

## AP Research Summer Assignment (2020-2021 academic school year)\*

### REQUIRED:

1. **Make a folder in your Google Drive titled “AP Research.”**
2. **Developing the Research Question**

Similarly to AP Seminar, the College Board wants you to present your Academic Paper with a research question. The research question is crucial: your inquiry will generate from this question (or questions). Creating an effective research question is difficult, but immensely important, as a poor research question leads to poor research.

- a. Make a copy of the [Developing The Research Question Chart](#) and use it to complete this assignment.
  - b. **You are required to propose an initial research question and respond to the reflection questions.** Create a **Google doc in your AP Research Google Drive folder titled “Reflection question answers.”** The question you end up with at the end of this activity may change over time, but it will serve as a *starting place* for AP Research. **Record your research question in a VERY noticeable place at the beginning of your reflection question answers document** (so you will go back and add your question to the top of the doc).
  - c. Work your way down the table, completing the reflection questions for focus, scope, value, and feasibility.
  - d. In addition to the reflection questions, you must choose (at least) **one of the first three options under “Additional Work,”** and **place a PDF copy of the ten gathered sources in your AP Research folder. Make a folder within your AP Research folder titled “Preliminary Sources.”** **You only have to choose ONE box under “additional work.”** It might be helpful to look ahead at the next assignment (annotated bibliography) to see what you will be doing with these sources next and to determine if the sources you have found will meet the requirements.
  - e. The fourth option is highly encouraged but will not contribute to the next assignment. The College Board heavily encourages you to have a consultant/expert advisor. Building a professional relationship with someone invested in your discipline will strengthen your academic paper.
3. **Annotated Bibliography**
    - a. Once you have your question, you must look at what has already been completed by other researchers. Your research should build on existing inquiry, fill a gap, or contribute new information to your field. In order to fully understand what has already been completed/answered and what still needs to be answered, you must read and analyze research.

- b. You will create an annotated bibliography with a minimum of 10 sources. At least five of these sources must be from scholarly, peer-reviewed journals. As you know, an annotated bibliography is a list of sources with a few paragraphs in which you thoroughly describe the study, methods used, the findings, any limitations, and specifically how the study will aid your inquiry.
- c. **Complete this assignment as a Google Doc and place it in your AP Research folder. Title the document “Annotated Bibliography\_Summer Assignment.”**
- d. Each annotated bibliography entry should be a minimum of 250 words each (provide a word count at the end of each entry). This word count should not include the citation itself. The entries should be written in Times New Roman, 12-point font, with a content area appropriate citation method.
- e. A sample entry can be found below, and more examples can be found here: [More examples of annotated bibliographies.](#)

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 school 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. Their orientation program 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 were shown how to utilize these agendas. Students also viewed a video created by sixth grade students 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 are generally happy with the results of the orientation. Parents cited meeting teachers as the most beneficial part of orientation. Ten school staff members also took part in 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 methods schools can use to make the transition more developmentally responsive.

(330 words)

**OPTIONAL:**

- Identify expert advisors to help answer your research question (once you have a few ideas for a question)
  - Start reaching out to these people: emails, calls, in-person (MAYBE NOT IN PERSON RIGHT NOW—FOLLOW SOCIAL DISTANCING GUIDELINES), etc.
  - See 2d above

\*This assignment and the attached resources are originally the work of another AP Research teacher, and the assignment has been modified to fit our needs.