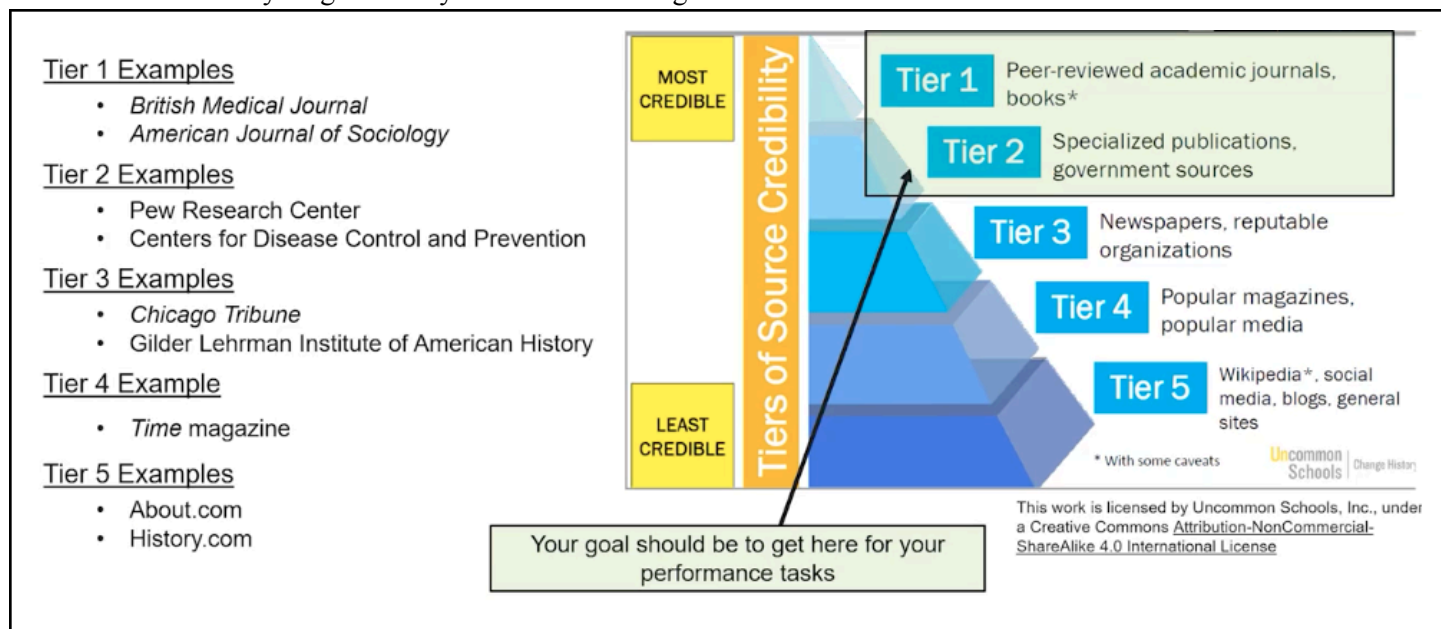


AP Research
Summer Work 2025
Ms. Young: youngm4@scsk12.org

Part I: 5-Source Annotated Bibliography

This summer, it is imperative that you begin thinking about the topic of your AP Research paper. As you narrow down your idea, it is very important that you read widely about your topic throughout the summer. Students *overestimate* the amount of time they have in the first semester of senior year, however college applications can seem like an entire class on their own. Therefore, the more you read about your topic this summer, the better prepared you will be.

To that end, you are required to submit an annotated bibliography of 5 sources pertaining to your topic. For this annotated bibliography, you can have a mix of Tier 1 and Tier 2 sources, however *at least* 3 of the sources must be Tier 1. Below is the Tiers of Credibility diagram that you can refer to for guidance.



Annotated Bibliographies are slightly different for AP Research. Here are the criteria for this assignment:

- **Citations:** Your citations must be in accurate and consistent MLA format, including alphabetical order and proper hanging indentation. As always, you should consult the Purdue OWL for MLA citation guidelines.
- **Annotations:** Your annotations must accomplish 3 things. This should be in chart form (like the example):
 - **Method:** State the method the researcher(s) used to complete their study. Many Tier 1 scholarly articles will have a “method” section of the paper where you can directly find this information. If they do not, summarize in your own words how the research was conducted. This should be 2-3 detailed sentences in your own words.
 - **Findings and Conclusions:** What were the findings or conclusions the researcher(s) came to? Summarize their findings in 2-3 detailed sentences of your own words.
 - **Suggestions for Future Research:** Does the researcher(s) suggest any steps future researchers can take? If so, summarize those recommendations in your own words. If they do not explicitly call for future research, explain in your own words how this study could be modified to be conducted differently.

