

Course Abstract
Northwest Local School District

This abstract must be submitted to the Executive Director of Curriculum/Director of Instructional Accountability by October 15 for new courses being considered for the next school year. All required information must be completed. Prior to submission to the Curriculum Office the building leadership team, guidance staff and the principal should approve the course. Please see the attached flow chart for specific information for course approval.

Name of course: **A.P. Research**

Department: English

Grade level(s) 11/ 12

School: Colerain High School

Name of teacher submitting course: Devon Tuck & Kristen Bockhold- CHS

Who was involved in the development of this course? The AP College Board/ Devon Tuck/Kristen Bockhold

Suggested weight of class if applicable AP

Certification/licensure required to teach class:

Ohio Secondary Teaching License, Recommended attendance at College Board AP Summer Institute

"The College Board does not require a teacher to have any special qualifications to teach AP classes, but there are certain training resources that it highly suggests teachers of these classes participate in. These resources include professional development workshops, summer courses, AP exam readings and AP conferences."

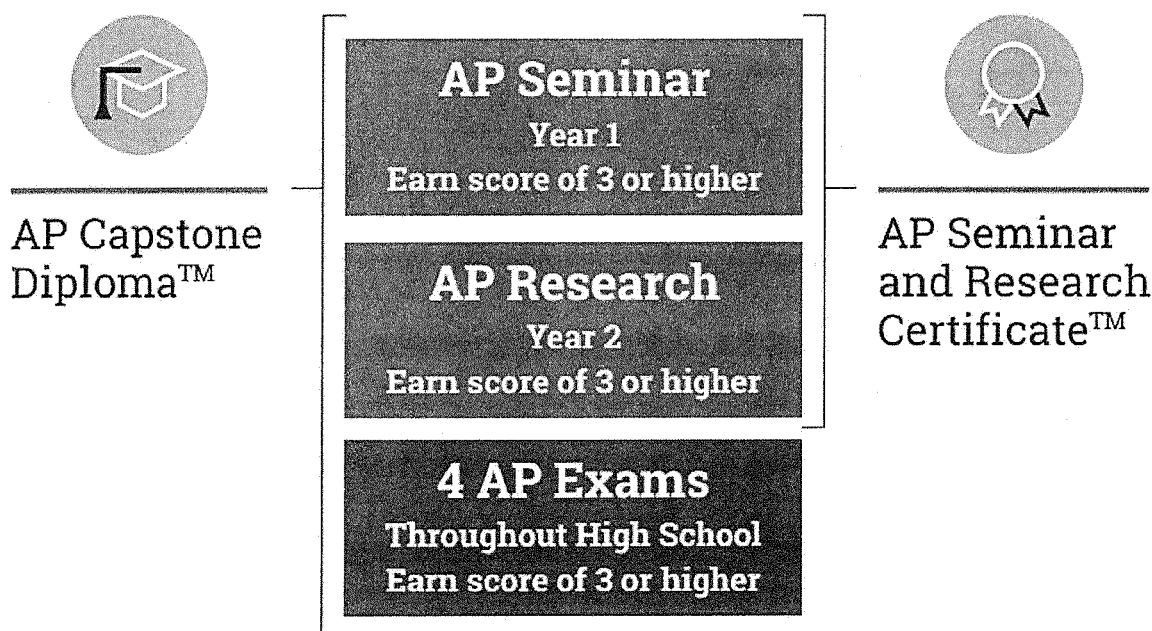
Summary of course (such as suitable for inclusion in the Course Description Book):

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 assessing, 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.

Rationale for including this course in the selections provided at your school:

This course, "aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments" Our students, even our honors students, need to focus on evidence-based writing. This is a skill used not only in high school, not only in college, but in their lives as a whole. This course increases rigor within our curriculum and provides more choices for our students. In addition, a major component of AP Seminar requires collaboration between students, engaging them in 21st century skills, supporting our curriculum framework, and aligning with state standards.

AP Seminar can also be combined with AP Research to add additional AP credits to our curriculum (see graphic below) and allow students to achieve the AP Capstone Diploma . These courses are already offered at several neighboring high schools and will align our curriculum offerings with other school districts.



Why is this course being brought forward? What is the target audience? What need does this course fulfill?

AP Research will be an elective credit for students, who have completed AP Seminar. No students shall be admitted to the course without first completing Seminar. It will provide 11th and 12th graders with a “framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own life.”

This course would fulfill 11th or 12th grade elective credits, as well as an introduction to difficult learning objectives necessary for Advanced Placement or CCP.

Prerequisites:

AP Seminar

Does this course complement/advance courses that are currently being offered and how or does it replace a currently offered course and why?

