

SPRUCE CREEK HIGH SCHOOL

www.SpruceCreekIB.weebly.com



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

EXTENDED ESSAY PACKET

Class of 2020

Extended Essay Coordinator/Teacher Librarian: Mrs. Samantha Murray, shmurray@volusia.k12.fl.us

Text **@schsib2020** to the phone number **81010** to receive texts about EE deadlines!

To ask Mrs. Murray questions via text, download the Remind app once you enroll.

Inquirer.Knowledgeable.Thinker.Communicator.Principled.Open-Minded.Caring.Risk-taker.Balanced.Reflective

Introduction



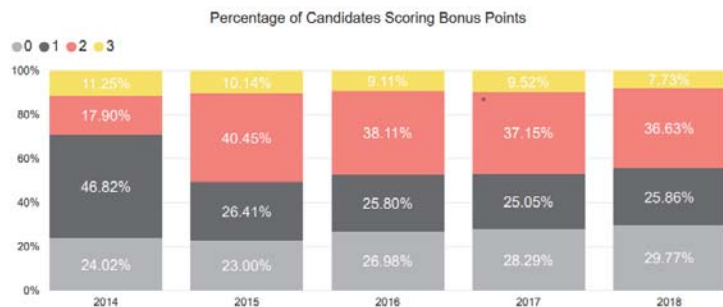
The IB Diploma program is filled with challenges that push you to be a better student and a better citizen of the world. You are about to embark on another one of them- the extended essay. The EE is a requirement for an IB diploma. It is in the center of the curriculum circle along with TOK and CAS. It is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects. This is normally one of your six chosen subjects. It is intended to promote academic research and writing skills, providing you with an opportunity to engage in personal research in a topic of your own choice. This leads to a major piece of formally presented, structured writing and reflection on the process. **Basically, the extended essay is an independent, self-directed formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.**

Assessment Objectives

Knowledge and understanding	<ul style="list-style-type: none"> of the topic chosen and the research question posed of subject specific terminology and/or concepts of relevant and/or appropriate research sources and/or methods used to gather information
Application and analysis	<ul style="list-style-type: none"> To select and apply research that is relevant and appropriate to the research question. To analyze the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none"> To be able to discuss the research in terms of a clear and coherent reasoned argument To be able to critically evaluate the arguments presented in the essay. To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none"> To be able to present information in an appropriate academic format. To understand and demonstrate academic integrity.

You can earn up to 3 points for your Extended Essay and TOK paper as this chart shows. **Please note that a failing grade on the extended essay, being accused of academic dishonesty, or failing to turn in an extended essay at all will result in failing to earn an IB diploma no matter how high your test scores may be, so it mandates removal from the IB program in your senior year.**

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				



DEADLINES

Please text the message @schsib2020 to the phone number (786) 220-6016 to receive text reminders about EE deadlines!
TURNITIN CODE: 20662303, EE2020

