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## FLHS English Language Arts Summer Assignment
## For AP Research Students (in Fall 2020)
http://www.francislewishs.org and http://www.francislewisenglish.com/summer.html

**Welcome to AP Research!**
Congratulations on completing the requirements for AP Seminar! You will now use all the skills you ascertained in AP Seminar to move onto the next and final course in the AP Capstone Diploma sequence: AP Research!  We're all very excited to be teaching this course for the first time, and we hope that you're all excited to be the inaugural AP Research class at Francis Lewis High School!

**What is AP Research?**
In AP Research you will deeply explore an academic topic, problem, issue or idea of individual interest.  It is super important to choose something that you have a genuine interest in because you will spend a majority of the year researching the topic of your choice.  This year you will design, plan, and implement a yearlong investigation to address a research question.  In AP Seminar, you reported on research that had previously existed and used this research to support an argument you were making.  In AP Research, you will conduct the research and add to the current body of knowledge in your topic.

**You may want to find a mentor in your topic area, or in the research method that you choose**, who can help guide you through this process and help educate you in your particular field**.  While this is not required, it can be very helpful.  This summer**, as you begin to investigate topic areas, you may want to **start thinking of potential mentors that would be a good fit for you**.  Please refer to Appendix C, "Finding A Mentor," at the end of this assignment.

## Summer Assignment Part A: Written Response
## This assignment is due on the first day of class
### (Refer to Appendix A for scoring rubric)

This summer you will begin the **Question & Explore** phase of your research project that will culminate in a final paper and presentation at the end of the year. The Question & Explore phase requires you to read critically, pose questions, and identify issues that compel you. **During this phase, you should explore two topics that interest you and keep a journal of your reflections as you begin to answer the first, most important question: "What do I want to know, learn, or understand?"**

You may use a variety of sources for your exploration including but not limited to: **podcasts**, **documentary films**, **newspaper and magazine articles**, **museum exhibits**, **historic sites**, **botanical gardens**, **state and national parks**, **places of worship**, **concerts**, **plays**, **religious ceremonies**, **radio broadcasts**, **interviews with subject experts** (i.e. a scientist or researcher, a historian, a public official, etc.), **archives**, **articles from scholarly journals**, and **books**. You may also incorporate your exploration into any planned summer vacations as long as you keep a detailed account of what you learned and your reflections on the experience. For example, while visiting another city, you may choose to visit a museum or historic site and reflect on that visit in your journal.

**The most important objective** is to explore sources on **two topics** that genuinely interest you and keep a journal of what you learned and your reflections on possible research connections. Below is a list of the sources you may want to use to investigate for topics:

- NPR.org
- The Atlantic
- The New York Times (Contact the FLHS Librarian for the free student account)
- ProPublica.org
- Netflix (documentaries)
- Frontline/PBS.org (documentaries and podcasts)
- Debate.org
- SmithsonianMag.com
- Jstor.org

**Please note:** The goal of this assignment is for you to begin exploring research topics. WE DO NOT expect you to have a topic by the first day of class and we definitely DO NOT expect for you to have a research question. However, the closer you are to identifying a topic or topic area, the more time you will have to actually work on your research project next year.

You must have **FOUR** sources **FOR EACH TOPIC**. Any combination of sources is acceptable; your curiosity should be your guide!

Your summer assignment should be typed and will be the first entry in **your PREP Journal (Process & Reflection Portfolio) which is required by the College Board**. Your Summer Assignment should include these basic elements **for each source (meaning that you're doing this eight times)**:

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- **Type of source** (newspaper/magazine article, podcast, museum, park, book, interview, documentary)

- **Title or name of article, book, film, site, exhibit, individual, etc.**

- **URL (if applicable)**

- **Creator, author, producer, director, (if applicable)**

- **Location (if it is a place you visited)**

- **Date of creation or publication (if applicable).**

- **Description and keywords**:

  ○ What topics or issues were explored in the source?

  ○ What is the context of this source?

  ○ What are some keywords you could use to find additional information on this topic?

  ○ You may also include other modes of documentation such as photography, video, and audio recording as long as YOU produce the documentation. For example, you may choose to record an interview or photograph a historic site but DO NOT download images or video from the web.

- **Your reflections:**

  ○ What interested you about this source?

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- ○ What did you learn?

- ○ What questions do you have?

- ○ How is this source connected to a personal area of interest or inquiry?

