**AP Research—Fall 2017** **Karen Hawkins, Ph.D.**

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**Table of Contents**

Section Page Number

Curricular Requirements 2

AP Research Course Syllabus 4

Course Description 4

Required Textbook/Materials (Daily) 5

Resources 5

Expectations 6

More on Expectations/Student Responsibility 6

Grading 7

AP Capstone Policy on Plagiarism and Falsification

Or Fabrication of Information 7

Major Assessments/Assignments 8

Course Units/Organization Plan 11

Unit 1 (Weeks 1-4) 11

Unit 2 (Weeks 5-9) 11

Unit 3(Weeks 10-16) 12

Unit 4 (Weeks 17-20) 12

Unit 5 (Weeks 21-29) 13

Unit 6 (Weeks 30-31) 13

Summer Assignment 14

**Curricular Requirements**

CR1a Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

* See pages 11, 14

CR1b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

* See pages 5, 6, 9 and 11

CR1c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

* See pages 4, 5, and 11

CR1d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

* See pages 4, 8, 10 and 12

CR1e Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

* See pages 10, 11, 12, and 13

CR1f Students develop and apply reflections skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

* See pages 10, 11, 12, and 13

CR1g Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

* See pages 4, 8, 11, 12, and 13

CR2a Students develop an understanding of ethical research practices.

* See pages 7 and 11

CR2b Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification of Information.

* See page 7

CR3 In the classroom and independently (while possibly consulting any expert advisors) students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following elements:

I. Introduction

II. Methods, Process, or Approach

III. Results, Product, or Findings

IV. Discussion, Analysis, and/or Evaluation

V. Conclusion and Future Directions

VI. Bibliography

* See pages 8, 11, 12 and 13

CR4a Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.

* See pages 9, 10, 11, 12, and 13

CR4b Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work as evidenced by the PREP.

* See pages 9, 10, 11, 12 and 13

CR5 Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.

* See pages 8, 9 and 13

**AP Research Course Syllabus**

Welcome to AP Research! You are the inaugural AP Research class at Voyager Academy. This course is student-led and teacher-facilitated. Unique from AP Seminar, when you examined, analyzed, and evaluated research, this year, you are in the driver’s seat as THE RESEARCHER, a role that tasks you with contributing and adding new knowledge. You must take responsibility for and pride in your craft as a researcher, which will grow and develop in relation to how much you put into it. This is a challenging course; but, as is often the case, the more the challenge, the more the reward. So embrace the challenge(s)! The transferrable skills and experiences you gain can not only set you apart from other college applicants (and perhaps be the difference in getting into your school-of-choice), but may inspire or make possible a future focus in college and/or career. Few high school classes have that much potential and I hope you take advantage of the special opportunity, as a research expert, to follow your interests and contribute to the existing body of knowledge!

* COURSE DESCRIPTION (COLLEGE BOARD)

The AP Research course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students design, plan, and conduct a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar 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 (PREP). 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.

*Core Content:* AP Research is not tied to a specific content area; rather, the course emphasizes and strives for competency in core academic skills. Students gain Essential Knowledge (EK: “What students will know…”) and develop and apply discrete skills identified in the Learning Objectives (LO: “What students will demonstrate…”) of the Enduring Understandings (EU: “What students will remember in the long term…”) within the five Big Ideas represented by the acronym QUEST, introduced and explored in the prerequisite AP Seminar course:

• **Question and Explore:** Read critically; pose questions; and identify issues that compel you to want to explore further.

• **Understand and Analyze:** Use specific tools–such as rereading, questioning in the text, and considering multiple perspectives--to break down an idea or argument into parts that make sense to you.

• **Evaluate Multiple Perspectives:** Identify a variety of perspectives, viewpoints, and/or arguments of an issue, and consider any bias to determine the validity of that view.

• **Synthesize Ideas:** Create new perspectives after evaluating other varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.