<p>March 13-14</p> <p>Introduction & Directions</p>	<p>Attend the introduction to the EE with Mrs. Murray (your TOK class will come to the media center). She will go over the directions, research and MLA information, and you will complete the following items.</p> <ol style="list-style-type: none"> 1. Returned the signed EE Contract (end of this packet) to Mrs. Murray! (Due 3/14) 2. Read this direction packet. (Due 3/14) 3. Read the subject area directions for the subject you are interested in on www.SpruceCreekIB.weebly.com under directions. (Due 3/14) 4. Decided upon a general subject area. 5. Read the sample EEs in your chosen subject area on the website.
<p>March 25</p> <p>Supervisor Request</p>	<p>E-mail your first-choice supervisor and ask if they will supervise you. Every teacher's e-mail can be found on the IB website under Parents -> Teacher Phone and Email Directory. You are encouraged to stop by to see them in person too. The e-mail should tell them:</p> <ul style="list-style-type: none"> • What subject area you plan to write in • What sparked your interest in this chosen subject area • Any background reading you may have done • A provisional research question that is viable with the subject criteria • Why you want to work with them.
<p>March 25-26</p> <p>Supervisor Approval</p>	<p>Your supervisor will reply to your e-mail telling you if they will work with you, if they are full, or if they think you would be better suited to a different subject area. If they do not reply, please go see them in person BEFORE FRIDAY. Confirm that you will be meeting with them at lunch on April 4th. THEY ARE NOT RESPONSIBLE FOR FINDING YOU! Make sure they have any information they need (e-mail, phone number, etc.) to contact you.</p>
<p>April 4 LUNCH</p> <p>Check-In Session 1: Initial Ideas</p>	<p>Attend your first check-in meeting with your supervisor. This will be a mandatory group meeting during lunch in the teacher's classroom on APRIL 4TH. The supervisor will provide tips and suggestions related to your content area, help with research questions, and talk about expectations.</p>
<p>March 26-April 12</p> <p>Narrow Research Question</p>	<p>Research and narrow your general topic to a more specific research question. Spend time exploring the databases and finding possible sources. If there is time, your TOK teacher will allow you to search for sources and research in class.</p>
<p>April 8-12</p> <p>Check-In Session 2: Approval of Research Question</p>	<p>Once you are ready with a research question, meet with or contact your supervisor via e-mail (depending upon what they told you to do) to discuss your proposed research question. They will help you consider:</p> <ul style="list-style-type: none"> • If your research question is viable with the subject criteria • If you will be able to collect sufficient resources to effectively answer the question • If you need to revise the question to ensure it promotes an analytical approach or if you need a new focus for the question completely

Research Question Due April 12th!	Once your supervisor has approved your research question, enter it into the Research Question Form on www.SpruceCreekIB.weebly.com . <i>Note: IB does NOT permit two students to write on the same topic, so the student who submitted their approved question first will get to keep the topic.</i> Significant changes to the research question will need to be reapproved throughout the process. Remember- a research question that doesn't fit the subject area guarantees a failing grade even if the paper is amazing! Read your directions from IB World on the website.
April 13th - May 28th Research	READ! RESEARCH! BUILD BACKGROUND KNOWLEDGE! FIND SOURCES! Ultimately your goal is to locate all sources that you could use for your paper (the final number you use may be more or less depending upon the subject area you chose- your supervisor will guide you).
May 28th-May 30th EXTENDED ESSAY WEEK	You will spend ALL DAY in the media center (7:30-2:45 with a break for lunch) this week working on your paper. Your ATTENDANCE and WORK each day is a grade in TOK. By Friday morning, you will submit a 2000+ word early draft with a works cited to www.turnitin.com and email it to your supervising teacher. It does not need to be perfect, just a strong first draft with citations. The goal is for you to have something authentic on paper that you can work on finishing and making better over the summer. *If you are doing an experiment-based topic, make plans to complete your experiment and background research during this time or before it so that you can - turn in your results for your early draft.
May 31st Supervisor Meeting FIRST FORMAL REFLECTION SESSION	Supervising teachers will come to the media center on the morning of the 31 st to meet with students and talk about progress. They will not read your paper at this point (remember, they can only read the whole paper through one time to give you feedback). They are here to answer questions and talk about progress. This leads in to your first reflection session.
May 31st 1st Reflection Due	Submit your 1 st reflection paragraph to Turnitin! Your first formal reflection session must be documented in a paragraph of approximately 100-150 words. You write about what you have learned so far from your research process. It ultimately must go on your reflections on planning and progress pdf form located on sprucecreekib.weebly.com under Students → Extended Essay, but for this submission it can be in a Word document. Save the electronic document in a safe space because you will add to it.
June 3-4	<u>EXTENDED ESSAY LIBRARY WORK DAYS TAKE ONE!!!</u> The library will be open during these days from 8:30-2:30 for students to come in and work. If you are behind already, these days are not optional.
Summer	Revise and complete your rough draft including the table of contents and works cited.
June 1-August 11 Check-In Session 3	While you are revising your paper, you are expected to be periodically checking in with your supervising teacher and/or your EE coordinator. This is ultimately an independent process, but that does not mean you are going it alone! <i>Remember, supervisors are not required to be at your disposal all summer, which is why we started this process early. Be sure that you ask your supervisor when and how to contact them over the summer.</i>
August 6-9	<u>EXTENDED ESSAY LIBRARY WORK DAYS TAKE TWO!!!</u> You are welcome in the media center to work from 8:30-2:30.
August 13 (2nd Day of School) 7:25am 1st Draft Due	Students must electronically submit your COMPLETE 2nd draft <ul style="list-style-type: none"> • Electronically to www.turnitin.com AND • 1 printed copy to your supervisor by 7:25am This is a grade in your Senior English class. Late uploads will not be accepted for a grade in English. Make sure your essay is in ONE FILE in the following order: title page, table of contents, body of paper, works cited, appendix (if needed). This should be a copy that you feel is close to perfect in format, length, and subject area, but that you are ready to make even better based on feedback from your supervisor.

