

AP Research Summer Learning

Dear Capstone Research Student,

First and foremost, I would like to congratulate you on successfully completing Seminar – job well done! The skills that you have and will continue to acquire as part of the Capstone program are paramount in your post-high school success.

The following summer work was created by AP Research instructors who have found these tasks to be beneficial in helping Research students efficiently and effectively reach course objectives. The assigned tasks address some concepts and requirements that you need to have solidified prior to starting AP Research. It is recommended that you identify the objectives early so that -- as you travel, work, volunteer, or engage in any other array of activities over the summer break - you can observe the spaces you enter and consider how your experiences may inform the way in which you address these concepts in the context of a research project. As always, you will be required to explore the complexities of your research project in depth, so I encourage you to begin leaning into the process. To get started with the summer work, you will need complete two tasks:

1. Save the provided PDF, *Practical Research: Planning and Design*, to your personal device. Print “Chapter 1: The Nature and Tools of Research” for your summer reading and to bring with you on the first day of school. You will reference other sections of the book throughout the school year, so be sure to save the PDF in a convenient location.
2. Using your Dadeschools Google Drive, create a folder and save it using the following format: Last NameFirst Name_PREP (*Example: PinckneyCharity_PREP*). Within that folder, create a subfolder titled “Summer Learning”. This is where you will save a copy of your summer work in addition to placing a copy on Schoology. Organize the document by labeling each section of work with the corresponding subheading provided below (e.g., “Part A: Welcome to AP Research”, “Part B: Preparing for the Research Process”, etc.). Type all responses in 12 pt., Times New Roman font.

NOTE: All work must be submitted via Schoology by Friday, August 22, 2025. Ensure that you read the instructions carefully and follow all directions, as failure to do so will result in students receiving an automatic ‘C’. If you have any questions during the summer, please feel free to email me.

I look forward to hearing your ideas!

- Ms. Pinckney

SUMMER READING AND REFLECTION

Part A: Welcome to AP Research

This assignment will orient you to the nature and responsibilities of the course so you can begin aligning yourself with the course objectives.

1. Read the AP Research course overview at: [AP Research Course – AP Central | College Board](#)

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- Write 1-2 paragraphs on your understanding of the course and how it compares to your learning objectives for AP Seminar.
2. Visit the AP Research Exam information page at: <https://apcentral.collegeboard.org/courses/ap-research/exam>
- Read one high-scoring sample academic paper along with the rubric and scoring commentary. Write a five-sentence synopsis of the academic paper, including purpose(s) for the research, methods used, results, and conclusions reached by the researchers. Label the synopsis by the year and title of the paper (e.g., 2017 “Big Hero Six”).
3. Print “How to Read a Journal Article” (see link below) and bring to class on the first day of school
- Access at the following link: <http://www.arts.uwaterloo.ca/~sspencer/psych253/readart.html> (uni-muenster.de)

Part B: Preparing for the Research Process

Approximate Time Needed: 4 Hours

Directions: Complete the following reflections prior to the start of AP Research. These reflections are designed to help you make the transition from AP Seminar to AP Research. Complete the responses in your Google Drive Process and Reflection Portfolio (PREP), a tool **required** by the College Board that will help you stay organized in this year-long process. Please include the question when providing your responses. Responses should be, at MINIMUM, a paragraph per question and show your ability to provide supporting textual and experiential evidence and in-depth discussion.