I have provided an example of an AP Research Annotated Bibliography for you to reference for this assignment. I have also created a video of me breaking down a research article to write an annotation. You can view that video in Teams.

Your 5-source annotated bibliographies are due to my email, youngm4@scsk12.org by Sunday, 8/3 @ 11:59pm. *Your bibliography **MUST BE SUBMITTED as a PDF file** to preserve the proper formatting of the citations.* Please title your file YourName.SummerWork.AnnotatedBibliography.

Part II: Research Topic PowerPoint Presentation

During the first week back after summer break, we will present our anticipated topics to the class for peer feedback. Therefore, you must create a PowerPoint or Google Slides presentation that outlines what your anticipated research topic is. Your PowerPoint or Google Slides presentation must include:

- Slide 1: Brief synopsis of your topic and why you are passionate about this topic
- Slide 2: Summary of what 2-3 sources from your Annotated Bibliography say about your topic from annotated bibliography
- Slide 3: Three examples of possible research questions that address your topic

This PowerPoint presentation is going to be presented to your peers during the first week of school as an “elevator pitch.” This pitch will be timed at 3 minutes, so you cannot go into too much detail. Focus on making sure your PowerPoint addresses the three questions above in a succinct manner, because you will not have a lot of time. **NOTE: You will not be allowed to present your PowerPoint if you have not also submitted your 5 source bibliography.**

Your PowerPoints are due to my email, youngm4@scsk12.org by Sunday, 8/3 @ 11:59pm. *Your PowerPoint **MUST BE SUBMITTED as a DOWNLOADED .ppt file**, not a live link to Google Slides or any other presentation format.* Please title your file YourName.SummerWork.ResearchTopicPresentation.

Grading:

Part I, the five source annotated bibliography, will be worth your first assessment grade for Q1.

The PowerPoint and accompanying presentation will be worth your first homework grade for Q1.

Both assignments are due to my email by 11:59 pm on Sunday, 8/3, which is the day before school starts. We hit the ground running fast in AP Research, so expect to begin presentations by the third day of school. You do not have wiggle room for late work. To support your completion of the summer work, please follow the guidelines below.

Support and Collaboration:

In my unending quest to support your academic achievement, I am offering several options to ensure that students have zero excuses for completing their summer assignment. First, students have an example Annotated Bibliography to refer to that is attached at the end of this assignment description.

Next- if you do not have access to a computer over the summer, you are still responsible for completing your assignment by the deadline. Please visit the Memphis Public Libraries (memphislibrary.org) for the branch closest to you.

I am also going to offer two optional summer work sessions. These will be held Wednesday, June 11th from 1:00-3:00 pm and Wednesday, July 9th from 1:00-3:00 pm. Both sessions will be held at French Truck Coffee at the Crosstown Concourse, 1350 Concourse Ave, Ste 167, Memphis, TN 38104.

Lastly, I highly recommend working with your peers outside of these scheduled discussions. Your AP Research project is an individual endeavor, however peer feedback is crucial for this entire process. Your peers are valuable resources and you should continue to cultivate strong relationships with others in Research because these connections will benefit you throughout senior year.

Annotated Bibliography

Carrol, K.M. *Women in the Contemporary American Mystery Novel: A Study in the Sociology of Literature*. 1984. The University of Connecticut, PhD Dissertation. *ProQuest*.
<https://www.proquest.com/docview/303287663?%20Theses&fromopenview=true&pq-origsite=gscholar&sourceet type=Dissertations%20>.

METHOD	FINDINGS OR CONCLUSIONS	FUTURE RESEARCH
The method of this study was a content analysis . A sample of 163 mystery novels from 1955, 1965, and 1975 were randomly selected. The content analysis included a code sheet for each major and secondary character in the novels. Additionally, the researcher took notes on the plots and themes.	The study concluded that the characterization of women is heavily influenced by traditional “sexrole stereotypes.” Moreover, they are portrayed as passive, dependent, and emotional. The characterization of women was consistent over the three time periods, but the findings also illustrate that women authors, single authors, and college-educated authors tended to employ less sex-role stereotyping in their mystery novels.	This source suggests two areas of future research. First, how do female characters transform with the introduction of a hard-boiled hero? Second, how is the sexuality of female characters used to emphasize the sexual prowess of the male mystery hero?

Chun, Changui, et al. “Re-Living Suspense: Emotional and Cognitive Responses During Repeated Exposure to Suspenseful Film.” *Frontiers in Psychology*, 2020, *Google Scholar*,
<file:///C:/Users/anand/Downloads/fpsyh-11-558234.pdf>.