August 13-September 20 Supervisor Meeting: Feedback and Interim Reflection	Contact your supervisor to find out when they will be able to meet with you for feedback. Meet with your supervisor and go over suggested revisions. Remember that the supervisor is not allowed to edit your paper; they are there to guide you and tell you what areas you need to look at. <i>It is suggested that you take your own printed copy of your paper and mark it up as they tell you what corrections to make!</i> Pay close attention to issues related to citation and subject as they can both cause failing conditions for your paper.
September 23 2nd Reflection Due	Submit your second reflection to Turnitin. This is your second reflection session and must be documented in a paragraph of approximately 150-200 words on your reflections on planning and progress form. It reflects what you have learned from your process since the last reflection you wrote.
Sept 23- Oct 15 Revision	Make revisions as soon as possible after your meeting with your supervisor. Remember, an E on the paper will mean no IB diploma and no Bright Futures Scholarship, and the stronger your score is the more points you earn! Revision is not optional.
October 16 7:25am FINAL EE DUE	FINAL EE DEADLINE at 7:25am! Students must turn in one final electronic copy of the paper before 1st period! The electronic copy must be submitted to the FINAL DRAFT assignment on turnitin.com by 7:25am.
October 16-December 1 MENTOR MEETING: VIVA VOCE	Contact your supervisor to set up an appointment for your last meeting. This is your last conversation with your supervisor before they validate your work for IB World. If you do not meet with them for your Viva Voce, your paper cannot be validated and will not be sent for grading. Please refer to the Viva Voce directions in this packet for more information about what to expect at this meeting. You must also fill out your final reflection on your <i>Reflections on Planning and Progress</i> log after this meeting. Your supervisor will have a conversation with you where he or she asks you questions to determine: <ul style="list-style-type: none"> • What research skills and/or conceptual understanding have you acquired? • What other skills have you learned? • What have you learned about the topic, the research process and your own learning and any new questions you have uncovered? • What do you think were successes in this process? What was the most rewarding aspect of the entire process? • How will this experience prepare you for future work of this nature? • What is the personal significance of the work you have done?
December 15 Submit Your Reflections Log	Following the Viva Voce, you must write your last reflection (approximately 200 words) and polish the first two. Make sure it is no longer than 500 words combined. REMEMBER, this reflection paper is 6 points on the rubric! E-mail your completed <i>Reflections Log</i> to your supervising teacher & upload your completed portion (the supervisor portion will be blank) to Turnitin! Make sure you have indicated the correct dates you met in the correct spaces. The supervisor adds the final comment and gives it to the IB office for upload.
Mid-February (Date to Be Announced) UPLOAD TO IB	You will be uploading the electronic version of your final paper and your reflections to IB. Neither your name nor candidate number can appear on any of the pages, including the title page. You will upload during TOK or English using these directions: <ol style="list-style-type: none"> 1. Go to https://candidates.ibo.org 2. Enter your login credentials (see the IB office if you do not have them) 3. Click on the My Coursework tab 4. Click on Upload Coursework 6. Enter all mandatory fields 7. Click Upload coursework You will see file upload was successful message when your work has been uploaded!

