



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



COURSE SYLLABUS

School Year	2026-27	Subject	AP Research
Teacher	B. Wolfe	Grade Level	G12

COURSE DESCRIPTION *From the 2024 AP Research Course and Exam Description:*

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 accessing, 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

COURSE OBJECTIVES *The curricular requirements are the core elements of an AP course. The curriculum framework and supporting documents provided during professional development serve as resources to assist teachers in determining the appropriate level of evidence to include within their syllabi to meet or exceed the requirements. (All AP Research teachers must attend College Board AP Research intensive training prior to their first year of teaching the AP Research course.)*

Evidence of the following curricular requirements should be included in the course syllabus developed by the teacher and submitted to College Board for review and approval.

- 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 develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000–5,000 words that includes the following elements:
 - Introduction and Literature Review
 - Method, Process, or Approach
 - Results, Product, or Findings



COURSE OBJECTIVES (cont.)

- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography
- Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes. Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work. Failure to document authentic work and inquiry process in the PREP throughout the year and to engage in regular work-in-progress checks with the student's teacher will result in a score of zero on the Academic Paper for this course.
- Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.

PRIMARY TEXTBOOKS AND OTHER RESOURCES

Primary Texts:

- AP Research Course and Exam Description. (2024). AP College Board.
- AP Research Workshop Handbook and Resources (2021). New York: College Board

GRADING SYSTEM/ASSESSMENT

Aside from the final paper and oral presentation, which will be submitted and delivered respectively on or before 30 April 2026, grades each quarter will be taken from assignments that reflect the recommended work students will submit to and maintain in their PREP folder, explained hereafter:

Preparing the Process and Reflection Portfolio (PREP)

The primary purpose of the process and reflection portfolio (PREP) is to inspire, support, and document the students' development throughout their research process. This portfolio should be reviewed throughout the year as a formative assessment component of the course and should be maintained by the student as evidence of participating in research to show to academic counselors, college admission officers, and faculty members.

Throughout the inquiry process, students will document their research and/or artistic processes and communications with their expert advisers, pose questions they want to explore, and reflect on the decisions made throughout the iterative research process. Students should also examine their strengths and weaknesses with regard to implementing such processes and developing their arguments or aesthetic rationales.

Through the professional development experience, teachers will be provided with a list of optional questions and tasks to help them guide students through the inquiry process. These questions help students in the early months of the academic year as they begin the inquiry process and throughout the year as they examine, and reexamine, their chosen areas of study and the process by which they engage in research. Teachers can also design their own questions and tasks.



Preparing the Process and Reflection Portfolio (cont.)

The combined group of questions and tasks in the PREP document should address all five big ideas in the curriculum framework (QUEST), with specific attention paid to the following:

- Choice of the research question and interest in the subject matter
- Directions in which the inquiry or project seemed to lead and changes to initial topic, question, assumptions, and research method
- Research method, including resources used (documents, people, multimedia, measurement instruments etc.)
- Compilation and analysis of evidence
- Ways in which students have worked both on their own and as part of a larger scholarly community
- Challenges and solutions encountered throughout the research process
- Documentation that demonstrates the student's final work is their own authentic work.

Teachers should regularly engage students in individual discussions or interviews to help them reflect on and document their work, organize their time, and reach appropriate milestones. Teachers should also use these discussions as opportunities to formatively assess students' progress. The PREP should be used to inform regular progress reviews throughout the year. Teacher and student preference can determine the format of the portfolio (electronic or hard copy). In addition to responses to questions and tasks provided by teachers, the final form of the PREP should have a clear organizational structure and include:

- Annotated bibliography of any source important to the student's work
- A completed and approved Inquiry Proposal Form
- Documentation of permission(s) and approval(s), if required — for example, permission(s) from an IRB or
- other agreements with individuals, institutions, or organizations that provide primary and private data such as interviews, surveys, or investigations
- Documentation or log of the student's interaction with expert adviser(s) and the role the expert adviser(s) played in the student's learning and inquiry process
- Feedback from peer and adult reviewers both in the initial stages and at key points in the research process; reflection on whether or not this feedback was accepted or rejected and why
- Photographs, charts, spreadsheets, and/or links to videos or other relevant visual research/project artifacts
- Draft versions of selected sections of the academic paper
- Specific pieces of work selected by the student to represent what they consider to be the best showcase for
- their work
- Notes taken in preparation for presentation and oral defense
- Attestation signed by the student which states, "I hereby affirm that the work contained in this Process and Reflection Portfolio is my own and that I have read and understand the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information"

Note: Teachers must attest, to the best of their knowledge, that students completed the PREP and routine work-in-progress checkpoints authentically. Failure to complete the PREP and work-in-progress checks with their student, throughout the year, will result in a score of zero on the Academic Paper.