AP Research will complement any of our Honors/CCP/Advanced Placement courses, including Science, History and Math, as the focus of this course is on research, inquiry and investigation, comprehension of nonfiction texts, and the explanation of an argument. 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.

Student learning outcomes: Specifically, what will students know and be able to do at the end of this class? Please identify the specific Ohio Academic Content Standards to be covered.

Students will:

- Understand and Analyze Arguments
- Identify the main idea in arguments
- Analyze reasoning in an argument
- Evaluate the validity of arguments

Ohio Academic Content Standards:

RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.12.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.12.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.12.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.12.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI.12.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently

W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Establish a clear and thorough thesis to present an argument.
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Establish a clear and thorough thesis to present information.
- b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11-12 Reading standards to literature (e.g., "Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare] ").
- b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study;

explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

L.12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
- b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of Strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

College Board Curricular Requirements:

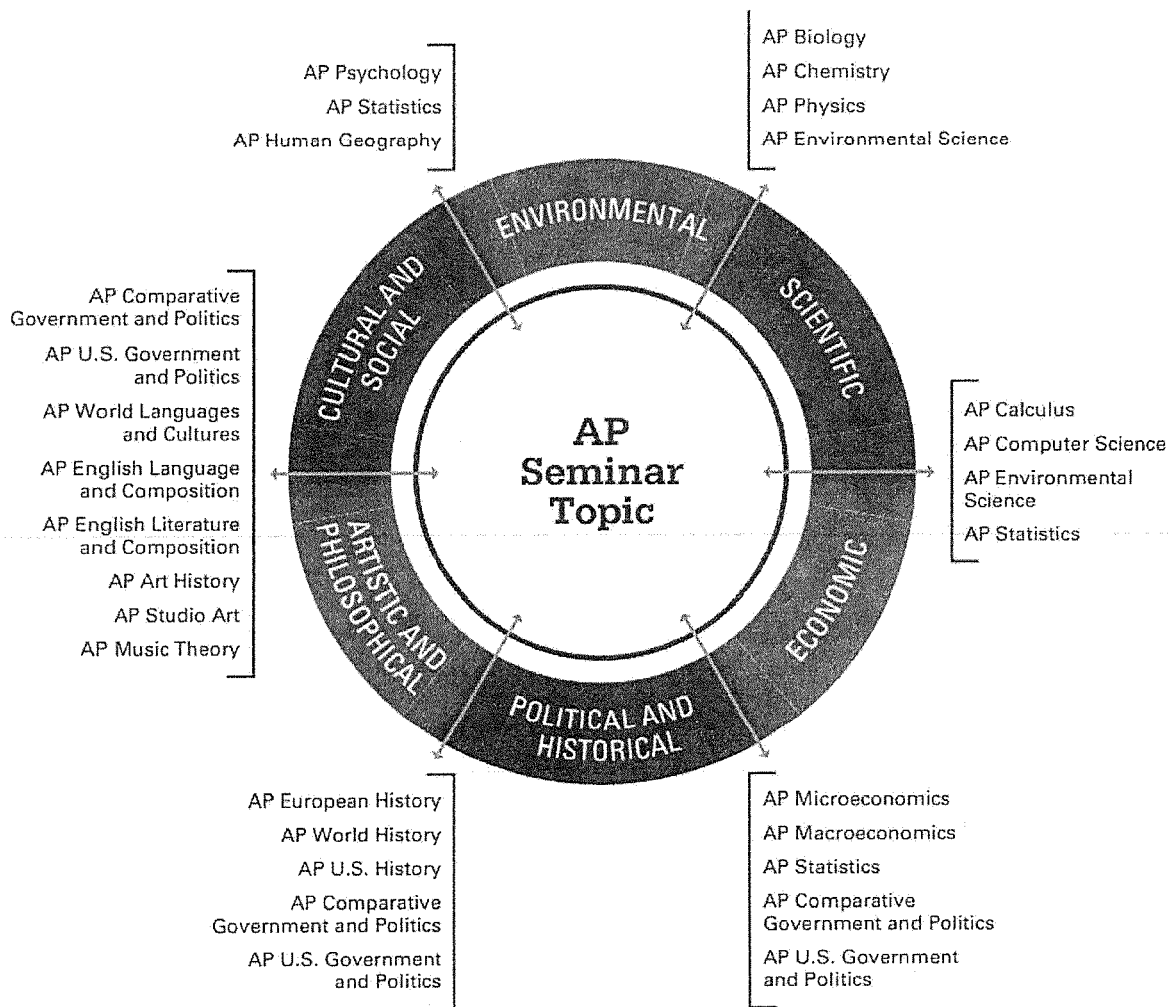
- Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:
 - Question and Explore
 - Understand and Analyze
 - Evaluate Multiple Perspectives
 - Synthesize Ideas
 - Team, Transform, and Transmit
- Students gain a rich appreciation and understanding of issues through the following activities:
 - reading articles and research studies
 - reading foundational, literary, and philosophical texts
 - viewing and listening to speeches, broadcasts, and/or personal accounts
 - experiencing artistic works and performances.
- Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
- Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Collaborative activities and departments involved (if any): Please include a description of how this collaboration will affect the teaching duties of other staff members.

