



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	2025-26	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.



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ADDITIONAL INFORMATION

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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!****



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First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 12-15) <u>4 days of class</u> 11 - No students; final preparation day 15 - Opening Mass & Assumption of Our Lady, 1st Period	UNIT: Course Goals and Expectations / Quarter Project Preview / Topic Survey INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Explain coursework progression and major deadlines 2. Preview quarter project and explain each of the three segments 3. Complete topic interest survey and submit to PREP folder MATERIALS: 1. <i>AP Research Course and Exam Description</i> (College Board pub., 2024) 2. Final Paper and Oral Defense rubrics / Course calendar 3. Quarter Project packet posted in Google Classroom
Week 2 (August 18-22)	UNIT: Research Ethics and Practices / Topic Selection INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Read and understand AP College Board's emphasis on ethical research practices 2. Finalize (if possible) topic choices MATERIALS: 1. <i>AP Research Course and Exam Description</i> (College Board pub., 2024) 2. Sample papers with ethics discussion paragraphs
Week 3 (August 25-29)	UNIT: Collect Resources INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete initial annotated bibliographies in PREP folder 2. Finalize topic selection (relevant students only) MATERIALS: Annotated bibliography assignments posted in Google Classroom
Week 4 (September 1-5)	UNIT: Collect Resources / 'Why This Topic?' mini-essay INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete annotated bibliographies in PREP folder 2. Complete and submit mini-essay explaining topic interest/goals/expectations 3. Interviews with struggling students MATERIALS: 1. Annotated bibliography assignments posted in Google Classroom 2. Mini-essay assignment document in Google Classroom
Week 5 (September 8-12)	UNIT: Collect Resources INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete annotated bibliographies in PREP folder 2. Interviews with struggling students MATERIALS: Annotated bibliography assignments posted in Google Classroom
Week 6 (September 15-19)	UNIT: Collect Resources INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete annotated bibliographies in PREP folder 2. 3. Interviews with struggling students MATERIALS: Annotated bibliography assignments posted in Google Classroom



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Week 7 (September 22-26) 26 - G12 Career Educational Trip 24-26 - Pre-Exam Days	UNIT: Quarter Project Work / Monthly Interview #1 INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Submit first segment of Quarter Project (Wed.) 2. Submit second segment of Quarter Project (Fri.) 2. One-on-one interviews with each student; PREP folder check MATERIALS: Quarter Project rubric posted in Google Classroom
Week 8 (Sep. 29-Oct. 3) 1-2 - 1st Quarter Exams (half-days) 3 - No classes/Recording day	UNIT: Quarter Project Work INSTRUCTIONAL FOCUS/OBJECTIVES: Submit final segment of Quarter Project (Tues.) MATERIALS: Quarter Project rubric posted in Google Classroom

Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>6-Moon Festival (no classes)</i>	
<i>7-9 Teacher's Conference (no classes)</i>	
Week 1 (11) (October 13-17)	UNIT: Project Types / Methodology / Alignment / Replicability INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Now that the topic is selected and preliminary research is done, what kind of project will you do? 2. Read and discuss the various research methods and how they align with individual project goals MATERIALS: 1. <i>AP Research Course and Exam Description</i> (College Board pub., 2024) 2. <i>AP Research Student Handbook</i> (College Board pub., 2024) 3. Methodology shared folder 4. Sample papers (methodology and design segments) 5. Methodology/Design paragraphs (responding to sample papers) 6. Final Paper rubric ('replicability' focus)
Week 2 (12) (October 20-24)	UNIT: Project Work / Monthly Interview #2 INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue project progress 2. One-on-one interviews with each student; PREP folder check (focus on methodology and alignment of project goals and design) MATERIALS: 1. Methodology shared folder 2. Sample papers posted in Google Classroom
Week 3 (13) (October 27-31)	UNIT: Major Source Presentations INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Introduce source presentation assignment (Mon.) 2. Present slide decks/oral discussions of three sources collected so far (Thur.-Fri.) MATERIALS:



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	<ol style="list-style-type: none">1. Source presentation sample slides and presentation2. Source presentation assignment posted in Google Classroom
Week 4 (14) (November 3-7) <i>3- Feast of St. Martin de Porres Mass</i>	UNIT: Literature Review assignment (due Tues., 9 Dec.) INSTRUCTIONAL FOCUS/OBJECTIVES: <ol style="list-style-type: none">1. Read and discuss sample literature reviews from sample papers2. Preview the literature review assignment rubric requirements MATERIALS: <ol style="list-style-type: none">1. Sample literature reviews posted in Google Classroom2. Assignment rubrics posted in Google Classroom
Week 5 (15) (November 10-14)	UNIT: Introduce Quarter Project - Research Proposal* INSTRUCTIONAL FOCUS/OBJECTIVES: Continue progress on Research Proposal MATERIALS: <ol style="list-style-type: none">1. Quarter Project rubric posted in Google Classroom2. Sample Research Proposals posted in Google Classroom <i>* - AP College Board requires AP Research students to submit a Research Proposal no later than 30 Nov.</i>
Week 6 (16) (November 17-21)	UNIT: Quarter Project Work / Source Collection / Monthly Interview #3 INSTRUCTIONAL FOCUS/OBJECTIVES: Progress checks on new sources and research proposal completion MATERIALS: Quarter Project rubric posted in Google Classroom
Week 7 (17) (November 24-28) <i>25-27- Pre-Exam Days 28- G12 2nd Quarter Exams</i>	UNIT: Quarter Project Work INSTRUCTIONAL FOCUS/OBJECTIVES: Submit final segment of Quarter Project (Thur.) MATERIALS: Quarter Project rubric posted in Google Classroom
Week 8 (18) (December 1-5) <i>5- Christmas Fair Whole Day</i>	UNIT: Literature Review work INSTRUCTIONAL FOCUS/OBJECTIVES: Continue writing Literature Review MATERIALS: <ol style="list-style-type: none">1. Sample literature reviews posted in Google Classroom2. Assignment rubrics posted in Google Classroom
Week 9 (19) (December 8-12) <i>8- Foundation Day Mass, cake ceremony, and Class Party (half day) 11-12- 2nd Quarter Exams (half-days)</i>	UNIT: Literature Review Peer Reviews INSTRUCTIONAL FOCUS/OBJECTIVES: Complete and submit two peer reviews of Lit Reviews submitted by classmates MATERIALS: <ol style="list-style-type: none">1. Assignment rubrics posted in Google Classroom2. Peer review assignment documents posted in Google Classroom
<i>December 15 to January 2 Christmas Break</i>	



Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (20) (January 5-9) 5 - Recording Day (No classes) 6 - First day of classes 9 - New Year Mass (1st period)	UNIT: Post-break Re-set / Method and Design Section* INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Get everyone back in gear; reading sample finished papers, watching sample videos 2. Brand new source search: Two fresh topic sources read and reviewed by Friday 3. Draft and submit the final paper 'Method and Design' segment MATERIALS: 1. Sample papers and videos posted in Google Classroom 2. Annotated bibliographies assignment posted in Google Classroom *- Having students draft the paper in segments removes the procrastination temptation and facilitates paper completion once all project work has been achieved.
Week 2 (21) (January 12-16)	UNIT: Project Work / Monthly Interview #4 INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue project progress 2. One-on-one interviews with each student; PREP folder check MATERIALS: 1. Final Academic Paper rubric posted in Google Classroom 2. Sample papers posted in Google Classroom
Week 3 (22) (January 19-23)	UNIT: Project Work only* INSTRUCTIONAL FOCUS/OBJECTIVES: Make steady progress MATERIALS: All research materials supplied by students *- At this point, the instructor must facilitate progress by limiting classroom activity and allowing students to make individual progress. Daily informal PREP folder checks can be performed, as can daily mini-interviews to gauge student work.
Week 4 (23) (January 26-30) 26-30- Catholic Week Activities	UNIT: Project Work only INSTRUCTIONAL FOCUS/OBJECTIVES: Make steady progress MATERIALS: All research materials supplied by students
Week 5 (24) (February 2-6)	UNIT: Project Work only INSTRUCTIONAL FOCUS/OBJECTIVES: Make steady progress MATERIALS: All research materials supplied by students
Week 6 (25) (February 9-13) 13- Chinese New Year Celebration	UNIT: Project Work / Monthly Interview #5 INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue project progress 2. One-on-one interviews with each student; PREP folder check MATERIALS: 1. Final Academic Paper rubric posted in Google Classroom 2. Sample papers posted in Google Classroom