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



ADDITIONAL INFORMATION

AP College Board requires that the following paragraph regarding plagiarism, from the AP Seminar Course

and Exam Description (2021), be included in all syllabi:

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

ACADEMIC DISHONESTY

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

****Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task!****



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



Tentative 1st Quarter Schedule

Week 1 (1) 10-14 August <i>10: Last Day of Orientation</i> <i>11: Classes Begin</i> <i>14: Opening Mass</i>	INSTRUCTIONAL FOCUS: Course Requirements / PREP Folders / Big 'R' Research MATERIALS - AP Research Course Description - Research Disciplines Chart - Sample PREP Folder submissions - Topic Interest Survey / Mini-Essay AP CAPSTONE SKILLS EMPHASIZED - Collect and manage research data base containing various perspectives - Draw from prerequisite knowledge / experience to develop long-term research goals - Situate a research project within accepted disciplines and expectations STUDENTS WILL: - Enroll in AP Research digital classroom on the College Board website - Open and share a PREP Folder - Submit a topic interest min-essay within the PREP Folder - Locate and discuss sample research papers that cover multiple disciplines, from within and outside of AP Research paper data bases
Week 2 (2) 17-21 August	INSTRUCTIONAL FOCUS: Final Paper Requirements / Rubric MATERIALS - AP Research Final Paper Rubric - AP Research Final Paper samples AP CAPSTONE SKILLS EMPHASIZED - Collect and manage research data base containing various perspectives - Draw from prerequisite knowledge / experience to develop long-term research goals - Situate a research project within accepted disciplines and expectations - Apply final paper rubric requirements to evaluate effectiveness of student work STUDENTS WILL: - Submit peer review analyses of two AP Research final paper samples - Share the PREP Folder with new weekly additions based on preliminary topic search
Week 3 (3) 24-28 August	INSTRUCTIONAL FOCUS: The Role of the Final Paper Introduction MATERIALS - AP Research Final Paper Rubric - Weekly rubric analysis tables - AP Research Final Paper samples AP CAPSTONE SKILLS EMPHASIZED - Evaluate the relevance and credibility of information from sources and data - Identify the information needed for the context of the inquiry - Employ appropriate reading strategies and reading critically for a specific purpose - Summarize and explain the main idea and the line of reasoning - Attribute knowledge and ideas accurately and ethically, using appropriate citation style - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: - Submit Final Paper rubric analysis tables pertaining to sample paper introductions - Orally present analyses for class discussion - Share the PREP Folder with new weekly additions based on preliminary topic search
Week 4 (4) 31 Aug.-4 Sept.	INSTRUCTIONAL FOCUS: The Role of the Literature Review MATERIALS - AP Research Final Paper Rubric - Weekly rubric analysis tables - AP Research Final Paper samples AP CAPSTONE SKILLS EMPHASIZED - Evaluate the relevance and credibility of information from sources and data



Dominican International School

台北市私立道明外僑學校

No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.