SUBJECT AREAS

In 2018 there were 83,628 Extended Essays submitted globally. Here is the global breakdown of scores:

	Grade Distribution by Subject Group						Grade awarded	No grade awarded	Total
	A	B	C	D	E	N			
Studies in Language and Literature	2,886	4,246	5,478	3,479	143	136	16,232	136	16,368
Language acquisition	849	1,167	1,582	660	20	45	4,278	45	4,323
Individuals and societies	3,182	8,624	16,014	11,857	779	482	40,456	482	40,938
Sciences	1,273	3,402	4,979	2,507	111	119	12,272	119	12,391
Mathematics	495	700	677	256	6	13	2,134	13	2,147
The arts	816	1,352	2,214	1,507	125	60	6,014	60	6,074
Interdisciplinary	153	333	563	305	16	17	1,370	17	1,387
Total	9,654	19,824	31,507	20,571	1,200	872	82,756	872	83,628

	% Grade Distribution by Subject Group						Grade awarded	No grade awarded
	A	B	C	D	E	N		
Studies in Language and Literature	17.63%	25.94%	33.47%	21.25%	0.87%	0.83%	99.17%	0.83%
Language acquisition	19.64%	27.00%	36.59%	15.27%	0.46%	1.04%	98.96%	1.04%
Individuals and societies	7.77%	21.07%	39.12%	28.96%	1.90%	1.18%	98.82%	1.18%
Sciences	10.27%	27.46%	40.18%	20.23%	0.90%	0.96%	99.04%	0.96%
Mathematics	23.06%	32.60%	31.53%	11.92%	0.28%	0.61%	99.39%	0.61%
The arts	13.43%	22.26%	36.45%	24.81%	2.06%	0.99%	99.01%	0.99%
Interdisciplinary	11.03%	24.01%	40.59%	21.99%	1.15%	1.23%	98.77%	1.23%
Total	11.54%	23.70%	37.68%	24.60%	1.43%	1.04%	98.96%	1.04%

Your Extended Essay can be written in any of your chosen subjects for the IB Diploma. **You cannot write on any subject you have used for an IA or any other assignment.** It is not recommended that students write in a subject area that they have not studied in an IB class, SO THE OPTIONS LISTED BELOW ARE THE ONLY OPTIONS WE WILL APPROVE even though there are other options in the IB guide.

Group 1: Studies in Language and Literature (English)

Group 1 essays ask you to analyze literature. Student's chosen text(s) should be of sufficient literary merit to sustain in-depth analysis. Works of fiction and non-fiction can be considered if the works in question are of literary merit. Ensure that the work has a body of established *literary criticism* before deciding that the work is worthy of investigation. The availability of secondary sources to support arguments is vital.

Category 1	Critical analysis of one or more literary works originally written in ENGLISH.
Category 2	Critical analysis of a literary work or works originally written in ENGLISH compared with one or more literary works originally written in another language (studied in translation).
Category 3	Critical analysis of language based on one or more texts originally written in ENGLISH. Analyze text by considering how language, culture and/or context influence the ways in which meaning is constructed in texts.

Group 2: Language Acquisition (Spanish or French)

A Group 2 Extended Essay must be *written in the language* in which it is registered and focus on matters related to the target culture. Students are assessed on skills in research and analysis, not language proficiency.

Category 1	A specific analysis of the language (its use and structure), normally related to its cultural context or a specific text.
Category 2	A socio-cultural analysis of the impact of a particular issue on the form or use of the language, based on an examination of language use OR specific cultural artifact(s).
Category 3	A literary analysis based on a specific work or works of literature exclusively from the target language.

Group 3: Individuals and Societies (Social Sciences)

The quality of your sources and your depth of analysis of those sources is key for any group 3 essay. You must analyze, not describe. It is easy to fall into just explaining a topic in this category, but that would be a failing paper no matter how great your explanation is. It can NOT be even *remotely* related to your IA.

Economics	An essay that uses the principles of economics as a basis for researching a topic. Take a recent economic event, issue or policy, gather data and apply economic theories, models and tools to evaluate it. Topics should relate to economic information, policies, outcomes or events that are <i>no more than approximately five years old</i> .
History	In-depth analysis of a topic in history (<i>at least 10 years in the past</i>). The topic must focus on the human past. The topic can relate to social history items like music and sports, but whatever you choose should not be trivial in nature and should lend itself to high-level analysis using quality, scholarly source materials.
Psychology	A psychology extended essay should be an investigative, <i>analytical</i> argument on a topic in psychology. This is <i>not</i> an experimental paper and data collection is not appropriate at all. Students must have taken AP or IB psychology to write a psychology extended essay.