• **Team, Transform, and Transmit:** Communicate the message clearly and effectively so as to transform both participants and the audience.

* REQUIRED TEXTBOOK/MATERIALS (DAILY)
* Booth, Colomb, Williams, Bizup, Fitzgerald, *The Craft of Research* (University of Chicago Press, 2016), 4th edition. This is the one and only REQUIREDtextbook for the course. New copies can be purchased on amazon.com for as low as $13.79.
* Google Drive with a folder designated for AP Research (and shareable). In addition to resources/research you find, you will upload many assignments here for teacher/peer review throughout the year including your spring work plan.
* 3-ring notebook for PREP (2” minimum)
* Post-it Notes
* Common school supplies needed in other classes: pencils, pens, notebook paper
* RESOURCES

While by no means an exhaustive list, students will find the following resources helpful when searching for scholarly articles, books, primary sources, methods, etc. See also hawkinsnest2.weebly.com for others.

* Online resources:
* EBSCO-Host

(<http://bit.ly/APCapstoneEBSCO>)

* J-STOR

(<http://guides.jstor.org/how-to-use-jstor>)

* Google Scholar (<https://scholar.google.com/intl/en/scholar/about.html>)
* National Conference for Undergraduate Research (<http://www.ncurproceedings.org/>)
* Non-online (traditional) resources
* Duke University Perkins Library

*We plan to take at least one field trip to Duke in September (and possibly more depending on students’ need)*

* Durham County Public Library branches
* Leedy and Ormond, *Practical Research: Planning and Design* (10th edition). See hawkinsnest2.weebly.com for pdf.
* Expert advisers in field of study (student-selected)
* EXPECTATIONS

• Come into class each day with a positive, open mind and the intent to improve and master the concepts and ideas in this course. That will not happen without your active participation each day.

• Prior to class, think about what your questions are and then ask them. Due to the pace of this course, if you fall behind, you will have a difficult time getting caught up, so you must proactively raise your questions/concerns as they occur.

• Be patient. Expect that there will be things you do not get immediately—this is an AP course! Its college-level expectations and material are by definition more difficult than that in a regular high school classes. Learn to be persistent in your thinking and problem solving, and you will overcome.

• Complete work on time, which requires you to plan ahead/schedule your time wisely in order to stay on pace (it is up to you to know when assignments are due). Check the website and/or Google calendar daily! If you simply do what you are supposed to do, to the best of your ability, your grade and AP score will take care of itself.

• Keep the big picture in mind. Even the best students will have a bad day occasionally, but that will average itself out over time. If you come to class unprepared, you are letting yourself and your classmates down, and you are failing yourself.

* MORE ON EXPECTATIONS/STUDENT RESPONSIBILITY

AP Research is a demanding course that requires many hours of research, writing and analysis at home. The teacher role in this class is to guide while the student role is to self-advocate, research, and discover independently. Following a set schedule is best for dealing with the sometimes overwhelming task of research outside of the classroom. Teachers are well aware of other demands on a students’ time, but the AP Capstone program is an exclusive one that rewards students for their dedication. Therefore, plan accordingly. Expect to spend at least double the amount of time spent in class working on your research at home during the week and additional time on the weekends.

The product that the student is expected to turn in is a (4,000-5,000 word) 15-20 page scholarly research paper and an individual presentation, engaging in an oral defense. Aside from the length demands, students are expected to formulate an original thesis in their field, a much more difficult task than what they are used to. Flexibility and dedication are key demands for this course, and it is expected that students put in the time to perform their research authentically and thoroughly. Just as in the AP Seminar class, the teacher cannot edit papers or explicitly tell students how to fix their errors. In addition, consultants/expert advisors cannot rewrite parts of papers for students.

