



Dominican International School
台北市私立道明外僑學校
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COURSE SYLLABUS

School Year	2026-27
Subject	Research Methods
Grade Level	Grade 11
Teacher	Leon Henrico
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COURSE DESCRIPTION:

This full-year course guides Grade 11 students through the complete research process — from formulating a focused research question through executing a study, analyzing findings, and communicating results in a formal academic paper and oral presentation. Using Krause's *The Process of Research Writing* as the primary framework, students develop the skills of academic inquiry, ethical research practice, source evaluation, data analysis, and scholarly writing.

COURSE OBJECTIVES:

- Develop and refine a focused, researchable question with a clear working thesis.
- Critically evaluate and document sources using proper APA citation format.
- Design and justify a research methodology appropriate to the research question.
- Ethically collect, organize, and analyze primary and secondary data.
- Synthesize research findings into a structured, evidence-based academic paper.
- Communicate research processes and outcomes in a formal oral presentation.
- Engage seriously with opposing views and integrate counterarguments into academic writing.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

- *The Process of Research Writing* — Krause (LibreTexts, open access) | *The Craft of Research*, 4th Ed. (Booth et al.) | *Research Methods for the Social Sciences* — Pelz (LibreTexts) | *Writing for Success* (LibreTexts) | OpenStax *Introductory Statistics* | *Communication in the Real World* (LibreTexts) | apastyle.apa.org

ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

Expectations for Student Behavior and Participation

- Attend all classes regularly and punctually
- Actively participate in class discussions and group activities, contributing thoughtful questions and insights
- Complete all assignments and projects by the due dates, managing time effectively
- Students who do not meet their homework deadlines will be placed in Project I.
- If a student has been absent when a homework assignment is set, it is his/her duty to find out what homework is due, and complete it by the required deadline.
- If a student is absent for a test, they will receive a **0** score, unless they have a **very good** reason for being absent.

- Respect diverse opinions and perspectives during discussions, practicing active listening
- Maintain academic integrity in all work, avoiding plagiarism and properly citing sources
- Bring required materials to class daily (textbook, notebook, writing utensils, charged laptop/tablet)
- Engage in respectful and constructive peer feedback during workshops and presentations
- Utilize school hours for additional support when needed, taking initiative in learning
- Demonstrate growth mindset and willingness to revise work based on feedback
- Contribute to a positive classroom environment that fosters intellectual curiosity and mutual respect
- Respect your teachers, fellow students and their property.
- Keep your seating space and classroom clean and neat.
- Only a water bottle is allowed during class; no eating or drinking of other liquids.
- Ask permission to leave the class.

ADDITIONAL INFORMATION:

Summative Assessments: Q1 — Annotated Bibliography + Antithesis Essay | Q2 — Methodology & Ethics Final Submission | Q3 — Draft Results Section & Raw Data Submission | Q4 — Final Research Paper & Oral 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.

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 11th to 14th 4 Days of Class 11~ First Day of School 14~ Opening Mass & Assumption of Our Lady	Course Overview & Research Topic Selection Activity: Course introduction and research interest survey. Students identify a topic they are genuinely curious about and will commit to researching for the entire year — Q1 through Q4. Activity: Research topic selection — students complete WS1 (Research Question Builder) to narrow their chosen topic into a focused, arguable working thesis. This topic is their year-long research commitment; changes after Week 2 require teacher approval. Reading: Krause, Ch. 1 — Why Write Research Projects?; Ch. 6 — The Working Thesis Exercise
Week 2 Aug 17th to 21st	Quoting, Paraphrasing & Avoiding Plagiarism