- ○ **What are possible research topics related to this source**?

**NOTE: THIS WILL BE MORE USEFUL WRITTEN IN JOURNAL FORM AND DOES NOT NEED TO BE WRITTEN AS AN ESSAY. BE THOROUGH AND THOUGHTFUL AND HAVE FUN!**

# Summer Assignment Part B: Presentation
# This assignment is due on Monday, September 14, 2020.
**(Refer to Appendix B for scoring rubric)**

Using the preliminary research you conducted over the summer, construct an electronic presentation on ONE of your two topics and the FOUR sources you used to evaluate that topic.

Your presentation will be an "elevator pitch," meaning you should be brief (2 minutes) and succinct (straight to the point). Additionally, it should be no more than three slides. This limit INCLUDES the introduction slide.

Your presentation should cover this format or something very similar:

1. An introduction to your topic.
2. Why you chose the topic.
3. An introduction of and evaluation of TWO of the sources you used when exploring the topic.
4. Your evaluation can include any of the following: a) what interested you about this source, b) what did you learn, c) what questions do you have, d) how is this source connected to a personal area of interest or inquiry? e) what are possible research topics related to this source?

# Google Classroom:

A Google Classroom website has been set up for this summer where we will try to post articles and other useful information. **The Google Classroom code is: isymq4n**. If you have questions or need some help finding sources relevant to your interests, please feel free to post to the appropriate section in Classwork or send an email to Mr. Felder at jafeld@flhs.us.

**Appendix A: Rubric for AP Research 2020 Summer Assignment, Part A: Question & Explore**

**Objective**: Students will use a variety of media and resources to explore topics of interest and identify possible research questions. Students will demonstrate note-taking skills by summarizing and identifying key words.

| Source Criteria | Exemplary | Proficient | Emerging | Lacking |
|---|---|---|---|---|
| **# of Sources** | 4 | 3 | 2 | 1 |
| **Source Identifiers**: Must be enough to find the source if needed for additional information. | Type, title or name, and at least two other identifiers like URL, physical location, creator, producer, author, or date | Includes type, title, name and at least one other identifier | Includes type, title, and at least one other identifier | Includes only one identifier. |
| **Source Descriptors & Keywords:** Describe the topics and issues explored and the context of the source. List 3-5 keywords that you could use to find additional information. | The description summarizes the main ideas, topics, and context of the source and includes 3-5 key words or phrases. | The description summarizes the topics but may lack specific information or context or important key words. | The description is overly general and lacks information about the issues and context. Key words are overly general or lacking. | Missing descriptive sentences. |
| **Reflections:** What interested you about this source? What did you learn? What questions do you have? What are some related topics? | The reflection includes why you were interested in this source, what you learned, a question or questions you have and at least one related topic | The reflection includes most of the elements but lacks a question or a related topic or why you were interested. | The reflection lacks several elements. | Missing a reflection. |

**Appendix B: Rubric for AP Research 2020 Summer Assignment, Part B: Presentation**

**Objective**: Students will present their findings and evaluation of sources on a specific topic of interest from Part A.

| Criteria | Exemplary | Proficient | Emerging | Lacking |
|---|---|---|---|---|
| **Content** | Defines topic or main idea in a clear, engaging manner<br><br>Provides substantive, relevant, and compelling information throughout the presentation | Clearly defines topic or main ideas<br><br>Provides sufficient and relevant information throughout most of presentation | Attempts to define topic or main ideas<br><br>Provides some relevant information during part of presentation | Ineffectively defines topic or main ideas<br><br>Neglects to use any relevant information during the presentation |
| **Organization & Preparedness** | Introduces the topic clearly and creatively<br><br>Maintains a strong focus  Includes smooth transitions between key points<br><br>Concludes with compelling applications/implications<br>Organizes the presentation in a creative, coherent way appropriate to its purpose | Introduces the topic clearly. Avoids "Hello, my name is…"<br><br>Maintains a focus Includes transitions between key points<br><br>Concludes with coherent applications/implications<br>Organizes the presentation in a logical way appropriate to its purpose | Introduction of topic is ineffective<br><br>Occasionally loses focus<br><br>Sometimes includes transitions between key points<br><br>Concludes with a summary  Attempts to organize the presentation to its appropriate purpose; occasionally hard to follow | Neglects to introduce topic<br><br>Does not maintain a focus<br><br>Rarely includes transitions between key points<br><br>Ends too abruptly Ineffectively organizes the presentation appropriate to its purpose |
| **Language & Delivery** | Maintains meaningful & consistent eye contact with the audience<br><br>Speaks clearly, effectively, and confidently (volume, pace, articulation)<br><br>Creatively engages the audience<br><br>Appears calm and confident throughout the presentation (speaks clearly and uses body language effectively) | Maintains eye contact<br><br>Speaks clearly and confidently (volume, pace, articulation)<br><br>Engages the audience<br><br>Appears calm and confident throughout most of the presentation (speaks clearly and uses body language effectively) | Maintains some eye contact<br><br>Speaks clearly and somewhat confidently (volume, pace, articulation)<br><br>Attempts to engage the audience<br><br>Appears calm and confident during some of presentation (speaks clearly and uses body language effectively) | Avoids eye contact<br><br>Neglects to speak clearly at times (volume, page, articulation)<br><br>Does not engage the audience<br><br>Demonstrates a lack of confidence throughout most of the presentation (may lack clear speech and/or effective body language) |