10464 臺北市中山區大直街 76 號



	- Identify the information needed for the context of the inquiry - Employ appropriate reading strategies and reading critically for a specific purpose - Summarize and explain the main idea and the line of reasoning - Attribute knowledge and ideas accurately and ethically, using appropriate citation style - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: - Submit Final Paper rubric analysis tables pertaining to sample paper literature reviews - Orally present analyses for class discussion - Share the PREP Folder with new weekly additions based on preliminary topic search
Week 5 (5) 7-11 September <i>7: Mass / VIP Induction</i>	INSTRUCTIONAL FOCUS: The Methods and Design Section MATERIALS - AP Research Final Paper Rubric - AP Research Final Paper samples - Weekly rubric analysis tables AP CAPSTONE SKILLS EMPHASIZED - Evaluate the relevance and credibility of information from sources and data - Identify the information needed for the context of the inquiry - Employ appropriate reading strategies and reading critically for a specific purpose - Summarize and explain the main idea and the line of reasoning - Attribute knowledge and ideas accurately and ethically, using appropriate citation style - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: - Submit Final Paper rubric analysis tables pertaining to sample paper methods / design segments - Orally present analyses for class discussion - Share the PREP Folder with new weekly additions based on preliminary topic search
Week 6 (6) 14-18 September	INSTRUCTIONAL FOCUS: Methods and Designs Paper Section Presentations MATERIALS: Methods and Designs Presentation assignment packets and rubrics AP CAPSTONE SKILLS EMPHASIZED: Utilize various forms of media to design and present information that is audience-appropriate STUDENTS WILL: - Submit written analysis tables of methods/design segments of two sample final papers - Present those analyses in a presentation of 7-10 minutes - Share the PREP Folder with new weekly additions based on preliminary topic search
Week 7 (7) 21-25 September <i>Only 4 days of school this week</i> <i>22-24: Pre-Exam Days</i> <i>25: Moon Festival Holiday</i>	INSTRUCTIONAL FOCUS: Findings and Analysis / Further Research Suggestions MATERIALS - AP Research Final Paper Rubric - AP Research Final Paper samples - Weekly rubric analysis tables AP CAPSTONE SKILLS EMPHASIZED - Evaluate the relevance and credibility of information from sources and data - Identify the information needed for the context of the inquiry - Employ appropriate reading strategies and reading critically for a specific purpose - Summarize and explain the main idea and the line of reasoning - Attribute knowledge and ideas accurately and ethically, using appropriate citation style - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: - Submit Final Paper rubric analysis tables pertaining to sample paper further research discussions and suggestions - Orally present analyses for class discussion - Share the PREP Folder with new weekly additions based on preliminary topic search



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



Week 8 (8)
28 Sept.-2 Oct.
No School: 28 Sept.
Only 4 days of school this week
28: Confucius/Teachers' Holiday
1-2: Qtr. Exam Half-Days

INSTRUCTIONAL FOCUS: Quarter Exam Week
MATERIALS: Assessment still to be determined
AP CAPSTONE SKILLS EMPHASIZED: Assessment still to be determined
STUDENTS WILL: Assessment still to be determined

End of 1st Quarter **Professional Development Week (5-8 Oct.)**

Tentative 2nd Quarter Schedule

Week 1 (10) 12-16 October	INSTRUCTIONAL FOCUS: Topic Selection / The Gap MATERIALS - Sample papers and their gap discussions - Gap identification tables AP CAPSTONE SKILLS EMPHASIZED - Gather sources to identify a gap in the current body of knowledge and to contextualize their research question (RQ). - Explore the knowledge base associated with the topic of interest, including a variety of perspectives, and adjusting the scope of the topic to the parameters, requirements, and resources available for the project. - Discover connections that can increase curiosity or understanding and lead to further questions, and submit question sets in response to reading sources STUDENTS WILL: - Submit annotated bibliographies for three of the five resource classifications: current arguments; historical; discipline-specific; research methods; open sources
Week 2 (11) 19-23 October	INSTRUCTIONAL FOCUS: Preliminary Research and the Research Question (RQ) MATERIALS - Research Question criteria - Sample Research Questions from previous papers AP CAPSTONE SKILLS EMPHASIZED - Conduct preliminary research to help contextualize a problem or issue suitable for an extended research project - Develop a Research Question that satisfies the five RQ criteria - Communicate ideas and information in a presentation designed to fit a particular audience STUDENTS WILL: - Present their preliminary RQs in a brief explanation of the inquiry regarding a topic or issue - Collect and analyze at least two preliminary resource that assist in the formation of an effective RQ
Week 3 (12) 26-30 October <i>Only 4 days of school this week</i>	INSTRUCTIONAL FOCUS: Research Question (RQ) and Gap Presentations MATERIALS - Research Question and Gap Presentation rubrics - Credibility Tiers graphic AP CAPSTONE SKILLS EMPHASIZED - Formulate a complex and well-reasoned argument - Extend an idea, question, process, or product to innovate or create new understandings - Offer resolutions, conclusions, and/or solutions based on evidence and consideration of



Dominican International School

台北市私立道明外僑學校

No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.

