

**2020-21 AP Research**  
**Cuyahoga Heights High School**  
**Ms. Neville**  
**Room 301**

---

**INSTRUCTOR CONTACT & TECHNOLOGY ACCESS INFORMATION**

Email: [mneville@cuyhts.org](mailto:mneville@cuyhts.org) (fastest response)

Phone: **216.429.5707 x5789** (longer response time)

Office Hours: **Wednesdays 12-2 PM** or any day by appointment

Class Resource Website: <http://www.EnglishWithNeville.com>

Twitter: **@Ms\_Neville**

Google Classroom Code: (none needed – you're already in!)

Turnitin Class ID: **26103365** Turnitin Enrollment Key: **JOINAPR**

Flipgrid Code: **neville9557**

I highly recommend putting a (free) SCANNING APP on your phone for this class.

---

**Course Description** (directly from The College Board)

---

*(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)*

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 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. 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.

**Course Texts and Resources**

---

- Leedy, P.D. & Ormond, J.E. (2013). *Practical Research: Planning and Design*. (10<sup>th</sup> ed.). New York: Pearson.
- AP Capstone Research Course and Exam Description (2017). New York: College Board.
- AP Research Workshop Handbook and Resources (2017). New York: College Board.
- Various articles, book chapters, and other academic resources.

---

### **AP Equity and Access Policy** (directly from The College Board)

---

The College Board strongly encourages educators to make equitable access a guiding principle for their AP Programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity can be achieved.

---

### **Plagiarism Policy Overview** (directly from The College Board)

---

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 a source or author of any and all information or evidence taken from the work of some else through citation, attribution, or references in the body of the work, or through 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.

---

## QUEST Framework (directly from The College Board)

---

During class, students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five Big Ideas:

1. **Question and Explore** – Read critically; pose questions and identify issues that compel you to want to explore further.
2. **Understand and Analyze** – Use specific tools to break down an idea or argument into parts that make sense to you. These tools include re-reading, questioning in the text, considering multiple perspectives, etc.
3. **Evaluate Multiple Perspectives** – Identify the variety of perspectives and arguments of an idea. Consider any bias to determine the validity of that point of view.
4. **Synthesize Ideas** – Create new perspectives after evaluating other varying perspectives. Establish a unique position or claim using a variety of resources designed for a specific audience.
5. **Team, Transform, and Transmit** – A collaborative endeavor communicated clearly so as to transform both participants and audience.

---

## Curricular Requirements (directly from The College Board)

---

- CR1a: Students develop and apply discrete skills identified in the learning objectives within Big Idea 1: Question and Explore.
- CR1b: Students develop and apply discrete skills identified in the learning objectives within Big Idea 2: Understand and Analyze.
- CRB1c: Students develop and apply discrete skills identified in the learning objectives within Big Idea 3: Evaluate Multiple Perspectives.
- CR1d: Students develop and apply discrete skills identified in the learning objectives within Big Idea 4: Synthesize Ideas.
- CR1e: Students develop and apply collaboration skills identified in the learning objectives within Big Idea 5: Team, Transform, and Transmit.
- CR1f: Students develop and apply reflection skills identified in the learning objectives within Big Idea 5: Team, Transform, and Transmit.
- CR1g: Students develop and apply written and oral communication skills identified in the

learning objectives within Big Idea 5: Team, Transform, and Transmit.

- CR2a: Students develop an understanding of ethical research practices.
- CR2b: Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
- 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:
  - Introduction
  - Method, Process, or Approach
  - Results, Product, or Findings
  - Discussion, Analysis, and/or Evaluation
  - Conclusion and Future Directions
  - Bibliography
- CR4a: Students document their inquiry processes, communicate with their teacher and any expert advisors, and reflect on their thought processes.
- 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 PREP.
- CR5: Students develop and deliver a presentation (using an appropriate medium) and an oral defence to a panel on their research processes, method, and findings.

