

Summer Reading Assignment for Pinellas County Schools  
AP Capstone: Research

Dear Researcher,

I must first and foremost congratulate you on your interest in challenging yourself with the AP Capstone Program. The skills you have and will continue to acquire due to the Capstone program are paramount in your post-high school success.

The following summer work has been crafted after much consideration and discussion with other AP Research colleagues. We are NOT about busy work, but there are some concepts and items that you need to establish prior to starting AP Research. These are concepts that should be considered while taking long walks on the beach, sitting in the back of the car on a road trip, trying to fall asleep at camp, playing video games, or whatever summer activity enhances your life. Know that you will be asked to dig deep, so please, start now.

While only your research question(s) are due the first day of school,, it is a good idea to work on these assignments throughout the summer. This work will provide a foundation for your success in AP Research.

If you feel concerned, bewildered, overwhelmed, confused, frustrated, or any combination of the previously listed, please do not hesitate to contact me. It is my job to support you, simple as that. I will be checking my email throughout the summer, so feel free to email me!

Welcome to AP Research!

*K. Zarate*

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### **Task #1: Summer Research Question Work – Due the first day we meet**

Everything starts with the research question. The research question is crucial – your inquiry will generate from this question (or questions). Creating an effective question is difficult, but immensely important, as a poor research question leads to poor research, but DON'T PANIC!!! We will use the first two weeks of the school year to refine your 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/not going to hate in a few months. Sit and reflect on your true interests prior to completing the questions and activities layed out in this table.

Let the table on the next page guide you in forming your first attempt at a research question. The four concepts in the left-most column of the table are things to consider when attempting to build a research question. These are the characteristics of a good research question. The next column gives a concise description of each of these concepts. The third column consists of the reflection questions that you must answer as a part of this assignment. More specific directions are in the next paragraph. Finally, the last column is a bonus. You will have to complete this in the first few weeks of the school year, so you might want to get a head start over the summer.

The reflection questions must be completed electronically in a Microsoft Word File. This will be your first entry in what you will lovingly learn to call your PREP folder. Please include the question when providing your responses. Responses should be, at a minimum, a paragraph per question and should exhibit your ability to provide supporting textual evidence and an in-depth discussion. Remember to proofread for spelling and grammatical errors. These reflections should be typed in TIMES NEW ROMAN, 12 point font, single-or-double-spaced (your preference).

After answering the questions in this table, attempt to write your research question. Bring this question to class on the first day we meet. Your question and the answer to the reflection questions are the only assignments due the first day of school.

Here are some videos I would like you to watch at some point this summer.

The following video describes academic research. Watch it and get inspired!!!

<https://www.youtube.com/watch?v=cZy8chkZXJO>

This video is a quick suggestion for how to read academic research articles. If you choose to start your annotated bibliography (the optional Task # 2), you may want to watch this first.

<https://www.youtube.com/watch?v=XvnUojPCftk>

| Concept  | Description   | Reflection Questions to Answer (Required)   | Additional Work (Suggested)  |
|--|---|---|--|
| <b>Focus</b><br><hr/> <b>Research Discipline and Topic</b>           | <ul style="list-style-type: none"> <li>• <i>Discipline:</i> Lens or section of focus <ul style="list-style-type: none"> <li>○ Art</li> <li>○ History</li> <li>○ Humanities</li> <li>○ Hard Sciences</li> <li>○ Social Sciences</li> <li>○ Mathematics</li> </ul> </li> <li>• <i>Topic:</i> Specific interest within a discipline that creates the basics of your research question</li> </ul> | <ul style="list-style-type: none"> <li>• What discipline do you feel you are most successful in at school?</li> <li>• What discipline would you enjoy working in during your research?</li> <li>• What details can you add to your discipline to shape your topic interest?</li> </ul>  | <ul style="list-style-type: none"> <li>• Gather 10 research articles in the discipline of your interest. 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.</li> </ul>  |
| <b>Scope</b><br><hr/> <b>Depth and Size of your Research Project</b> | <ul style="list-style-type: none"> <li>• <i>Context:</i> The specific setting of your research</li> <li>• <i>Variables:</i> The items/people/situations/issues/concepts being studied and/or manipulated</li> </ul>   | <ul style="list-style-type: none"> <li>• What specific things will you study? People? Animals? Things? Concepts? Theories?</li> <li>• How will you work with the people/animals/things/concepts/theories that you will research?</li> </ul>   | <ul style="list-style-type: none"> <li>• Find 10 research articles that work with similar variables to your research interest. You can use these articles to help inform your research.</li> </ul>   |
| <b>Value</b><br><hr/> <b>Contribution to the Body of Knowledge</b>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• Will your research change the way we currently see the topic?</li> <li>• How will your research benefit society or your discipline of study?</li> </ul>  | <ul style="list-style-type: none"> <li>• Find 10 current discussions about your topic. Look for contrasting views about the topic. 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.</li> </ul>  |
| <b>Feasibility</b><br><hr/> <b>Possibility of Research</b>           | <ul style="list-style-type: none"> <li>• Time, money, and resources can play a major part in determining the ability to complete your research.</li> <li>• You will have around two-three months to complete your actual research project.- December - February</li> </ul>  | <ul style="list-style-type: none"> <li>• What will you physically and/or monetarily need to complete your research?</li> <li>• How long will your research take?</li> <li>• Do you have access to the things you need for research?</li> <li>• What adults from the professional world can help with your research (person or position/description)?</li> </ul> | <ul style="list-style-type: none"> <li>• 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. The College Board heavily encourages an expert adviser (similar to an AP Seminar mentor). Building a professional relationship with someone invested in your discipline will strengthen your academic paper.</li> </ul> |