10464 臺北市中山區大直街 76 號



26: No Classes - Public Holiday	limitations and implications - Plan, produce, and present a cohesive argument, considering audience, context, and purpose STUDENTS WILL: - Submit a slide deck that explains a research gap and the RQ draft - Deliver a presentation explaining the RQ and the research gap
Week 4 (13) 2-6 November <i>2: All Souls' Mass</i>	INSTRUCTIONAL FOCUS: Building the Body of Knowledge (BOK)* * - <i>The next three weeks will be devoted to student reading and reporting on resources they select and analyze. The following lists of materials, standards, and submissions will apply across the three weeks.</i> MATERIALS - Bibliographies from sample final papers - Credibility Tiers graphic - Annotated bibliography assignment documents - PREP Folders AP CAPSTONE SKILLS EMPHASIZED - Explore 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 - Evaluate the relevance and credibility of information from sources and data - Identify the information needed for the context of the inquiry - Employ appropriate reading strategies and reading critically for a specific purpose - Summarize and explain the main idea and the line of reasoning - Identify an argument's supporting details while avoiding generalizing, oversimplifying - Describe, analyze relevance and credibility of evidence used to support an argument, taking context into consideration - Connect an argument to broader issues by examining implications of an author's claim - Evaluate potential resolutions, conclusions, or solutions to problems or issues - Identify and interpret multiple perspectives on or arguments about an issue - Evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments - Attribute knowledge and ideas accurately and ethically, using appropriate citation style - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: - Submit annotated bibliographies for three of the five resource classifications: current arguments; historical; discipline-specific; research methods; open sources
Week 5 (14) 9-13 November	INSTRUCTIONAL FOCUS: Building the Body of Knowledge (BOK) MATERIALS: See <i>Week 4</i> block above AP CAPSTONE SKILLS EMPHASIZED: See <i>Week 4</i> block above STUDENTS WILL: See <i>Week 4</i> block above
Week 6 (15) 16-20 November <i>20: Young Shakespeare</i>	INSTRUCTIONAL FOCUS: Building the Body of Knowledge (BOK) MATERIALS: See <i>Week 4</i> block above AP CAPSTONE SKILLS EMPHASIZED: See <i>Week 4</i> block above STUDENTS WILL: See <i>Week 4</i> block above
Week 7 (16) 23-27 November <i>24-26: Pre-Exam Days</i>	INSTRUCTIONAL FOCUS: AP Research Project Proposal MATERIALS - AP Research Project Proposal assignment rubric - PREP folders AP CAPSTONE SKILLS EMPHASIZED - Apply realistic feasibility concerns and restrictions to establishment of project designs, goals, and timelines



Dominican International School

台北市私立道明外僑學校

No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.

10464 臺北市中山區大直街 76 號



27: G12 Qtr. Exams	- Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: - Submit a completed AP Research Project Proposal (Friday) in the PREP folder - Updated PREP folder with required number of annotated bibliographies
Week 8 (17) 30 Nov.-4 Dec. 10-11: G12 Qtr. Exams	INSTRUCTIONAL FOCUS: Literature Review Draft MATERIALS - Literature Review assignment rubric - AP Research Final Paper rubric AP CAPSTONE SKILLS EMPHASIZED - Explore 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 - Evaluate the relevance and credibility of information from sources and data - Identify the information needed for the context of the inquiry - Employ appropriate reading strategies and reading critically for a specific purpose - Summarize and explain the main idea and the line of reasoning - Identify an argument's supporting details while avoiding generalizing, oversimplifying - Describe, analyze relevance and credibility of evidence used to support an argument, taking context into consideration - Connect an argument to broader issues by examining implications of an author's claim - Evaluate potential resolutions, conclusions, or solutions to problems or issues - Identify and interpret multiple perspectives on or arguments about an issue - Evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments - Attribute knowledge and ideas accurately and ethically, using appropriate citation style - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: Submit their Final Paper Literature Review first draft
Week 9 (18) 7-11 December 10-11: Qtr. Exam Half-Days	INSTRUCTIONAL FOCUS: Literature Review (<i>Writing Week</i>) MATERIALS: - AP Research Final Paper rubric - Peer review assignment materials AP CAPSTONE SKILLS EMPHASIZED - Apply rubric requirements to evaluate peer/student work - Providing insightful and cogent commentary that links evidence with claims - Adhere to the conventions of written English, with audience-appropriate vocabulary STUDENTS WILL: Submit two peer reviews of classmates' literature reviews
CHRISTMAS BREAK (12 Dec.-3 Jan.)	