

AP Research Summer Work

Due Tuesday, Sept. 6

About AP Research

The second course in the AP Capstone program, AP Research encourages students to expand on the skills acquired in Seminar to complete an academic, year-long investigation into a single topic of interest. Students develop new skills, from crafting an appropriate research question or topic of inquiry, to applying quantitative and qualitative methods, to curating and organizing artifacts for scholarly work, and more.

Key assignments for the year:

- Individual academic paper (4,000-5,000 words)
- Individual presentation and oral defense (15-20 minutes)
- Process and Reflection Portfolio (PREP)

Course expectations

The majority of work is done independently. Throughout the year, you will conduct hundreds of hours worth of self-guided reading, writing, and research on top of daily class assignments. You will not be studying the same topic as anyone else in the course — it truly will be *your* project for the whole year.

About the summer work

The summer work is designed to accomplish two things:

1. Help you learn about the kinds of research you can produce by looking at exemplar papers from the past that received either a 4 or a 5, as well as examining those papers for why they are strong.
2. Help you brainstorm potential research topics. It is not required that you come to class at the end of August knowing what your project will be, but it is helpful if you have an idea of the topic(s) you may want to explore.

To receive full credit

Your printed and/or digital responses must be submitted to your AP Research teacher on the first day of school, **Tuesday, Sept. 6**. If you have any questions, please email Mr. Zinger (bzinger@newbedfordschools.org) or Ms. Walton (lwalton@newbedfordschools.org) or Ms. Turner (kturner@newbedfordschools.org)

A digital copy of this document can be found at
t.ly/YOhGN

Summer Work: Part A

This document is the digital version of Part A of your AP Research summer pre-work, designed primarily for students who haven't received their physical copies, lost it, or would prefer to work digitally.

Step 1: Read and Annotate (1.5 hrs)

Read and annotate all three exemplar papers (they all received a 4 or 5). As you read, pay attention to their methods, results, and conclusion/discussion sections.

Paper 1: ["A slice of IG: A content analysis of cakes slice posts on Instagram"](#)

Paper 2: ["A Reimagination of Abstract Photography Through the Natural World"](#)

Paper 3: ["Making health education LGBTQ+ inclusive in Vermont HS"](#)

Step 2: Analyze Each Paper 2-3 hrs)

Answer each question, either in paragraph form or as bullet points. Note the minimum word count.

Question 1: What is the research topic and question ? Paraphrase the topic of inquiry and what question the student is trying to answer. (25-50 words)		
Paper 1: "A slice of IG: A content analysis of cakes slice posts on Instagram"	Paper 2: "A Reimagination of Abstract Photography Through the Natural World"	Paper 3: "Making health education LGBTQ+ inclusive in Vermont HS"
[Enter text]	[Enter text]	[Enter text]
Question 2: What research method(s) did this student use? Briefly paraphrase the steps the students went through to implement this method. (75-100 words)		
Paper 1: "A slice of IG: A content analysis of cakes slice posts on Instagram"	Paper 2: "A Reimagination of Abstract Photography Through the Natural World"	Paper 3: "Making health education LGBTQ+ inclusive in Vermont HS"
[Enter text]	[Enter text]	[Enter text]

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Question 3: What are some **key findings and/or results** from this method? Briefly paraphrase how these findings connect to the student's conclusions. (75-100 words)

Paper 1: " A slice of IG: A content analysis of cakes slice posts on Instagram "	Paper 2: " A Reimagination of Abstract Photography Through the Natural World "	Paper 3: " Making health education LGBTQ+ inclusive in Vermont HS "
[Enter text]	[Enter text]	[Enter text]

Step 3: Deep Dive (2-3 hrs)

Exemplar “deep dive” analysis. Choose ONE of the three exemplar papers above for an in-depth deep dive, or a close examination of each of its core components. Please type and double-space your response (just like you would do for a research paper).