17~ Induction of Class & Student Council Officers, NJHS, DYM, and House Captains 21~ Club Orientation & Sign-Up	Activity: Plagiarism Clinic — students analyze examples of plagiarism, patchwriting, and proper paraphrasing. Activity: Paraphrasing and quoting drills using sources from their chosen topic. Activity: Introduction to APA citation format (in-text and reference list). Reading: Krause, Ch. 4 — Quoting, Paraphrasing, and Avoiding Plagiarism; apastyle.apa.org
Week 3 Aug 24th to 28th 28~ New Parent & Student Orientation	The Annotated Bibliography — Finding & Evaluating Sources Activity: SIFT source evaluation workshop (WS2) — students evaluate 2 sources for their topic. Activity: Students complete WS3 (Annotated Bibliography Entry) for each source, with full APA citation, neutral summary, and source evaluation. Activity: Model annotation review using Krause Ch. 7 Example 7.1.1. Students practice annotating 2 sources with full APA citation, summary, and evaluation. Reading: Krause, Ch. 7 — The Annotated Bibliography Exercise
Week 4 Aug 31st to Sep 4th 31~ World Day of Prayer for Care of Creation 4~House Ceremony	The Annotated Bibliography — Drafting & Peer Review Activity: Students complete their full annotated bibliography (minimum 6 sources). Activity: Structured peer review session — partners evaluate annotations for depth, accuracy, and APA formatting. Activity: Revisions based on peer feedback. Reading: Krause, Ch. 9 (continued)
Week 5 Sep 7th to 11th 7~ Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 12~ SAT Exam (Sat)	The Critique — Analyzing a Single Source Activity: Model critique analysis — class deconstructs a published source critique together. Students complete WS4 (Critique Essay Organizer) to identify criteria before drafting. Activity: Students draft a critique of one key source from their annotated bibliography. Reading: Krause, Ch. 8 — The Critique Exercise
Week 6 Sep 14th to 18th	The Antithesis Essay — Engaging Opposing Views Activity: Discussion — what does it mean to take a position and engage seriously with the opposing side? Activity: Students complete WS5 (Antithesis Essay Planner) using Krause's five-step method (Ch. 9.3) to identify the strongest counterargument and begin drafting the antithesis essay. Reading: Krause, Ch. 9 — The Antithesis Exercise
Week 7 Sep 21st to 25th 4 Days of Class — Pre-Exam Days 22-24~Pre-Exam Days 25~ Moon Festival (No Class) 28~ Confucius Day Public Holiday (No Class)	Antithesis Essay — Drafting & Revision Activity: In-class writing workshop. Students complete antithesis essay draft. Activity: Teacher feedback conferences on draft antithesis essays. Note: Reduced class time this week due to Pre-Exam Days (Sep 22-24). Reading: Krause, Ch. 7 (continued)
Week 8 Sep 29th to Oct 2nd 4 Days (Sep 29–30 full; Oct 1–2 half-day exams)	Final Review & Q1 Exam Preparation Activity: Final self-review of Annotated Bibliography and Antithesis Essay using rubric checklist.

Oct 1-2~ Q1 Exams (Half Days)	Q1 Exams — half days Oct 1 & 2. SUMMATIVE ASSESSMENT — Annotated Bibliography + Antithesis Essay Annotated Bibliography: Minimum 6 sources, full APA citations, summary + evaluation per entry. Antithesis Essay: A focused essay engaging the strongest counterargument to the student's research position. Submit by Oct 1.
Week 9 Oct 5th to 10th No Classes 5~ Record Day 6-8~ Teacher's Conference 9-10~ Double Ten Public Holiday	No classes this week — Record Day, Teacher's Conference, Double Ten Holiday.