Group 4: Sciences

Science extended essays are based on data you collect OR primary source data that you manipulate and analyze in a unique way. THERE IS NO DIFFERENCE IN GRADE IF YOU GATHER THE DATA YOURSELF OR USE QUALITY PRIMARY SOURCE DATA, SO WE RECOMMEND USING PRIMARY SOURCE DATA! If you do choose to gather the data, you will need to begin your experiment early. You must read the ethical and safety guidelines for experiments before you begin. Topics that have outcomes that are well known and documented in standard textbooks should be avoided.

Biology	A biology extended essay should incorporate biological theory and emphasize the essential nature of the subject. (Be careful that your topic doesn't cross into chemistry.)
Chemistry	A chemistry extended essay has a clear chemical emphasis. The essay may be based on literature, theoretical models or experimental data, but students are strongly encouraged to undertake experimental work as part of their research.
Physics	An extended essay in physics should have a basis in physical theory and emphasize the essential nature of the subject.

Group 5: Mathematics

An extended essay in mathematics may be written on any topic that has a mathematical focus and need not be confined to the theory of mathematics itself. It will involve data-gathering, conjecturing, and proof, but will also include a comprehensive review of scholarly sources on the topic. Some categories of study:

- The applicability of mathematics to solve both real and abstract problems
- The beauty of mathematics—eg geometry or fractal theory
- The elegance of mathematics in the proving of theorems—eg number theory
- The history of mathematics: the origin and subsequent development of a branch of mathematics over a period of time, measured in tens, hundreds or thousands of years
- The effect of technology on mathematics
- Forging links between different branches of mathematics.

Group 6: The Arts

Essays in the arts all analyze a particular piece or pieces of art. Students should strive for a coherent verbal analysis and interpretation of one or more pieces in relation to the chosen research area and question.

Dance	Analysis of dance as expressive movement with intent, purpose and form that communicates through the body and gesture of the dancer should be at the heart of an EE in dance. A particular dance or a style of dance may be chosen as the core focus.
Music	<i>Analysis of real music</i> should be at the heart of an extended essay in music. This means that particular pieces of music should be chosen as the core focus of the essay.
Visual Arts	A visual arts extended essay will be an analysis that addresses a particular issue or research question appropriate to the visual arts (broadly defined also to include architecture, design and contemporary forms of visual culture).

Interdisciplinary

An Interdisciplinary essay gives you a chance to make meaningful connections between subject areas for an essay. You must declare the 2 subject areas and they **MUST BE SUBJECT AREAS YOU HAVE TAKEN THIS YEAR!**

Environmental Systems and Societies	An ESS extended essay provides students with an opportunity to explore an environmental topic or issue of particular interest or relevance to themselves and their localities. This is a multidisciplinary research topic that may be investigated either through primary data collection or secondary data collection. The topic should allow you to show some grasp of how both environmental systems and societies function in the relationship under study.
World Studies	An in-depth, <i>interdisciplinary</i> (2 subjects) study of an issue of contemporary global significance. It must fit into one of the following categories: <p style="text-align: center;">conflict, peace and security culture, language and identity environmental and/or economic sustainability equality and inequality health and development science, technology and society</p>

PAPER REQUIREMENTS

Word Count

4,000 is the maximum including the introduction, body, conclusion and quotations. There is not a minimum from IB, but it is difficult to score well with fewer than 3,000 words, so **think of 3,000 words as your minimum.** The word count does **NOT** include the acknowledgments, table of contents, maps, charts, diagrams, annotated illustrations and tables, equations, formulas and calculations, **citations, works cited** or appendices. Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit. In other words, the body will be 10-13 pages double spaced.

Researcher's Reflection Space

You are encouraged to include up to 9 pages of notes taken during the research process in your appendix. Title it the Researcher's Reflection Space and put dates and times that you conducted research along with your notes about different sources you read, etc. See the examples on the www.SpruceCreekIB.weebly.com. Including this in your appendix is optional but can help you earn maximum points for reflection.