- a. **Topic of inquiry and research question.** Which exemplar did you choose? Restate its research topic and question. Then explain why you chose this paper. (50-75 words)
- b. **Literature review.** Paraphrase the main findings from the literature review section. Then explain the “gap” the student identified in their research topic of inquiry. (150-300 words)
- c. **Method.** Restate the method and the steps the student took to implement it. Then explain why the student chose this method and what limitations there were to this method. (150-300 words)
- d. **Findings and/or results.** Restate the findings and/or results from this method. Then explain how they connect to the research “gap” discussed in the literature review. (100-200 words)
- e. **Discussion and/or conclusion.** Paraphrase the discussion and/or conclusion section and explain the “new understanding” reached. Then explain if the research was “successful.” (150-300 words)
- f. **Sources.** How many sources are referenced in the literature review? How many were there in total (check the References/Bibliography)? How many of the sources were academic? (25-50 words)
- g. **Personal reflection.** Explain how this research paper is different from the ones in AP Seminar. How may this paper be helpful to you when you begin your research project? (100+ words)

Summer Work Part B

Step 1: Summer source journal (2-3 hrs)

The summer journal is designed to record key details and reflections from sources of your choosing. You are responsible for completing entries based on sources that resonate with you.

Be sure to explore several different types of sources--check the list below for suggestions on where to start:

- *Journalistic sources:* Newspaper and magazine articles, or online articles from news and media organizations (Click here for list of journalistic sources).
- *Multimedia sources:* Podcasts, TED Talks, educational YouTube videos, music, radio, and documentaries (e.g., check PBS Frontline or your streaming services).
- *Academic sources:* Peer reviewed studies and experiments, academic articles, and interviews with subject experts (Click here for academic databases).
- *Other primary sources:* Books (fiction or nonfiction), poetry, plays, art works, brochures, speeches, museum exhibits, historic sites, physical artifacts, etc.

You must have at least **THREE SOURCES** in your journal:

- TWO must be from academic sources.
- ONE can be any kind of source (including another academic source).
- The purpose of focusing on academic sources is that they will be the majority of your sources for your paper next year.

Include the following with each of the three entries:

SOURCE 1

Title of article	
Title of publication	
Author(s)	
Date of publication	
URL	
Type of source	
Topic/keywords	
Summary of piece (thesis and key points/conclusions)	
Personal reflection Take time to reflect on the source and answer at least two of the bullet point questions.	<ul style="list-style-type: none">• What interests you about this source? What personal questions do you have?• What is something you found interesting, surprising, or worthy of further inquiry?• What additional questions emerge after reading this source?

SOURCE 2

Title of article	
Title of publication	
Author(s)	
Date of publication	
URL	
Type of source	
Topic/keywords	
Summary of piece (thesis and key points/conclusions)	
Personal reflection Take time to reflect on the source and answer at least two of the bullet point questions.	<ul style="list-style-type: none">● What interests you about this source? What personal questions do you have?● What is something you found interesting, surprising, or worthy of further inquiry?● What additional questions emerge after reading this source?

SOURCE 3

Title of article	
Title of publication	
Author(s)	
Date of publication	
URL	
Type of source	
Topic/keywords	
Summary of piece (thesis and key points/conclusions)	
Personal reflection Take time to reflect on the source and answer at least two of the bullet point questions.	<ul style="list-style-type: none">● What interests you about this source? What personal questions do you have?● What is something you found interesting, surprising, or worthy of further inquiry?● What additional questions emerge after reading this source?

Step 2: Brainstorming Topics (30 min)

After completing all the summer source journal entries (Step 1), you're ready to reflect and narrow down potential research topics to begin investigating in the fall.

TOPIC IDEA 1

Topic/area of inquiry	
I'm interested in this because ...	
A personal connection I have is ...	
About this topic, I would like to know ...	
A problem/issue that exists in this topic is ...	

TOPIC IDEA 2

Topic/area of inquiry	
I'm interested in this because ...	
A personal connection I have is ...	
About this topic, I would like to know ...	
A problem/issue that exists in this topic is ...	

TOPIC IDEA 3

Topic/area of inquiry	
I'm interested in this because ...	
A personal connection I have is ...	
About this topic, I would like to know ...	
A problem/issue that exists in this topic is ...	