| | | | | |
|---|---|---|---|---|
| **Visual Presentation** | Overall visually appealing; not cluttered; colors and patterns enhance readability; Uses font sizes/variations which facilitate the organization, presentation, and readability of the research | Overall visually appealing; not cluttered; colors and patterns support readability<br><br>Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research | Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability<br><br>Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distractions<br><br>Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration | Not very visually appealing; cluttered; colors and patterns hinder readability<br>Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting<br><br>Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration |
| **Length of Presentation** | Presentation is 2 minutes long | Presentation is just under or over 2 minutes long | Presentation is less than 2 minutes | Presentation is under one minute |

**Appendix C: Finding a mentor or expert in your field**
**Note: You can consider this over the summer, but DO NOT ask a mentor to commit to your project until you have finalized your research topic.  That probably will not happen until October or so.**

About mentorship.
Having a mentor or expert advisor IS NOT REQUIRED from the AP Capstone program.  It is, however, quite useful since it can offer you guidance and support on your yearlong research journey.  Mentors can:
- ask questions and provide feedback and guidance to students regarding their choice of research questions/project goals, data- or information-collection methods, and analysis strategies
- hold individual work-in-progress interviews with students to discuss the progress of their papers or presentations, explore issues and/or discuss topics and perspectives, and question students as necessary
- provide necessary background for a topic --- including suggesting possible resources --- so that students are not disadvantaged in their exploration
- help students with the mechanics of the research process (e.g., strategizing to find answers to questions or helping them understand how to access resources)
- provide general feedback to students about elements of their papers or presentations that need improvement

Mentors CANNOT:
- generate research questions/project goals for students
- conduct or provide research, articles, or evidence for students
- write, revise, amend, or correct student work
- provide or identify the exact questions students will be asked prior to his/her defenses (i.e., students should be prepared to answer every one of the oral defense questions)
- provide unsolicited help (i.e., students must initiate conversations that call for expert advisor feedback, such as asking a question to which the expert advisor can then respond).

Who are some people I can ask to be my mentor?

As stated before, an expert in the field that you are researching is best.  But, you can also ask someone to mentor you who is knowledgeable about the research method that you're using.  Below is a short list of possible people to ask for assistance:
- College or university faculty
- Graduate or professional students
- High school teachers
- Someone working in whatever field you're investigating

How should I go about asking these people?

A professional email is usually the way to go, though a phone call also works just fine.  If sending an email, use your FLHS.US account.

- ❏ Introduce yourself.
- ❏ Explain the reason for your call/email.
- ❏ Explain, "project mentoring/advising" for the AP Capstone Research Project at Francis Lewis High School.
- ❏ Ask the person if s/he is willing to become your mentor and how you would like him/her to help you. You must know why you need the mentor and what you need from him/her.
- ❏ If you get a positive response, arrange a date and time to meet at the mentor's convenience. If this is a faculty member at FLHS, you can meet on campus. If this is a mentor external to FLHS, you must meet electronically (Google Hangout/Skype/Zoom) and communicate via email, keeping records in your PREP Journal. Please cc: your teacher on any email communication.
- ❏ If the person cannot accommodate your request for mentoring, ask if he/she can suggest another person you might contact.  Thank the person for his/her time and say that you look forward to your first meeting.