---

### **Reasoning Process** (directly from The College Board)

---

The AP Capstone program allows students to develop and practice reasoning processes that help them to make intentional, strategic decisions:

- Situating – being aware of the context of one’s own as well as others’ perspectives, realizing that individual bias can lead to assumptions
- Choosing – making intentional and purposeful choices, realizing that choices have both intended and unintended consequences
- Defending – being able to explain and justify personal choices, logic, line of reasoning, and conclusions
- Connecting – seeing similarities within and across disciplines, concepts, and cultures that may at first seem disparate

-----  
**Assessments and Class Grade Distribution**  
 -----

**College Board Score Breakdown:**

Element	Percentage of AP Test Score
Academic Paper	75%
Presentation and Oral Defense	25%

These scores represent the distribution that College Board considers when calculating a student's final numeric score of 1-5.

**Academic Paper: 75% of AP Score**

- The Academic Paper consists of 4,000-5,000 words and will be written over the course of the year. This paper showcases a student's research conducted during the class. No class grade will be assigned for the quality of this work.

**Presentation and Oral Defense: 25% of AP Score**

- Once a student has submitted their academic paper, they will also be required to present their research findings and defend their choices regarding research methods and the contribution their research presents to the current body of knowledge. Students will present to a panel that will also pose questions for the student to explain. The Presentation and Oral Defense will last approximately 15-20 minutes. A visual aide is required for this presentation.

**TIMELINE/KEY DEADLINES FOR AP RESEARCH SCORE COMPONENTS**

- Research Proposal → week 13
- IRB Paperwork → week 16
- Raw Data Collection Deadline → week 22
- Academic Paper Submission → week 20
- Presentation and Oral Defense → weeks 31-32
- AP Research Reading → first week of June (students do not need to do anything more for this)
- AP Research Score Release → July

**Class Grade Breakdown:**

Element	Percentage of Class Grade
PREP Portfolio	20%
Homework & In-Class Assignments	30%
Projects, Presentations, and Assessments	50%

You will have a formal midterm exam in this class, but no final exam.

### **PREP Portfolio: 20% of Class Grade**

- Using a process and reflection portfolio (PREP), students document their inquiry, communication with their teachers and expert advisors, and store reflections on their thought processes. They have scheduled conferences with their teacher for review and approval of their scholarly work as evidenced by the portfolio. This portfolio will be routinely used for the following:
  - Weekly reflections to guide in topic/question development
  - Source collection and organization to develop research question and method
  - Building Academic Paper in segments
  - Building and storing oral presentation
  - Annotations from regular teacher conferences

### **Homework & Classwork: 30% of Class Grade**

- Various specific homework assignments will be given throughout the year. Due dates will be made very clear – no late work will receive credit. Students may store completed homework assignments in their PREP portfolio, but these assignments will not be considered part of the PREP portfolio.

### **Projects, Presentations, and Assessments: 50% of Grade**

- Examples of Projects, Presentations, and Assessments:
  - Institutional Review Board and Inquiry Proposal forms – Detailed forms completed to ensure students are prepared to conduct ethical and feasible research with the backing of Cuyahoga Heights High School.
  - Elevator Pitches, Outlines, and Peer Revisions: Students will be given multiple opportunities to express their ideas and goals in the classroom through elevator pitches (short, mini-presentations) and more formal poster presentations. Students will also be required to catalog the development of their academic paper through various assignments. These opportunities will allow students to receive feedback from peers and other faculty within the school regarding research elements.

### **Grading Scale & Weighted Course Grades:**

95%-100% → A	75%-78% → C
92%-94% → A-	72%-74% → C-
89%-91% → B+	69%-71% → D+
85%-88% → B	65%-68% → D
82%-84% → B-	62%-64% → D-
79%-81% → C+	0%-61% → F

Because this is an AP course, your grade will be weighted more heavily than non-AP courses when calculating your GPA. Please see your Student Handbook for details.