* GRADING

The AP Research Teacher will assess a variety of products students create as part of the research process. Each student must record each step of the process in a Process and Reflection Portfolio (PREP), a major assignment to be collected at the end of the fall semester. Examples of assessed products include, but are not limited to graphics used to develop a targeted research question, an inquiry proposal approved by the AP Research Teacher, and an annotated bibliography that reflects an alignment of sources. Students may earn multiple grades on some products to ensure they are following the proper research process, and to check for student progress as student success in this course depends on effective time management.

You will receive grades for both formative and summative assessments. **Formative Assessments** (30% of your overall grade) and **Summative Assessments** (70%) will be scored based on three levels of completion, reflection, and effort:

**0** = not completed/minimum reflection/minimum effort

**60** = incomplete/some reflection/some effort

**100** = complete, thorough reflection/obvious effort

**\*\***Late work will be accepted for a maximum grade of **50** through Dec. 20, 2017

* AP CAPSTONE POLICY ON PLAGIARISM AND FALSIFICATION OR FABRICATION OF INFORMATION

*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 coursework. 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 Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report 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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.*

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\*\*AP Capstone students will be held to exceptionally high standards of academic honesty and ethics. Preparing fairly and effectively for the completion of the paper and presentation tasks requires advanced planning and time management. Many difficulties with plagiarism arise when students leave work to the last minute. Keep track of all the sources used to ensure you do not misattribute information. **As an additional safeguard against plagiarism, AP Research work—including drafts—will be submitted to the TurnItIn (via the AP Digital Portfolio).**

* MAJOR ASSESSMENTS/ASSIGNMENTS

**AP Performance Assessment Task**

***(Final product from which AP Score will be determined)***

While the topic of each research study will vary, the AP Research course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to understand principles of discipline-specific methods (ex. qualitative, quantitative, mixed) to develop, manage, and conduct an in-depth study or investigation in an area of student’s own interest in order to fill a gap in the current field of knowledge. The final product includes an Academic Paper (A) and an Individual Presentation and Oral Defense (B).

**A). 4,000-5,000 word Academic Paper (*75% of AP exam score*)**

The College Board requires that each student writes an academic paper worth 75% of the AP Exam score. The paper, scored by College Board, must be between 4,000-5,000 words long (approx. 15-20 pages), not including a formal bibliography and appendices and include the following components:

I. Introduction: This section introduces and contextualizes the research question and initial student assumptions and/or hypotheses. Additionally, it reviews the previous work in the field to synthesize information and a range of perspectives related to the research question (i.e. literature review) to allow for the student to identify the gap in the current field of knowledge to be addressed.

II. Method, Process, or Approach: This section explains and provides justification for the chosen method, process, or approach.

III. Results, Products, or Findings: This section provides the findings, evidence, results, or product from the student’s work.

IV. Discussion, Analysis, and/or Evaluation: This section interprets the significance of the findings, results, or product and explores connections to the original research question while discussing implications and limitations of the research or creative work.

V. Conclusion and Future Directions: This section reflects on the process and how this project could impact the field while discussing the possible next steps and/or future directions.

VI. Bibliography: This section provides a complete list of sources cited and consulted in the appropriate disciplinary style.

**B).** **Presentation and Oral Defense (*25% of AP exam score*)**

All students will develop a 15-20 minute presentation (using appropriate media) and deliver it to an oral defense panel that consists of the AP Research teacher and two additional, adult panel members (expert advisors or discipline-specific experts, chosen by the AP Research teacher). The oral defense will also include a question and answer session following the student’s presentation. Possible questions will come from p. 58-59 in the AP Research Course and Exam Description (link on Dr. Hawkins’s website).

**Stepping Stone Tasks**

A list of the major, summative (and necessary) steps to your final product and from which your AP grade will largely be determined. Generally in order, due dates will be spaced out and finalized well-in-advance to allow successful completion of each. See also course units/organization section.