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<i>February 16-20 Chinese New Year Holiday</i>	
Week 7 (26) (February 23-27) <i>24-26 - Pre-Exam Days</i> <i>27 - National Holiday (No school)</i>	UNIT: Project Work INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue toward completion of project work 2. Begin drafting final paper segments MATERIALS: 1. Final Academic Paper rubric posted in Google Classroom 2. Poster presentation project packet/rubric posted in Google Classroom
Week 8 (27) (March 2-6)	UNIT: Project Work / Introduce Quarter Projects INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue toward completion of project work 2. Begin drafting final paper segments 3. Assign / Explain poster project (quarter project) MATERIALS: 1. Final Academic Paper rubric posted in Google Classroom 2. Poster presentation project packet/rubric posted in Google Classroom
Week 9 (28) (March 9-13) <i>13 - 3rd Quarter Exams (half-day)</i>	UNIT: Quarter Projects - Poster Presentations INSTRUCTIONAL FOCUS/OBJECTIVES: Complete all poster presentations MATERIALS: All poster materials supplied by students

Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (29) (March 16-20) <i>16 - 3rd Quarter Exams (half-day)</i> <i>17 - 4th Quarter Begins</i> <i>20-House Movie Night and Club Fair</i>	UNIT: Project Work / Monthly Interview #6 (final interview) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue project progress 2. One-on-one interviews with each student; PREP folder check MATERIALS: 1. Final Academic Paper rubric posted in Google Classroom
Week 2 (30) (March 23-27)	UNIT: Project Work INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Continue project progress 2. Continue drafting paper MATERIALS: 1. Final Academic Paper rubric posted in Google Classroom 2. Sample papers posted in Google Classroom
<i>March 30 to April 6 Easter/Spring Break</i>	
Week 3 (31) (April 7-10)	UNIT: Final Academic Paper Drafting (<i>uninterrupted writing week</i>) INSTRUCTIONAL FOCUS/OBJECTIVES: Begin final drafting phase of the Final Paper MATERIALS: Final Academic Paper rubrics posted in Google Classroom



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9 - Easter Mass (1st period)	
Week 4 (32) (April 13-17)	UNIT: Final Academic Paper Submission INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete the final paper and submit it for completion score only* 2. Complete peer reviews of all submitted papers <i>* - AP Research instructors are forbidden to advise students on paper revisions, and are also forbidden from including final papers on course grade books.</i> MATERIALS: 1. Final Academic Paper rubrics posted in Google Classroom 2. Peer review assignment document posted in Google Classroom
Week 5 (33) (April 20-24) 20-24 - AP Mock Exams	UNIT: Presentation and Oral Defense (POD) Peer Reviews INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Review POD rubric 2. Complete and submit two POD peer reviews of sample presentations MATERIALS: 1. POD rubrics / Sample presentations posted in Google Classroom 2. Peer review assignment documents posted in Google Classroom
Week 6 (34) (April 27-May 1) 28-30 - Pre-Exam Days 1 - Labor Day (No school)	UNIT: Presentation and Oral Defense (POD) Rehearsals INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Submit all presentation outlines and slide decks (Wed.) 2. Submit all Oral Defense paragraphs (Thur.) MATERIALS: 1. POD rubrics / Sample presentations posted in Google Classroom 2. All presentation materials supplied by students
Week 7 (35) (May 4-8) 4-14 - Final Exams (K2/G5, G8, G12) 4-15 - AP Exams	UNIT: Presentation and Oral Defense (POD) INSTRUCTIONAL FOCUS/OBJECTIVES: Finish taping and scoring all presentations MATERIALS: All presentation materials supplied by students
Week 8 (36) (May 11-15) 13-14 - 4th Quarter Exams (Undergraduate hal- day) 15 - Recording Day (No classes)	ACADEMIC YEAR COMPLETE
Week 9 (37) (May 18-22) 18 - Gr5 Recollection & Mass 19 - G8 Recollection & Mass 20 - Baccalaureate Mass (Whole School) 19 - LS Sports Day / G6 & 7 Field Trip 19-22 - Student Clearance Days 21 - MS/HS Sports Day 21 - High School Field Trip	ACADEMIC YEAR COMPLETE
Week 10 (38) (May 25-29) 25 - K2 Graduation/Gr. 5 Promotion 26 - G8/G12 Graduation 28 - Last day for students 29 - Last day for Teachers/Staff Meeting	ACADEMIC YEAR COMPLETE



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