---

## Some General Expectations

---

- **BE PRESENT.** This goes for your body AND mind. Be in your seat when the bell rings, only ask to leave if it is ABSOLUTELY necessary, and participate actively. This is likely one of the most demanding and rewarding classes you will take in high school, and it will be over before you know what hit you – so make the most of it by being here, asking questions, contributing to discussions, etc.
- **BE CIVIL.** In AP Lit class we actively support each other regardless of any situations outside of the classroom. Heated discussion, peer feedback, and other forms of constructive criticism will be important aspects of this course; therefore, it is imperative that you understand attacking a fellow student (or faculty member) on a personal level will NOT be tolerated. People are not objects put on earth for your entertainment – each individual will be treated with civility and respect in room 301.
- **BE HONEST.** Don't lie. Don't cheat. Don't present someone else's work as your own. Period. Nothing is more damaging to your academic integrity; in fact, even elite colleges and universities have gone as far as revoking degrees when such behavior is discovered, even if it happened decades in the past. On a more immediate level, you should know I am a stickler for enforcing the academic honesty rules outlined in your Student Handbook. I understand that our society often values achievement over character, but I firmly believe that false "achievement" at the expense of character is nothing to be proud of – and my stringent policy enforcement reflects this.
- **COMMUNICATE.** If you have questions, concerns, exciting news, etc. please speak up. I do my best to make myself available to you, but can only help you, support you, and celebrate with you when you let me know what's going on!
- **TAKE GOOD CARE OF YOURSELF.** Although it may seem like it at times, your body is NOT merely a transportation system for your head. Likewise, your brain won't function properly unless it has been adequately hydrated, nourished, and rested. Drink water. Eat fruits and vegetables as often, and eat anything your great-grandparents wouldn't recognize as food sparingly. Stick to as regular of a sleep schedule as possible. Get physical activity every day. If you don't already have these habits, you'll be amazed at what a difference they make in your level of mental functioning. Strive to keep a healthy balance in your life – mentally, physically, emotionally, spiritually, and socially.

## Zoom-Specific Class Norms & Expectations:

*(According to the Merriam-Webster Dictionary, a NORM is "a principle of right action binding upon the members of a group and serving to guide, control, or regulate proper and acceptable behavior.")*

- 1.) As much as is possible, join class from a location that is both comfortable and conducive to learning. That might mean something slightly different for each of us, but I recommend sitting somewhere where you can see your screen AND take notes in your binder at the same time (i.e. at a desk or table).
- 2.) While I understand you ultimately can't control what other people do, please let people who live with you know how important it is for them to not distract or interrupt you during class meetings.
- 3.) Be on time -- for online classes, this actually means being a minute or so early! We will start class right at the designated time.
- 4.) Be prepared! It's very important that you complete assigned readings and any other assignments BEFORE class. I can't help you much if you haven't done your part.
- 5.) If you have a question during class, please feel free to either type it into Zoom's chat feature or click on the hand-raising feature (I will show you how to do this). If you aren't comfortable asking your question in front of the whole class, you're welcome to send it in the chat box to me privately.
- 6.) Please ONLY use the chat box for class-related comments and/or questions. I will continuously monitor the chat box. BE ADVISED THAT NOTHING YOU TYPE IN THE CHAT BOX IS PRIVATE, EVEN IF IT IS LABELED AS SUCH. As the meeting host, I have access to everything. You've been warned.
- 7.) I don't mind if you eat or drink during our Zoom classes, as long as it isn't distracting to you or to your classmates. Please don't abuse this -- keep it within reason.
- 8.) This should go without saying, but please be fully clothed for each class meeting.
- 9.) My expectations regarding language use, respect for others and self, and following Board policies (i.e. you aren't allowed to record any audio, video, or still images during class) are the same online as they are in person. Additionally, the same BRAVE SPACE AGREEMENT we have in my classroom is in effect during our Zoom meetings.
- 10.) Please keep your audio muted unless you have been called on to contribute.
- 11.) For this class and this class only, whether or not you keep your camera on at all times is your choice. I much prefer being able to see all of you and believe that having your camera on keeps you more engaged in class, BUT I also understand that occasionally there are legitimate reasons for wanting to turn off your camera for a moment. If you do choose to turn off your camera for a brief period of time, please continue to participate actively in class. I can and will still call on you to answer questions if you turn off your screen, and if you aren't actually there I will mark you absent from class.
- 12.) I will report attendance for every class meeting to the main office; this will be done multiple times during each class and you will most likely not even realize I am doing so. In otherwords, be present the whole time every time unless your parent/guardian has followed proper procedures to call you off.



