

Dear Students and Parents:

Congratulations on your child's successful completion of the Seminar course for AP Capstone Program and advancement to AP Capstone Research. The purpose of the Research course is to offer students challenging work that will prepare them for conducting scholarly, authentic research in a selected field of inquiry. AP Capstone Research will focus on research methodology. Due to the rigor and calendar for this course, students will be required to complete a summer assignment in preparation for the Research Foundations Unit the first month of school.

Specifically, the AP Capstone Research summer assignment is designed to introduce students to concepts central to the course; selection, design, implementation, and ethics of research. Students will gain experience in analyzing scholarly research in specific disciplines and produce an annotated bibliography on a topic of their choosing to develop an understanding of the research method, approach, and design. My goal for the summer assignment is to generate one or two workable research questions that can be molded into a high-quality research proposal by the end of November.

In the Charlotte County Public School District, Advanced Placement courses are offered to students and if successful, they will be awarded college credit accepted and/or recognized by most universities. AP Capstone courses, in particular, serve as a signal of distinction to colleges, many of which award scholarships for students earning Capstone Certificates or Capstone Diplomas upon graduation.

Course Description: The AP Capstone Research course is an inquiry-based course that aims to engage students in scholarly research with the end goal of making a unique contribution to that conversation. Students are encouraged to investigate real-world topics of interest. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students will be working toward the completion of a scholarly research paper of 4,000-5,000 words and a 15-20 minute presentation with oral defense. There is no end-of-course examination administered by the AP College Board; rather, a score is assigned from the culmination of both paper and presentation. This course places great emphasis on academic reading, writing, and presenting. Students are encouraged to seek a consultant in his/her field of interest; however, this is not mandatory and will depend upon the student's research question.

Sincerely,

Ms. Susan Chabot
Science Teacher/Department Chair
941-474-7702 ext 3367
Susan.chabot@yourcharlotteschools.net

AP CAPSTONE RESEARCH SUMMER ASSIGNMENT 2018

Fundamental to the Research course, students must familiarize themselves with the distinction between Qualitative and Quantitative Research and an array of research methods reflected in the following graphics:

Differences in Qualitative and Quantitative Analysis and Reporting Methods 2015 AP		
Components	Qualitative Reporting/Analyses	Quantitative Reporting/Analyses
Data Type Emphasized	narrative, text	numbers
Categorization of data	Coded themes	Variables, statistical coefficients
Condensed presentation of data	Narrative examples	Graphs, charts, data tables
Rationale	Claims supported with contextual and narrative data	Claims supported with statistical data
Logical pathway to conclusion	Inductive	Deductive
Acknowledges Limits	Emphasis on bias, perspective, triangulation	Emphasis on correlation and measurement validity
General approach	Build a picture with rich triangulated data sources (Neuman, 2011).	Identify the strength of an assumed pattern within the big picture with statistical data

Comparing Data Collection Methods 2015 AP

Quantitative research methods include:

- ▶ Surveys
- ▶ Laboratory experiments
- ▶ Questionnaires

Qualitative research methods include:

- ▶ Case study research - a case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context
- ▶ Ethnography- the ethnographer immerses her/himself in the life of people s/he studies and seeks to place the phenomena studied in its social and cultural context
- ▶ Observations
- ▶ Interviews
- ▶ Focus Groups

Tasks

1) What do you want to research?

To be a successful researcher you have to READ! And then read more. And then read even more. Your research should “fill a gap” in the current understanding of a specific topic and the only way to find that gap is to read what others have done.

I cannot pick your research question - that is up to you. Begin by answering a few questions, which may lead to more reading/research.

- What are your hobbies?
- What are you passionate about?
- What problem needs solved in your community?
- Is research always experimental in nature?
- What can you research without harming others?

As you read and research ideas, select **2** areas of interest and perform an ANNOTATED BIBLIOGRAPHY on each topic, minimum of 6 sources for each topic focus.

2) How will ETHICS impact my research?

Watch the news, read the paper, browse the internet and you will find countless examples of ethics violations in areas of research. In history, research has been performed for the good of “knowing” but to the detriment of individuals, communities, and ecosystems.

Select a book from the list provided below. No notes, no questions, just READ FOR INFORMATION. We will use the knowledge gained from this reading in class debates and discussions concerning ethical, and unethical, research practices. Deadline for completing the read is Sept. 10th.

- Bad Blood: The Tuskegee Syphilis Experiment by James H. Jones
- The Immortal Life of Henrietta Lacks by Rebecca Skloot (I have 30 copies)
- The Stanford Prison Experiment: A psychological experiment about the exploration of human behavior under imprisonment by Gabriel Dischereit
- Dark Medicine: Rationalizing unethical medical research (bioethics and the humanities) by William LaFleur
- The Lives They Left Behind: Suitcases from a state hospital attic by Darby Penney
- The Crusade for Forgotten Souls: Reforming Minnesota’s mental institutions, 1946-1954 by Susan Bartlett
- A Collar in my Pocket: The blue eyes brown eyes exercise by Jane Elliott

3) Get READY!

Watch a few AP Research presentations on YouTube. There are the good, the bad, and the ugly. Your final product should appear conversational yet practiced, not read from a note card or slip of paper. We will have ample opportunities to practice in front of your AP Research peers, other classes, and professional panels from local businesses that will critique your presentation and give pointers for improvement.