## **TASK #2: Research Annotated Bibliography**

*Although we will work on this during the first several weeks of school, you can get a head start. This will help to ensure your research question is focused and valuable, as well as decrease the amount of work you'll need to complete during the school year.*

Once you have an idea of your question, you must look at what has already been done. Your research should build on existing inquiry, fill a gap, and 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.

We will work on this throughout the first several weeks of school. In the end, you will create an annotated bibliography with a minimum of 40 sources. At least 25 of these sources must be from scholarly, peer-reviewed journals (respectable journals known for admitting well-researched, well-written studies). EBSCO and Google Scholar are good databases to use. An annotated bibliography is a list of sources with a few paragraphs in which you describe the study, methods, findings, 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. Please include the word count after the entry. This should be in Times New Roman, 12 point font, with APA citation. Each entry should be single-spaced, with a double space between entries. Remember to proofread your work for spelling and grammatical errors. See below for sentence starters, an example, and the rubric. Use Purdue OWL's online site for more information on APA citations:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

### **Annotated Bibliography Citation Article Z in APA format 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 the .....The 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 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 created 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 and 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 were generally happy with the results of the orientation. Parents cited meeting teachers as the most beneficial part. Ten school staff members also took 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. (320 words)

| A (9-10)   | B (8)  | C (7)  | D-F (6-0)   |
|--|--|--|---|
| <p>Bibliographic information is cited accurately, and annotated entries <b>summarize</b> the article, <b>evaluate</b> its credibility and purpose, and <b>reflect</b> upon its suitability for research/extension of thinking. Annotations are thorough yet concise.</p> | <p>Bibliographic information is cited accurately, and annotated entries summarize the article, evaluate its credibility and purpose, but only partially reflect upon its suitability for research/extension of thinking.</p>         | <p>Bibliographic information is cited not completely accurately, and annotated entries somewhat summarize the article, evaluate its credibility and purpose, but only partially reflect upon its suitability for research/extension of thinking.</p> | <p>Bibliographic information and/or annotated entries show little to no attempt to: accurately cite, summarize the article, and evaluate its credibility and purpose. In addition, it does not reflect upon the articles' suitability for research/extension of thinking.</p> |
| <p>There are little to no grammatical mistakes and informal or slang language, such as the use of 2nd person or contractions. The writer has used academic language and tone. There are few to no spelling and punctuation errors.</p>                                   | <p>There are few grammatical mistakes and informal or slang language, such as the use of 2nd person or contractions. The writer has used academic language and tone with some minor lapses. Few spelling and punctuation errors.</p> | <p>There are several grammatical mistakes and informal or slang language, such as the use of second person or contractions. The writer often used informal language or slang. There are several spelling and punctuation errors.</p>                 | <p>There are frequent grammatical mistakes and informal or slang language, such as the use of second person or contractions. The writer has frequently used informal language or slang. There are frequent spelling and punctuation errors.</p>                               |
| <p>Assignment is in proper format for field, including format for page heading, header, margins, and spacing. Annotated bibliography is in alphabetical order by source author or title.</p>   | <p>Assignment has a few errors in proper format for field, including format for page heading, header, margins, and spacing. Annotated bibliography is in alphabetical order by source author or title.</p>                           | <p>Assignment has multiple errors in proper format for field, including format for page heading, header, margins, and spacing. Annotated bibliography is mostly in alphabetical order by source author or title.</p>                                 | <p>Assignment shows little to no attempt to use proper format for field, including format for page heading, header, margins, and spacing. Annotated bibliography is not in alphabetical order by source author or title.</p>  |