METHOD	FINDINGS OR CONCLUSIONS	FUTURE RESEARCH
This study investigated the effects of repeated exposure to a suspenseful film using an experimental method. 50 participants watched clips of a suspenseful film three times and answered items regarding suspense, arousal, and enjoyment, as well as physiological indices of arousal (skin conductance level or SCL) and attention (electrocardiogram or ECG). The participants included 22 females and 28 males, graduate or undergraduate students from two large universities in Seoul, Korea.	The findings suggest that repeated exposure to suspenseful films could result in desensitization to repeated stimuli. The results support the researcher’s hypothesis that the viewer’s suspense diminished upon repeated viewing. However, the suspense is not entirely eliminated as the physiological responses of the participants were still high by the third watch. The enjoyment level did not decrease, and the paper suggests that this could be because the outcome of each film differed even as the plot remained consistent throughout each rewatch.	The researcher’s study looked at a suspenseful film with a negative ending, however they suggest future research could look at a suspenseful film with a happy ending, in which the effect of rewatching the clip may be different. They also suggest that future research could look at the role of memory on retention of multiple views of a suspenseful film.

Kerestly, Grace K. “True Crime Media Consumption in Women: Relating Perceptions of Safety and Victimization.” *Texas Digital Library*, 2021, *Google Scholar*,
<https://asu-ir.tdl.org/server/api/core/bistreams/8b5dd47c-de04-41b3-8df8-9670c0c3e50f/content>.

METHOD	FINDINGS OR CONCLUSIONS	FUTURE RESEARCH
Kerestly conducted a survey in order to identify low and high true crime consumers and examine their reported perceived likelihood of victimization,	The survey results supported that women who do not consume true crime report greater feelings of preparedness to avoid victimization	The author suggests that future research should look at how true crime media impacts perceptions of police and courts, since true crime

feelings of personal safety, and preparedness to avoid victimization. 172 undergraduate students, ages 18-52, from Angelo State University participated: 82.6% identified as a woman, 15.1% identified as a man, 0.6% identified as a transgender woman, and 1.7% identified as non-binary/gender queer. The survey included questions about true crime consumption and perception.	compared to those who are high consumers of true crime media. While the study found no differences between low and high female true crime consumers for overall feelings of personal safety, they say this could be the result of women generally feeling less safe in public because of fear of harassment or worse.	media consumption can be correlated to higher levels of distrust in the criminal justice system. Police and law enforcement could be one direction, while courts could be a separate area for future research.
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Reddi, Madhavi. *Second Generation Media: Examining Progress in South Asian American Media Representation*. 2022. University of North Carolina at Chapel Hill, Doctoral Dissertation. *ProQuest*.
<https://www.proquest.com/docview/2702119931?%20Theses&fromopenview=true&pq-origsite=gscholar&source type=Dissertations%20>.

METHOD	FINDINGS OR CONCLUSIONS	FUTURE RESEARCH
Reddi did a close reading of Netflix shows <i>Master of None</i> and <i>Never Have I Ever</i> as well as interviews and focus groups with producers and consumers of South Asian American Second Generation Media (SGM) using a semi-structured questionnaire. She found consumer participants through Facebook groups aligned to the Netflix shows she was studying.	Reddi identifies 5 semantic elements and 4 syntactic elements that make up the South Asian American SGN media from her close reading. From her interviews with producers, she found that network's notes can be limiting on the type of content South Asian American creators can ultimately create. Lastly, she concludes there is significant consensus around "good" representation of South Asian Americans in SGN media.	Reddi encourages other Second Generation Media stakeholders (Latinx, African diaspora, East Asian) to examine media using her SGN framework, meaning Reddi's paper and method could be applied to other racial and ethnic groups. She also suggests broadening participants into the Gen Z age range to see if progress in South Asian American representation is reflected in their perception.

Shaikh, Maham. *Struggling to Escape Colorism: Skin Color Discrimination Experiences of South Asian Americans*. 2017. University of Michigan, Masters Thesis.
<https://deepblue.lib.umich.edu/handle/2027.42/139645/mshaik.pdf?sequence=1>.

METHOD	FINDINGS OR CONCLUSIONS	FUTURE RESEARCH
Shaik used in-depth interviews along with a short demographic survey. She distributed her survey links through South Asian American-based email lists. She conducted 16 interviews with South Asian Americans from across the US, and developed codes to extract overall themes from the interviews. After coding, she narrowed her discussion to skin color, gathering quotes and data about this topic from the interviews.	She concluded that first generation immigrants (she defines first generation as those who moved to the US after the age of 12) influence the perception of beauty for 1.5 and second generation immigrants. Additionally, for South Asian American women, colorism and skin color discrimination were tied together, making them feel even less comfortable in their skin tone than men.	Shaik suggests that further research could study the white beauty ideal and lack of media representation of darker skin toned people of color within the US in influencing participants' views of skin color. She also suggests that later generations of immigrants could be studied (eg. third generation).