #2

Assigned Readings and Reflection

Approximate Time Needed: 4 Hours

Directions: Complete the following reflections; they are purposefully driven to help you make the jump from AP Seminar to AP Research. Complete the reflections electronically and submit them to [Turnitin.com](https://www.turnitin.com) for your PREP, a tool required by the College Board that will help you stay organized in this yearlong progress. Find a safe place to digitally store these PREP entries, as you will need them constantly throughout the year.

Please include the question when providing your responses. Responses should be, at minimum, a paragraph per question and should exhibit your ability to provide supporting textual evidence and in-depth discussion. This should go without saying, but all work should be checked for spelling and grammatical errors. As AP seniors, I expect your writing to reflect the years of instruction and practice you have exemplified. These reflections should be typed in Times New Roman, 12-point font, and double-spaced.

Excerpts from a text [Leedy, P.D., Ormrod, J.E. (2016). *Practical Research: Planning and Design*. (11th ed.) New York: Pearson.] will be posted on the course website, bentonenglish.com.

Title of Reading	Pages	Questions for Reflection
“What Research Is Not”	1-2	What surprised you in this section? Why? According to this section, how is AP Seminar different from AP Research? Explain your answer using textual evidence (cited in either APA or MLA formats) to emphasize your claims.
“What Research Is”	2-7	What part of this section interests you? Why? According to this section, how is AP Research an extension of AP Seminar?

“Language”	11-12	How will words influence your ability to conduct research? Out of the four sections, which section did you connect to most? Why?
“The Human Mind”	17-22	<ul style="list-style-type: none"> • With which subsection – Critical Thinking, Deductive Logic, Inductive Reasoning, Scientific Method, Theory Building, and Collaboration with Other Minds – are you <i>least familiar</i>? • Which subsection – Critical Thinking, Deductive Logic, Inductive Reasoning, Scientific Method, Theory Building, and Collaboration with Other Minds – is <i>most critical</i> for AP Research? Why?

Task #3

The Research Question

Approximate Time Needed: 4 Hours (or more, depending on your chosen Further Steps)

Similarly to AP Seminar, the College Board wants you to present your AP Research academic paper with a research question. The research question is crucial: your inquiry will generate from this question (or questions). Creating an effective research question is difficult, but immensely important, as a poor research question leads to poor research.

The following concepts are things to consider when attempting to build a research question for this course. Complete the chart requirements and write your initial question (or questions). Remember, the topic you decide to work with must hold your interest for the entire year. Choose something you are interested in, passionate about, and not going to hate in three or five months. Retreat and reflect about your true interests for this course prior to completing this chart.

Complete the following reflection questions electronically (as part of your PREP). Save these in a secure place for future use. The following elements are critical when attempting to build your research question. If you are struggling to understand the four major concepts – focus, scope, value, and feasibility – do not forget to reference the readings from Task #2.

After answering the questions in this chart (on the following page), attempt to write your research question. Bring this question to class on the assigned date.

Please include the question when providing your responses. Responses should be at minimum a paragraph per question and should exhibit your ability to provide supporting textual evidence and in-depth discussion.

Remember to proofread for spelling and grammatical errors. These reflections should be typed in Times New Roman, 12 point font, and double-spaced.

Concept	Description	Reflection Questions to Answer (all required)	Further Steps (choose at least one of these four to complete)
<p>Focus</p> <hr/> <p>Research Discipline and Topic</p>	<ul style="list-style-type: none"> <i>Discipline:</i> Lens or section of focus <ul style="list-style-type: none"> Art History Humanities Hard Sciences Social Sciences Mathematics <i>Topic:</i> Specific interest within a discipline that creates the basics of your research question 	<ul style="list-style-type: none"> What discipline do you feel you are most successful in at school? What discipline would you enjoy working in during your research? What details can you add to your discipline to shape your topic interest? 	<ul style="list-style-type: none"> Gather ten research articles in the discipline of your interest. <p><i>You can use these articles to help inform the structure and style of your academic paper. This will remove some of your confusion when you begin composing your academic paper.</i></p>
<p>Scope</p> <hr/> <p>Depth and Size of your Research Project</p>	<ul style="list-style-type: none"> <i>Context:</i> the specific setting of your research <i>Variables:</i> the items/people/situations/issues/concepts being studied and/or manipulated 	<ul style="list-style-type: none"> What specific things will you study? People? Animals? Things? Concepts? Theories? How will you work with the people/animals/things/concepts/theories that you will research? 	<ul style="list-style-type: none"> Find 10 research articles that work with similar variables to your research interest. <p><i>You can use these articles not necessarily as research, but they will help to inform your research.</i></p>
<p>Value</p> <hr/> <p>Contribution to the Body of Knowledge</p>	<p>The value of your research is determined by how your contribution enhances what is already known about the topic. You are expected to either add to the current conversation of a discipline or use multiple discipline conversations to create new knowledge.</p>	<ul style="list-style-type: none"> Will your research change the way we currently see the topic? How will your research benefit society or your discipline of study? 	<ul style="list-style-type: none"> Find 10 current discussions about your topic. Look for contrasting views about the topic. <p><i>You will be able to use this content for your literature review or discussion of your topic. This will help you locate the need for your project.</i></p>
<p>Feasibility</p> <hr/> <p>Possibility of Research</p>	<p>Time, money, and resources can play a major part in determining the ability to complete your research.</p> <p>You will have about two or three months (roughly December-February) to complete your actual research project.</p>	<ul style="list-style-type: none"> What will you physically and/or monetarily need to complete your research? How long will your research take? Do you have access to the things you need for research? What adults from the professional world can help with your research (person or position/description)? 	<ul style="list-style-type: none"> Make contact with an adult who is skilled in your topic. Talk with them and ask if they would be interested in supporting you during your research process. <p><i>The College Board heavily encourages you to have a consultant (similar to an AP Seminar mentor). Building a professional relationship with someone invested in your discipline will strengthen your academic paper.</i></p>