2nd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 12th to 16th 12~ Second Quarter Begins 13~ Mother Mary's Visit to Classrooms begins 16~ PSAT/NMSQT Digital Exam	From Question to Method — Choosing a Research Approach Activity: In-class debate — quantitative vs. qualitative vs. mixed methods. Students justify their approach for their specific research question. Activity: Peer review of finalized research questions. Reading: The Craft of Research, Ch. 5-6
Week 2 (11) Oct 19th to 23rd 22-23~G10&11 Educational Trip	Quantitative Research Design Activity: Workshop on identifying independent/dependent variables and selecting appropriate quantitative designs (experimental, quasi-experimental, correlational). Activity: Students map out their own quantitative design where applicable. Reading: LibreTexts, Ch. 9 — Experimental Research
Week 3 (12) Oct 26th to 30th 4 Days of Class 26~ Retrocession Day 30~ Autumn Fair / Book Fair	Qualitative & Mixed Methods Design Activity: Survey and interview design workshop. Students practice writing neutral, bias-free questions. Activity: Students draft their survey instrument or interview protocol. Note: 4 days of class — Retrocession Day holiday Oct 25-26 (Oct 26 no class). Reading: LibreTexts, Ch. 8 & 10 — Survey & Interview Research
Week 4 (13) Nov 2nd to 6th 2~ All Souls' Day Mass 7~ SAT Weekend Exam (Sat)	Research Ethics in Practice Activity: Ethics Workshop — students analyze case studies involving consent, confidentiality, and harm. Activity: Students draft the ethics section for their own project. Reading: LibreTexts, Ch. 2 — Research Ethics
Week 5 (14) Nov 9th to 13th 9~ Launching of Mental Health & Anti-Bullying Month	Academic Integrity & APA Citation Mastery Activity: APA Clinic — students format in-text citations and reference lists from their own sources. Activity: Paraphrasing review and academic integrity pledge workshop.

Health Week	Reading: Krause, Ch. 4 (review); apastyle.apa.org
Week 6 (15) Nov 16th to 20th 20~ Young Shakespeare Contest	Writing the Methodology Section Activity: Draft a detailed, replicable methodology section using Craft of Research guidelines. Activity: Peer Review Session — partners critique draft methodology for clarity and replicability. Reading: The Craft of Research, Ch. 7-8
Week 7 (16) Nov 23rd to 27th 4 Days of Class 24-26~ Pre-Exam Days 26~ Thanksgiving Potluck 27-30~ Gr. 12 Q2 Exams	Work Period & Teacher Conferences Activity: Individual teacher conferences to review methodology draft. Focus: Clarity, replicability, ethics integration, and APA accuracy. Note: 4 days of class — Pre-Exam Days Nov 24-26.
Week 8 (17) Nov 30th to Dec 4th 30~ Gr. 12 Q2 Exam ends (Mon) 5~ SAT Weekend Exam (Sat)	Summative Submission Week Activity: Final self-correction session — students use the summative rubric as a checklist. SUMMATIVE ASSESSMENT — Methodology & Ethics Final Submission Due Full methodology section (approach, design, data collection procedures, instruments). Ethics statement (consent, confidentiality, risk mitigation). Complete APA reference list.
Week 9 (18) Dec 7th to 11th 2 Days of Class 8~ Foundation Day Mass & Christmas Fair (Whole Day) 10-11~ Q2 Exams (Half Days) Dec 14~ Christmas Holiday Begins	Q2 Exams & Semester Wrap-Up Q2 Exams — half days Dec 10 & 11. Activity: Review feedback on methodology submissions. Preview Q3 data collection phase. Note: Foundation Day (Dec 8) is a whole-day event — 2 days of instructional class this week.
Dec 14th to Jan 3rd	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (19) Jan 5th to 8th 4 Days of class 4~ Record Day (No Class) 5~ Third Quarter Begins 8~ New Year Mass	Launching Data Collection Activity: Structured work period — students begin executing approved research methods. Activity: Troubleshooting Lab — address early challenges in data collection setup. Weekly check-in reports begin this week and are due every Friday. Reading: Review approved methodology
Week 2 (20) Jan 11th to 15th 15~Club Orientation& Sign Up	Data Collection — Week 2 Activity: Structured work period. Students administer surveys, run experiments, or conduct observations. Peer accountability check-in — students report progress to a partner. Weekly check-in report due Friday.