**A. Research Methods Analysis**

**B. Annotated Bibliography (1st draft)—5-10 sources**

**C. Annotated Bibliography (2nd draft)—12-20 sources**

**D. Literature Review**

**E. Project Board/Poster Presentation Draft 1**

**F. Inquiry Proposal Form (Midterm Exam grade)**

Prior to engaging in their research, students must submit an Inquiry Proposal Form that clearly identifies the topic of study, research question, preliminary research, and the relevant methodological and ethical considerations. Once the AP Research Teacher approves the Inquiry Proposal Form, the student can seek a consulting expert and begin the research process in earnest. If the proposed inquiry requires a more extensive consideration of ethics and potential risk (e.g. involvement of human subjects), the teacher will not grant approval until the inquiry proposal has also passed review by an Institutional Review Board (IRB).

**G. Project Board/Poster Presentation Draft 2**

**H. Paper Outline**

**I. Draft sections of academic paper**

1. Method/Process/Approach section

2. Results/Products/Findings section

**J. Final Project Board/Poster Presentation (50% of Final Exam grade)**

**K. PREP Notebook (50% of Final Exam grade)**

AP Research is not merely about collecting evidence or facts and then piecing them together. Instead, the research process is about true inquiry – asking questions and coming to solutions and conclusions through serious thinking, discussion, and reflection. The research process is recursive, meaning that

students will regularly revisit ideas, seek new information when necessary, and reconsider and refine their research question, topic, and/or approach…

**J. PREP Notebook cont….**

The College Board requires individual students to keep a Process and Reflection Portfolio (PREP). The ongoing entries in PREP are formative assessment tools that students will share in real time with their AP Research teacher at least twice

during each quarter. The PREP is used to “document students’ development as they investigate their research questions, thereby providing evidence that students have demonstrated a sustained effort during the inquiry process.” The PREP will allow students to document their experiences in the course and to manage specific checkpoints on the way. In any given week, students should expect to make three or more entries in their PREP to chronicle their engagement with the QUEST

ideas with special attention paid to the following:

• Choice of the research question and interest in subject matter

• Research process, including resources (documents, people, multimedia); analysis of evidence; directions in which the inquiry or project seems to lead; changes to initial assumptions

• Ways in which students have worked both on their own and as part of a larger community

• Challenges encountered and solutions attempted

**The final PREP will be due December 20, 2017.** It will include the following:

• Title Page and Table of Contents

• Copy of the completed and approved Inquiry Proposal Form

• PREP entries made throughout the year

• Specific pieces of work the student feels best showcase his/her work, including: o Annotated bibliography of sources important to the student’s work

o Photographs, charts, spreadsheets, and/or links to other relevant visual research/project artifacts

o Draft versions of portions of the paper

o Notes in preparation for the presentation and oral defense

o Paper Outline

o Institutional Review Board (IRB) permission (if necessary)

• Documentation or log of the student’s interactions with expert advisor(s) and the role the expert advisor(s) played in the student’s learning and inquiry process (egs. what areas of expertise did they have, did they provide the help the student needed, areas in which they were able to help, etc.)

• Questions posed to and feedback received from peer and adult reviewers both in initial stages and at key points

• Reflections on whether or not the feedback was accepted or rejected by the student and why

* Spring Work Plan

• Attestation signed by the student which states: “I hereby affirm that the work contained in this Process and Reflection Portfolio is my own and that I have read and understand the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.”

* COURSE UNITS/ORGANIZATION PLAN

Due dates below may be subject to change and will be confirmed well in-advance.