## **Appendix A: I am Not a Robot!** **(Or, Some Fun Facts About Ms. Neville in Case You're Interested)**

- | This is my **seventeenth** year teaching high school English. I love what I do! Without the ability to communicate effectively, life is much harder – so I work hard to help students develop the best skills possible. I am passionate about reading, writing, and advocating for young people.
- | I am an avid reader and writer, and a published poet. I strongly believe that as a language arts teacher it is my responsibility to be engaged both personally and professionally in the subject matter I teach!
- | I love to **travel**. I studied abroad in London, England for a whole summer, and in 2007 I did a teacher-to-teacher project in Istanbul, Turkey. I've also visited other countries in Europe, Asia, and Latin America. I'm currently making an effort to see more of the United States, because to be completely honest there is a vast amount of this country that I have yet to experience.
- | I've been a **vegetarian** since I was about your age.
- | I live in Cleveland in the Tremont neighborhood with my **spouse, Chris**, and our **three cats Violet, Oscar, and Hermanito**.
- | I have **three nieces and three nephews**, each of whom I absolutely adore. The oldest is a freshman at Kent State this year, and the youngest is in Pre-K!
- | I love physical activity of all sorts – I was a **gymnast** for many years and played **softball** and **volleyball** for many years. I am also a certified **yoga** teacher! I've been practicing yoga since I was 19 and love sharing it with others.
- | I have a **Bachelor of Science in Education (Integrated Language Arts 7-12)** with a minor in English; also, I have a **Master of Education (Curriculum & Instruction)** degree and am also halfway through a **Master of Arts in English** degree.
- | I'm a **National Board Certified Teacher** (that's a significant credential beyond a master's degree).
- | I'm an **AP Literature Reader** – this means that every summer I work for the College Board scoring actual essays actual students wrote for their AP Literature exams. This helps me be very prepared to teach you how to write for the exam!
- | A quick (but important) note about my name: **I am MS. Neville, not MRS. Neville or MISS Neville**. Yes, it matters! “Ms.” Is pronounced MIZ and “Neville” rhymes with “devil.” Thank you for using my correct name, just like I make an effort to use yours.

## **Appendix B: TOP 21<sup>st</sup> CENTURY JOB SKILLS**

- 1.) Critical thinking and problem solving
- 2.) Collaboration across networks and leading by influence
- 3.) Agility and adaptability
- 4.) Initiative and entrepreneurship
- 5.) Accessing and analyzing information
- 6.) Effective oral and written communication
- 7.) Curiosity and imagination
- 8.) Willingness to experiment, take calculated risks, and tolerate failure
- 9.) Capacity for “design thinking”: empathy, integrative thinking, optimism, experimentalism, and collaboration.

***Everything* we do in this class helps to develop one or more of these skills!**

\* Source: *Creating Innovators: The Making of Young People Who Will Change the World* by Tony Wagner, 2012

# Appendix C: Syllabus Acknowledgment & Brave Space Agreement

*Please read, sign, scan, and submit this page to Google Classroom as assigned.*

## **PART ONE: SYLLABUS ACKNOWLEDGMENT**

By signing your name below, you acknowledge that (1) you have received this syllabus, (2) you have read it in its entirety, and (3) Ms. Neville has elaborated on it verbally and provided you with an opportunity to have any questions about its content addressed.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Full Name

## **PART TWO: BRAVE SPACE AGREEMENT**

By signing your name below, you acknowledge that (1) as a community of learners we are bound by these five main elements of a Brave Space environment, and (2) Ms. Neville has verbally elaborated on these elements and has offered you the opportunity to have any questions about them addressed.

- (1) **Controversy with civility** – students respect varying opinions, even when they disagree.
- (2) **Owning intentions and impacts** – students acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person.
- (3) **Challenge by choice** – students have an option to step in and out of challenging conversations.
- (4) **Respect** – students show respect for each others' basic personhood.
- (5) **No attacks** – students agree to never inflict intentional harm upon another.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Full Name