

Summer Reading Assignment for AP Research

Dear Researcher,

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

The following summer work that you may have the opportunity to begin during your remaining time in AP Seminar 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) is/are due the first day of school, it is a good idea to work on these assignments in throughout the summer. This work will provide a foundation for your success in AP Research. Former AP Research students unanimously agree that arriving in the fall with a working research question is the best way to start! To do that, you will have to spend some time researching your initial topic of inquiry. The two tasks that follow are tools to help you do this in an efficient, systematic way.

If you feel concerned, bewildered, overwhelmed, confused, frustrated, or any combination of, please do not hesitate to contact me. I am here to support you. I will be checking my email throughout the summer, so feel free to email me!

Welcome to AP Research!

Mrs. Crum
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Summer Reading Assignment for AP Research

TASK #1: Research Questions - Due the first day of school- August 10th

Creating an effective research question is difficult, but immensely important, as a poor research question leads to poor research. You don't have to find the perfect question right away. This task will help you get started. The following concepts (focus, scope, value, and feasibility) are essential when building a research question. You may need to read more about these concepts that have been briefly described in the chart below.

The topic you decide to work with must hold your interest for the entire year, so you want to 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 this chart. Create an ongoing list of "interesting topics" or look at one you may have already started in AP Seminar. Add to that list any current topics of interest you have.

Next, complete the chart reflection questions electronically and save them to an AP Research folder in OneDrive that you will later share with me. After answering the questions in this chart, attempt to write a research question. This is an initial question related to your topic and doesn't have to be "perfect."

Concept	Description	Reflection Questions to Answer (Required)
Focus Research Discipline and Topic	<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?
Scope Depth and Size of your Research Project	<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 would you like to study? People? Animals? Things? Concepts? Theories? What type of information do you want to gather or how do you plan to work with the above? (measuring, testing, gathering opinion, etc.)
Value Contribution to the Body of Knowledge	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> How might your research benefit society or your discipline of study? Why is your topic important to study?
Feasibility Possibility of Research	<ul style="list-style-type: none"> Time, money, and resources can play a major part in determining the ability to complete your research. You will have around two-three months to complete your actual research project.- December - February 	<ul style="list-style-type: none"> What will you 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?

Summer Reading Assignment for AP Research

TASK 2- Due second Friday, August 18th

Come up with two topics of interest. This task will give you a great head start! **Use the references sheet below to help guide your annotated bibliographies.**

- 1. Gather 5 research articles related to EACH topic of interest. Do this for TWO topics of interest, (so 10 sources total...5 for each)!**
 - a. Two or three of these should be in the same discipline as the one you want to research (math, science, art, humanities, etc.)
 - b. Two or more should work with similar variables (have a method you might want to do),
 - c. All five should relate to your topic in some way. You can use these articles to help inform your search and help you see a variety of perspectives on your topic/initial research question.
- 2. Create a Google OneDrive and save an alphabetized list of your sources. You will share this with me, it will be your PREP Journal which will serve as a major part of our Semester 1 Midterm.**

One final note: Your topic of inquiry does not have to be super ambitious (i.e. curing cancer, solving world hunger, etc.) It can and should be something interesting to you which may include sports, robotics, film analysis, phone apps, and more! Start exploring, and I'll see you soon!

Optional (Recommended): Consider 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. Building a professional relationship with someone invested in your discipline will strengthen your academic paper.

Beginner's Guide to the Annotated Bibliography

What is an Annotated Bibliography?

Annotated → summary/evaluation

Bibliography → list of sources

Annotated Bibliography includes a summary and evaluation of each of the sources.

What's the PURPOSE of an Annotated Bibliography?

For starters, annotated bibliographies help you learn about your subject. It goes beyond simply collecting information—you have to actually read it, summarize it, and evaluate it.

At the professional/collegiate level, annotated bibliographies establish what has already been done and where your research fits in.

What's included in an Annotated Bibliography?

1. Bibliographic entry
*Follow MLA guidelines
2. Summary of the source
What are the main arguments? What's the point of the book/article? What topics are covered?
3. Assessment
Is this source biased or objective? Is the information reliable? Is it a useful source?
4. Reflection

Summer Reading Assignment for AP Research

How does it fit into your research? Was it helpful?
How does it help shape your argument? Does it help
answer your research question?

What does an Annotated Bibliography look like?

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic.

In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class.

Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing

Summer Reading Assignment for AP Research

exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.