Structure

Listed here are the required elements of the extended essay *in order*. The model for the extended essay is a paper in an academic journal. **THIS YEAR IS THE SECOND YEAR FOR THE NEW FORMAT, SO EXAMPLES ONLINE DO NOT NECESSARILY HAVE THE SAME ELEMENTS.** Please note the order in which the elements are presented here is *not necessarily the order in which they should be written*.

Title page

Table of Contents

Introduction

Body (development/methods/results)

Conclusion

Works Cited

Appendices (if needed- the examiner is not required to read the appendices)

How to Include Diagrams and Illustrations

Graphs, diagrams, tables and maps are effective only if they are clearly labeled and can be interpreted with ease. All such material that is incorporated into the extended essay must be directly related to the text and acknowledged where appropriate.

Plagiarism, Citation and Academic Honesty

An extended essay must reflect intellectual honesty in research practices and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate bibliographies and referencing. **Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of academic misconduct.** A works cited is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgment. The works cited should list only those sources cited.

FORMING A RESEARCH QUESTION

Developing a narrow, focused research question is an integral part of your extended essay process. A research question will provide a path to guide you through your research and writing.

Step 1. Choose your subject area	<i>Which subject area is of most personal interest to you? Is there something you are especially curious about in one of your IB courses?</i>
Step 2. Choose a topic that interests you	<i>Describe your work in one sentence.</i> I want to learn about _____. Example: I want to learn about public funding for the arts.
Step 3. Suggest a question	<i>Try to describe your research by developing a question that specifies something about your topic. I am studying _____ because I want to find out (who, what, when, where, whether, why or how) _____.</i> Example: I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are on low incomes. Direct question: To what extent are the arts accessible to people who belong to the class of the working poor? Include a command term from your subject area to help form the research question. Will you be able to argue a specific position? What are some possible issues or arguments?
Step 4. Evaluate your question	<i>Answer the questions:</i> <i>Is there a range of perspectives on this topic?</i> <i>Does the research question allow for analysis, evaluation and the development of a reasoned argument?</i> I am studying _____ because I want to find out _____ in order to understand (how, why or whether) _____. Example: I am studying public funding for the arts because I want to find out how accessible the arts are to the working poor so I can determine whether tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.
Step 5. Restate your question	<i>Asking the question in a different way might help you view your topic in a different way.</i> How does <i>analyzing</i> ... To what extent ...
Step 6. Review with your supervisor	<i>Is your supervisor able to understand the nature of your research?</i> <i>Is it clear to your supervisor how and why your topic is relevant in your subject area?</i>
Step 7. Reflection	<i>If you can adequately respond to the “so what?” question, you may be on your way to a clear and focused research question using your initial topic idea.</i> Do that here: _____

You must now start some preliminary reading around the issue or topic. Remember that you will most likely need to revise your research question once you start to undertake your research. In this sense your research question should always be considered provisional until you have enough research data to make a reasoned argument.

SAMPLE TITLE PAGE

The title should provide a clear indication of the focus of the essay. It should be precise and not necessarily phrased in the form of a question. Your research question should follow your title.

The Effects of Procrastination on the
Achievement of IB Diplomas at Spruce Creek High School

Research Question: To what extent and how did procrastination
impact extended essay scores at Spruce Creek High School (1997-2017)?

International Baccalaureate Extended Essay
Area of Study: Psychology
May 2019

Word Count: 3700

Inquirer.Knowledgeable.Thinker.Communicator.Principled.Open-Minded.Caring.Risk-taker.Balanced.Reflective

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Number all pages starting with the title page and the header of your document.

BODY OF PAPER

Your supervisor will be able to provide you with more subject specific guidance.

DO NOT JUST ANSWER THESE QUESTIONS- YOUR PAPER MUST FLOW! The questions are just to help you get started.

I. Introduction

- What is your research question?
- Why is the research question significant and worthy of study?
- Why is the research question significant to you personally?
- What is your thesis?
- What is your game plan for the rest of the essay?

II. Body

- What is the background information needed in order to understand your research question and thesis?
- What are the distinct elements of your thesis? How can the thesis be divided and broken down into parts?
- What are the central arguments you will make to defend your thesis?
- What are the topical subsections of your body? Outline each subsection of the body.
- How does each subsection build upon the previous subsection and lead up to the next? How does each subsection contribute to your defense of your thesis?
- What evidence will you present to support your arguments and thesis?
- What are your key sources? How will you integrate the evaluation of your sources in the Body?
- How will you integrate critical analysis into your Body?