**Unit 1—Course Foundations (Aug 10—Sep 1, 2017)—3.5 weeks**

*Curricular requirements:CR1a, CR1b, CR1c, CR1e, CR1f, CR1g, CR2a, CR3, CR4a, CR4b*

Primary focus/activities: review of AP Seminar skills and introduction to the skills of AP Research (bridge activity); What is Research? lesson/activity; student evaluation of the strengths of a variety of well-formed and poorly-formed sample research questions; from summer assignment: peer review of research question draft followed by student reflection and modification; Introduce PREP including its purpose and required components; lesson/practice on how to transform a research question/topic into a problem statement; investigation and analysis of the pros and cons of methods (qualitative, quantitative, mixed) and their relation to different fields of study; evaluate/identify multiple perspectives and assumptions and how they affect research; lesson on ethical research; lesson on search skills; visit online catalogs to search for potential primary/secondary sources that will assist students’ inquiry; how to create and use an annotated bibliography via PAARC test for credibility; finalization of research question and purpose of inquiry (explore, explain, create) in PREP for teacher review

Major Assignments:

Research Methods Analysis (8/21)

Annotated Bibliography draft 1 (9/1)

**Unit 2—Beginning the Research Process (Sep 4-Oct 6, 2017)—5 weeks**

*Curricular requirements: CR1a, CR1b, CR1e, CR1f, CR1g, CR3, CR4a, CR4b*

Primary focus/activities: field trip to Duke Perkins Library to further investigate sources and add to annotated bibliography (2nd draft/to be used for the literature review); students write and revise a review of relevant scholarly literature in their field of study (with bibliography); students will identify the research question, variables, measurements, and limitations within published quantitative, qualitative, and mixed-methods research studies and evaluate the fit between the purpose of the proposal, its research design, and its data collection strategy as it pertains to their inquiry (for five sources); students will select a method that aligns with their purpose of inquiry and topic; student poster presentation/defense of their research question and their planned research method for peer and instructor feedback (first draft); students will complete Inquiry Proposal Form for teacher approval and find expert advisor (if applicable), students continue using PREP to reflect on research progress and plans; students begin bi-weekly meetings with the AP teacher for review and feedback on their PREP

Major Assignments:

Annotated Bibliography draft 2 (9/15)

Literature Review (9/22)

Poster Board/Project Presentation Draft 1 (10/2)

Inquiry Proposal Form (10/4)—Midterm Exam grade

**Unit 3—Conducting the Research/Outlining the Paper (Oct 9—Nov 21, 2017)—6.5 weeks**

*Curricular requirements: CR1b, CR1e, CR1f, CR1g, CR3, CR4a, CR4b*

Primary focus/activities: conduct research (mostly independent); continue to review sample papers and locate each section/organization in their field of study; investigate and grade research papers with new rubric in their field of study; additional field trips Duke Perkins library (if needed/to be announced); complete a paper outline; peer review of paper outlines; complete the Methods/Process/Approach section draft for teacher and peer review; prepare and present poster board/project presentation #2; continue periodic PREP reflections for teacher review as assigned; students continue bi-weekly meetings with the AP teacher for review and feedback on their PREP

Major Assignments:

Paper Outline (10/20)

Draft of Methods/Process/Approach section (11/3)

Poster Board/Project Presentation Draft 2 (11/21)

**Unit 4—Continue Researching/Begin Writing the Academic Paper (Nov 27-Dec 20, 2017)—3.5 weeks**

*Curricular requirements: CR1d, CR1e, CR1f, CR1g, CR3, CR4a, CR4b*

Primary focus/activities: lesson on effective writing (passive voice v. active voice, persuasion, argument, proper selection and use of evidence); proper citations lesson (by field of study); students will review the Discussion and Conclusion sections of three sample research papers and identify common elements of data/information display, analysis, and synthesis (the combination of accumulated knowledge and emerging ideas, perspectives, and conclusions) in these sections; prior to writing the Conclusion section of their academic paper, students meet in roundtable discussions with their peers to explore the significance of their work for the larger field of study and record peer feedback in their PREP to inform future versions of their academic papers; students will use their PREP and common elements they identified in the Discussion and Conclusion sections to draft an outline of their own corresponding sections; students will form an argument of their own based on the conclusions derived from the information they collected by their chosen research method, blend multiple sources or pieces of information, and draw conclusions; students will engage in peer review with their fellow classmates and/or expert advisors to determine the strength of these sections according to the Academic Paper rubric; students will reflect upon any changes/modifications they made and how they strengthened the paper; students continue bi-weekly meetings with the AP teacher for review and feedback on their PREP and to ensure they are on progress to complete the paper successfully and on-time.