Required text: Leedy, P.D., Ormrod, J.E. (2015). Practical Research: Planning and Design. (11th ed.). New York: Pearson. (See link below)

<https://drive.google.com/file/d/1oNeag6f3Z3BLZLFIsqHnBhq6YI0yhFP/view?usp=sharing>

<u>Title of Reading</u>	<u>Pages</u>	<u>Questions for Reflection</u>
“What Research is Not”	19-20	<ul style="list-style-type: none">• What surprised you in this section? Why?• According to this section, how is AP Seminar different from AP Research?
“What Research is”	20-24	<ul style="list-style-type: none">• What part of this section interests you? Why?• According to this section, how is AP Research an extension of AP Seminar?
“Tools of Research - Language” (“Language” is a subheading within “Tools of Research”)	29-31	<ul style="list-style-type: none">• How will words influence your ability to conduct research?• Out of the four sections, which section did you connect to most? Why?
“The Human Mind”	35-40	<ul style="list-style-type: none">• Which subsection – Critical Thinking, Deductive Logic, Inductive Reasoning, Scientific Method, Theory Building, or Collaboration with Other Minds – are you least familiar with?

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| | | <ul style="list-style-type: none"> Which subsection – Critical Thinking, Deductive Logic, Inductive Reasoning, Scientific Method, Theory Building, or Collaboration with Other Minds – is most critical for Research? Why? |
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Part C: Preparing for the Research Project

Approximate Time Needed: 4 Hours (Required assignments)

As with AP Seminar, the College Board wants you to present your AP Research academic paper with a leading research question (RQ). The following concepts are things to consider when attempting to construct a research question. Remember, the topic you choose to explore must hold your interest for the entire year. It is imperative that you reflect on your true interests before completing this chart.

Directions: Complete the following reflection questions in your electronic reflection document. The following elements are critical when attempting to build your research question. **To compose your responses, you must write, at MINIMUM, a paragraph per concept that addresses each of the corresponding questions within it.** (In other words, title a section “Focus” then write a paragraph or more answering the three questions in that row. Then, repeat for each of the three remaining concepts – Scope, Value, Feasibility.) After answering the questions in this chart, attempt to write three possible research questions to present in the second week of school. DO NOT RESPOND IN BULLET POINTS – IT MUST BE STANDARD PROSE.

Concept	Description	Reflection Questions to Answer (Required)
Focus <hr/> Research Discipline and Topic <i>(What area of inquiry will you explore for the duration of this project?)</i>	<ul style="list-style-type: none"> Discipline: Lens or section of focus <ul style="list-style-type: none"> > Art > History > Humanities > Hard Sciences > Social Sciences > Mathematics Topic: Specific interest within a discipline that creates the basics of your research question 	<ul style="list-style-type: none"> What discipline(s) do you feel you are most successful in at school? What discipline(s) would you enjoy working in during your research? What details can you add to your discipline(s) to shape your topic interest?
Scope <hr/>	<ul style="list-style-type: none"> Context: The specific setting of your research 	<ul style="list-style-type: none"> What specific things will you study? People? Animals? Things? Concepts? Theories? How will you work with the people/animals/things/ concepts/theories that you will research?

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<p>Depth and Size of your Research Project</p> <p><i>(Who? What? When? Where? Why? How?)</i></p>	<ul style="list-style-type: none"> Variables: The items/people/situations/issues/ concepts being studied and/or manipulated 	
<p>Value</p> <p>Contribution to the Body of Knowledge</p> <p><i>(Why does your research matter? What fresh perspective can you offer? How will your findings enhance our understanding of the topic?)</i></p>	<p>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.</p>	<ul style="list-style-type: none"> Is there an existing knowledge gap in your proposed discipline of study? Will your research change the way we currently see the topic? How will your research benefit society or your discipline of study?
<p>Feasibility</p> <p>Possibility of Research</p> <p><i>(How conducive is your research question to being explored in-depth?)</i></p>	<p>Time, money, and resources can play a major part in determining the ability to complete your research.</p> <p>You will have around two months to complete your actual research project.</p>	<ul style="list-style-type: none"> What will you physically and/or monetarily need to complete your research? How long will your research take? Can you, as a high school student, feasibly research this over the next few months? Do you have access to the things you need for research? Where may you find a potential advisor who can help you with your research?
<p>Initial Research Questions (propose <u>three</u> questions):</p> <p>1.</p> <p>2.</p> <p>3.</p>		