The AP Research will not be taught collaboratively; however, the students will be able to use any content area for their research. If those students have specific content related questions, other AP teachers may be called upon to answer those questions.

The AP Research teacher will collaborate with the AP Seminar teacher in order to ensure that students are completing both courses to maximize their potential.

Some teachers may wish to make cross-curricular connections with other AP courses, although there is no specific requirement to do so. The graphic below illustrates possible cross-curricular connections. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program.



How will student achievement be assessed?

The AP Research assessment has two parts: an academic paper and a presentation and research defense. All measure your proficiency in the course skills, and all contribute to your final AP score on a scale of 1–5.

Academic Paper (4,000-5,000) scored by College Board

75% of Score

Presentation and Oral Defense

25% of Score

15-20 minute total presentation followed by three or four questions from a panel of three evaluators:
scored by your teacher

Textbook recommendation(s): Please include names of books, ISBN numbers and copyright dates

*The list below shows examples of textbooks that meet the curricular requirements of AP Seminar. The list is not exhaustive and the texts listed should not be regarded as endorsed, authorized, recommended, or approved by College Board. Not using a book from this list does not mean that a course will not receive authorization. Syllabi submitted as part of the AP Course Audit process will be evaluated holistically, with textbooks considered along with supplementary resources to confirm that the course as a whole provides students with the content delineated in the curricular requirements of the AP Course Audit. More textbooks/handbooks than those listed below may be appropriate for the AP Seminar course. However, schools should make every effort to acquire textbooks/handbooks no older than ten years old for use in this course. In addition, disciplinary style guidelines change frequently and teachers are advised to consult the most recent style guide for a particular discipline (e.g., Chicago, MLA, APA, etc.). While every effort is made to keep this list current, it can take a few months for newly published titles and revised editions to be reviewed. ***If course is accepted, Devon Tuck will do research to choose the appropriate textbook for our students.*

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. The Craft of Research. 3rd edition. University of Chicago Press.

Burk, Jim. Uncharted Territory. 1st edition. W.W. Norton and Company.

Turabian, Kate L., Gregory C. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. The Student's Guide to Writing College Papers and Turabian Teacher Collaborative Topic Sheets. 4th edition. University of Chicago Press.

Upton, Matt, C. Michael Hall, and Kevin Cannon. Information Now. 1st edition. University of Chicago Press.

Austin, Michael. Reading the World: Ideas that Matter. W.W. Norton and Company.

Chaffee, John. Critical Thinking, Thoughtful Writing. Cengage Learning.

Jacobus, Lee A. A World of Ideas: Essential Readings for College Writers. Bedford/St Martins.

Graff, Gerald, Cathy Birkenstein, and Russel Durst. "They Say, I Say" The Moves That Matter in Academic Writing. W.W. Norton and Company.

Johnson, June. Global Issues, Local Arguments. Pearson.

Palmquist, Mike. The Bedford Researcher. Boston, MA: Bedford/St. Martin's

Facility (classroom, computer lab, lab) and technology (software and hardware) needed for course implementation:


Classroom, document camera.

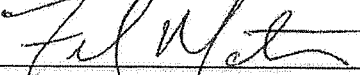
Budget for class (include all materials and supplies needed for course implementation with cost)

There is a cost for the AP Exam that will be added to the student fees.

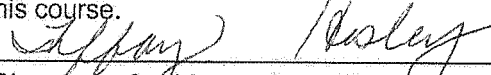
Sign-offs

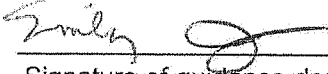
I believe this class will fill a need for students in our department.

 Date 10/15/24
Signature of department chairperson CHS


 Date 10/15/24
Signature of department chairperson NWHS

This course will fill a need for students in this grade level/department and will not negatively affect current course offerings. I also believe there will be student interest in this course.

 Date 10/15/24
Signature of guidance dept. Chairperson CHS

 Date 10/15/24
Signature of guidance dept. Chairperson NWHS

I approve the addition of this course in my building. The offering of this course will not necessitate the addition of any staff and can be housed in the current facilities available.

 Date 10/15/24
Signature of building principal CHS

 Date 10/15/2024
Signature of building principal NWHS