Week 3 (21) Jan 19th to 23rd 18-22~ Career Awareness Week 22~ First Club Meeting (2nd Semester)	Data Collection — Week 3 Activity: Structured work period. Teacher spot-checks on data volume and quality. Activity: Mid-collection reflection — students write a brief note on what's working and what needs adjustment. Weekly check-in report due Friday.
Week 4 (22) Jan 26th to 30th 28~ Feast of St. Thomas Aquinas Catholic Week Activities	Data Collection — Week 4 Activity: Structured work period. Catholic Week activities may reduce class time — use available time for data documentation. Activity: Begin organizing raw data into initial categories. Weekly check-in report due Friday. Reading: LibreTexts, Ch. 14 (preview)
Week 5 (23) Feb 1st to 3rd 3 Days of Class 1~ CNY Celebration-8 th period 5-12~ Chinese New Year Holiday	Final Data Collection & Raw Data Review Activity: Final data collection push — confirm data sufficiency for analysis. Activity: Begin sorting and labeling raw data sets. Weekly check-in report due. Final check-in before analysis phase begins. Reading: LibreTexts, Ch. 14 Note: 3 days of class — Chinese New Year Holiday begins Feb 4.
Feb 4-12	Chinese New Year
Week 6 (24) Feb 15th to 19th 19 or 26 House Valentine's Mini Fair	Organizing Your Data — The Categorization Essay Activity: Data Organization Workshop — structuring data in Google Sheets or a qualitative matrix. Activity: Introduction to Krause's Categorization and Evaluation framework — students complete WS6 (Categorization Chart) to group findings into meaningful categories (min. 2 data points per category). Reading: Krause, Ch. 10 — The Categorization and Evaluation Exercise; LibreTexts, Ch. 14
Week 7 (25) Feb 17th to 26th 22-26~ IOWA Assessments	Descriptive Analysis & The Synthesis Essay Analysis Lab Part 1 — students calculate descriptive statistics (mean, median, mode) or identify initial themes in qualitative data. Activity: Introduction to the Synthesis Essay — combining data from multiple sources into a cohesive interpretation. Note: IOWA Assessments Feb 22-26 — plan work periods around assessment schedule. Reading: Krause, Ch. 10 (continued) — The Categorization and Evaluation Exercise; LibreTexts, Ch. 14 (review)
Week 8 (26) Mar 2nd to 5th 4 Days of Class 1~ Memorial Day Holiday (No Class) 2-4~ Pre-Exam Days 6~ SAT Weekend Exam (Sat)	Drafting the Results Section Analysis Lab Part 2 — students finalize charts, graphs, or theme matrices and draft the Results section. Teacher feedback on preliminary findings and data presentation. Note: 4 days of class — Memorial Day Mar 1 (no class); Pre-Exam Days Mar 2-4. Reading: Krause, Ch. 10 (continued); OpenStax Introductory Statistics, Ch. 2-3
Week 9 (27) Mar 8th to 12th 5 Days of Class	Work Period & Results Refinement Activity: Structured work period — students refine charts, graphs, or theme matrices and continue drafting the Results section.

Upcoming: Mar 23-24 Q3 Exams	Activity: Teacher spot-checks on draft results and data presentation. Weekly check-in report due Friday.
Week 10 (28) Mar 15 th to 19 th	SUMMATIVE ASSESSMENT — Draft Results Section & Raw Data Submission Demonstrates successful data collection and initial interpretation. Complete organized raw data sets (spreadsheets, observation logs, survey responses, or interview notes). Written Draft Results Section with charts, graphs, or theme matrices as appropriate. Note: Q3 Exams follow Mar 23-24; Easter Break Mar 25-Apr 6.
Week 11(29) Mar 22-24 One day of class 23-24~ Third Quarter Exam	Q3 Exam Preparation — Final Review Activity: Final self-review of Results section and raw data submission using rubric checklist. Q3 Exams — half days Mar 23-24. Note: 1 day of class (Mar 22) before exams.
Mar 25 th to April 6 th	Easter Break