Task #4

Annotated Bibliography

Approximate Time Needed: 5 Hours

Once you have your question, you must look at what has already been done. Your research should build on existing inquiry, fill a gap, contribute new information to your field. In order to fully understand what has already been done and what still needs to be answered, you must read and analyze research.

You will create an annotated bibliography with a minimum of 10 sources. At least five of these sources must be from **scholarly, peer-reviewed journals** (these are respectable journals known for only admitting well-researched, well-written studies). EBSCO, Gale, and Google Scholar are good databases to use, as much of what you will find will be scholarly articles. As you know from AP Seminar, an annotated bibliography is a list of sources with a few paragraphs in which you describe the study, methods used, the findings, any limitations, and specifically how the study will aid your inquiry. Paragraphs should thoroughly analyze the research done, the methods used, limitations to the research, and information on how this specific study will inform your inquiry.

This amount of information will take space: in other words, annotated bibliography entries should be a **minimum of 250 words each**. [This is a notable step up from AP Seminar.] Please include the word count after the entry. This should be written in Times New Roman, 12 point font, with APA citation (not MLA for this). [We will go over in class how to refer to Purdue OWL to ensure you're using accurate APA style.] Each entry should be single-spaced, with a double-space between entries. Remember to proofread your work for spelling and grammatical errors.

Refer to the following page for sentence starters and an example entry.

Annotated Bibliography (on Article 'Z') Sample Sentence Starters:

This study is relevant to..... This article focuses on the.... This study explores the..... Z believes the..... Z provides evidence for the..... The author provides explanations for the effects Z provides research, from several sources, affirming theThe author persuades..... Z claims....Z focuses on the problem of..... The author discusses the problem of..... The author claims..... Z asserts that...Furthermore, the author recommends... Z suggests....Z argues....This article is of interest to me in that it provides me with

Annotated Bibliography Entry Example:

Akos, P., Creamer, V. L., & Masina, P. (2004). Connectedness and belonging through middle school orientation. *Middle School Journal*, 36(1), 43-50.

The researchers, along with university faculty, teachers, students, administrators, and staff from middle and high schools, formed a transition team and create a transition program in North Carolina. The year-long transition program included schools tours, shadowing teachers, and an orientation program at the middle school at the beginning of the year. The orientation might be the most significant part of their transition program. Their orientation program was designed to meet three student needs: academic, social/personal, and organizational. The orientation provided several activities for students to satisfy these needs. To placate their academic needs, students were provided agendas and showed how to utilize and viewed a video sixth graders created about how to work in groups. To satiate students' social/personal needs, students were able to build peer relationships through team building activities. To satisfy students' organizational needs, students were taught how to use combination locks on lockers, how to walk in the hall, use the restroom, and get lunch

Students and parents took a survey at the end of the third week to describe their perceptions. One hundred and thirty-nine students, 70% of the students in the orientation program, and 32 parents, 16% of sixth grade parents, took part in the survey. The majority of students and parents agreed the orientation program was useful and the rules were clearly explained. Students are generally happy with the results of the orientation. Parents cited meeting teachers as the most beneficial part of orientation. Ten school staff members also took part in the survey and reported the program aided them in learning about their students. Since higher connectedness leads to higher achievement, the researchers called for more research on student achievement, student behavior, and attendance as a way to indicate students' connectedness to middle school.

This study is relevant to my inquiry as I will be looking at student and teacher perceptions of the transition from middle school to high school, specifically what ways schools can make the transition more developmentally responsive.

(349 words)