Major Assignments:

Draft of Results/Products/Findings section (12/11)

Final Project Board Presentation **AND** Final PREP--including spring work plan (12/20)

**Unit 5—Complete Writing the Academic Paper (Jan 8—Mar 16, 2018)—10 weeks**

*Curricular requirements: CR1f, CR3, CR4b*

Primary focus/activities: Continue researching (if needed), write remaining sections of the academic paper; while much of this unit will be on your own/independent, it is expected that students will schedule time to meet with teacher once a week (starting January 8) for feedback and to report progress; complete and submit final academic paper with bibliography

Major Assignments:

Final paper submitted via AP Digital Portfolio (3/27)

(Intro, Method/Process/Approach, Results/Products/Findings, Discussion/Analysis/Evaluations, Conclusion, Bibliography)

**Unit 6—Finalizing/Practicing the Presentation (April 9-April 20, 2018)—2 weeks**

*Curricular requirements: CR1b, CR4a, CR5*

Primary focus/activities: schedule oral defense (week of April 16--teacher must submit oral defense scores by April 30); practice defending research, methods, and conclusions with sample questions in the AP Research Course and Exam Description

Major Assignments:

Oral Defense (scheduled week of 4/16)

**Summer Assignment**

1. Purchase Booth, *The Craft of Research* (University of Chicago Press, 2016), 4th edition. This is the one and only **REQUIRED** textbook for the course. New copies can be purchased on amazon.com for as low as $13.79.

2. Read p. 3-48 in *The Craft of Research* as an active reader (that includes highlighting key ideas/points, making notes in the margins, processing what you are reading to make connections/better understand). These pages will help you understand what research is (and is not) and how to formulate a good research question that not only interests you but serves an important purpose and/or helps solve a particular issue. Formulating a good research question is a *process* that takes time. It is also *the first and most important task* in making the transition from AP Seminar to AP Research (that will also help ensure a successful final project and outcome for you).

3. Using the guidelines and suggestions from p. 35-48 in *The Craft of Research*, come up with three possible *and feasible* research questions based on your interests that would add to the existing body of knowledge (and also answer the “so what?” question). These questions are completely of your choice. Take advantage of the opportunity to research into a topic that you are highly curious about or is a passion of yours!

a. Type your three possible research questions and briefly explain how each interests you.

b. Underneath each possible research question, hypothesize what you believe the conclusion will be (the outcome of your research findings). You do not need to do any fact-finding here.

c. Underneath each possible research question, hypothesize and/or find at least one source or resource that you could go to find out more about your research topic that may help provide evidence for your argument/proposed solution.

d. Please email parts a, b, and c above in a Word document to [khawkins@voyageracademy.net](mailto:khawkins@voyageracademy.net) by **Monday, August 7**. Also please print and bring a hard copy to the first day of class (Thursday, August 10). This will be your first formative assessment/grade in the course.

**\*\*We will spend much more time in class formulating and finalizing a good research question in hopes that each student will have a finalized question by September 1. This assignment is just step one to getting there. Again, coming up with a research question is the most important process in AP Research and may take several attempts and a decent amount of thinking up-front. Don’t let that stop you. ☺ Be patient, take the process seriously, and make sure your question will interest you in the long-term (into next spring). I also advise you to begin on this assignment as early as possible. The earlier you begin, the better for your research question (and the more you will gain from this course)!**

**AP Research—Fall 2017** **Karen Hawkins, Ph.D.**

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Website: hawkinsnest2.weebly.com

Please detach and return this form to Dr. Hawkins.

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**I acknowledge that I have read and understand all parts of this syllabus.**

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_