4th QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (30) Apr 7 th to 9 th 3 Days of Class (Wed-Fri) 10~Spring Fair	Structuring the Research Paper — IMRaD Framework Activity: Reverse Outlining Workshop — students analyze a sample research paper to understand Introduction, Method, Results, Discussion structure. Activity: Students create a detailed outline for their own paper and begin drafting the Introduction section. Note: Only 3 days of class (Wed-Fri). Use time efficiently — outline must be complete before Week 2. Reading: Krause, Ch. 11 — The Research Essay
Week 2 (31) Apr 12th to 16th 15~ Easter Mass & Easter Egg Hunt 16~ AP Chinese/Japanese Practice Test	Writing the Paper + APA Clinic Activity: Writing Workshop — students draft the Introduction (background, rationale, thesis) and Discussion section (interpreting results, linking to literature, implications). Activity: APA Clinic — students format their complete draft papers and reference lists with peer and teacher support. Focus: in-text citations, headings, abstract, reference list. Reading: The Craft of Research, Ch. 12-14; Krause, Ch. 13 — Citing Your Research Using MLA or APA Style; apastyle.apa.org
Week 3 (32) Apr 19th to 23rd 17~ HS Co-Ed Softball (Sat) 19-23~ Student Council Campaign 19-23~ Spirit Week / Cultural Awareness Week / Earth Week 19-23~ AP Mock Exams	Full Draft Peer Review Activity: Full Draft Peer Review Session — students use a structured rubric to evaluate a partner's complete paper. Focus areas: thesis clarity, evidence integration, APA accuracy, discussion depth, conclusion strength. Note: AP Mock Exams Apr 19-23 — some students may have reduced availability. Peer review can be completed in flexible groupings or asynchronously where needed. Reading: Review all sections

Week 4 (33) Apr 26th to 29th 4 Days of Class 26~ Student Council Elections 27-29~ Pre-Exam Days 30~ Labor Day (No Class)	Final Revisions & Teacher Conferences Activity: Individual teacher conferences (Apr 26) — review full draft, address APA issues, and confirm paper is ready for submission. Activity: Students finalize paper during Pre-Exam Days (Apr 27-29) — use reduced-schedule time for independent polishing. FINAL RESEARCH PAPER DUE — Apr 29 (end of week) Submit complete IMRaD paper with full APA citations and reference list to Google Classroom by end of day. Activity: Presentation preparation — students begin building slides and rehearsing delivery. Note: 4 days of class. Pre-Exam Days Apr 27-29 have reduced schedules — plan conferences for Apr 26.
Week 5 (34) May 3rd to 7th 3-7~ Final Exams (K, Gr. 5, 8 & 12 Only) 3-14~ AP Exams	SUMMATIVE ASSESSMENT — Final Oral Presentations Students present research findings to an academic audience. Assessment criteria: Content knowledge, clarity of argument, use of evidence, APA accuracy in slides, Q&A response, presentation polish. Note: AP Exams and Final Exams (K, Gr. 5, 8 & 12) run May 3-14. Grade 11 students are largely available. Schedule presentations across the full week to accommodate any AP exam conflicts. Grades to be submitted by May 14 (Record Day). Reading: Krause, Ch. 12 — Alternative Ways to Present Your Research; Communication in the Real World, Ch. 11 — Informative Presentations
Week 6 (35) May 10th to 14th 2 Days of Class 10-14~ AP Exams continue 12-13~ Q4 Exams (Half Days) 14~ Record Day (No Class)	May 10-11: Buffer days — teacher finalizes grades. Students may use time for any outstanding clearance. May 12-13: Q4 Exams (half days). May 14: Record Day (no class) — grades submitted.
Week 7 (36) May 17th to 21st 17~ Gr. 12 Reflection & Baccalaureate Mass 17-21~ WIDA Testing 17-21~ Student Clearance Days	School-Wide Activities — WIDA Testing, Student Clearance Days, Baccalaureate Mass (May 17).
Week 8 (37) May 24th to 28th 26~ Gr. 8 & Gr. 12 Graduation 27~ Senior Success Forum (Gr. 9-11) & Student Leaders Turn-Over Ceremony 28~ Last Day of School (Half Day)	School-Wide Activities — Gr. 8 & Gr. 12 Graduation (May 26), Senior Success Forum (May 27), Last Day of School — half day (May 28).
Week 9 (38) 31 May Last day for Teachers/Staff Meeting	Last day for Teachers/Staff Meeting. Research course officially concluded.