III. Conclusion

- How have you sufficiently answered the research question and defended your thesis?
- What are the major strengths of your thesis and your analysis and defense of it in your essay?
- What could you have done better in the essay? Evaluate your own work critically.
- What are the new questions and unresolved questions which have arisen from your research and analysis?

FORMAL VS. INFORMAL WRITING

When writing your extended essay, you should use language that is *formal and academic* in tone. Here are some examples to help you see what your paper should sound like.

English Example

NO	I decided to write an extended essay on how hip-hop works as protest of the lower classes because I think the music is cool and really gets people dancing, inspiring those people who wouldn't normally think there's any point in being against anything to listen to the message. Being an enthusiastic hip-hop dancer myself, I really wanted to find out some more about this.
YES	This extended essay on how the lyrics of hip-hop developed as a form of protest against a society segregating the working classes is based on the premise of the music having a distinct and energizing rhythm that really inspires people to move, thereby reaching out to audiences who wouldn't normally believe in protest, let alone speak out in public. Thus, the music becomes a vehicle for words of protest that can and indeed have changed the world. My own experience with dancing hip-hop at a relatively advanced and skilled level fueled my desire to research this topic in more depth.

Biology Example

NO	Biology has always been a passion of mine. Ever since I was searching for frogspawn in my grandparent's pond as a four-year-old and annoying my mum with a battery of jam jars on the window sill in which I was trying to raise tadpoles I have been fascinated with observing nature in detail. Even in English, reading <i>Death of a Naturalist</i> by Seamus Heaney, I found myself thinking up an experiment to do with dragonflies and bluebottles. I have a fish tank at home with three different sorts of fish. I've noticed that they all respond differently when I feed them. I'm wondering what else is different in their behaviour so, in this extended essay, I'm going to find out how they react to light.
YES	This extended essay is focused on investigating the phototaxic responses of three different species of fish that occupy different areas of an aquarium: danios (<i>Danio rerio</i>), which group near the surface of the water, black skirt tetra (<i>Gymnocorymbus ternetzi</i>), which swim in the middle of the tank, and kuhli loach (<i>Pangio kuhlii</i>), which swim near the bottom of the tank. It is anticipated that they will respond differently to light according to their niche within the tank. The outcome of my investigation could inform the feeding strategy used for different fish as well as highlight the adaptive nature of taxic response in fish. In addition, this essay may help to inspire some fellow students to view their fish with new interest, and consider their own strategies in populating a fish tank.

Psychology Example

NO	When I go into a supermarket there is always gentle background music playing, although in the clothes shops I like it is always loud pop music. At breakfast my dad likes to listen to Rossini string sonatas, while my little brother has heavy metal on his iPod and will head-bang his way through a bowl of cornflakes. My extended essay is trying to research why people rely on certain types of music to influence their mood and how music is used in this way for advertising. I am not sure if there is a connection and whether the music does affect, for example, people's shopping habits, but it will be interesting to try to find out, especially to see if different peoples' brains are wired differently when it comes to music.
YES	This extended essay intends to investigate whether there is a causal relationship between music listened to and the mood of individuals. Additionally, it will seek to explore whether this relationship is used in advertising to encourage people to spend money.

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SCHS MLA and APA Quick Guide

www.SpruceCreekMedia.weebly.com

Extended Essay Paper Format Basics

	MLA	APA
When do I use MLA vs. APA?	IB World allows you to use ANY style guide for your extended essay as long as you are consistent, but they highly recommend schools choose one and stick with it. At SCHS, we have chosen a modified version of MLA, so use the MLA column unless your supervising teacher insists that you need to use APA for your citations and references!	
Font	12 point Times New Roman or Arial	
Line Spaces	Double Spaced	
Margins	1" Margins	
Header Location	Look for how to insert a header into your document. On Word it is under "Insert" and "Header." The header will default to ½" from the top of the page, which is what you need for both MLA and APA. There is also an insert page number tool.	
What is in the Header?	Page Number (The EE requires no identifying marks, so no last name.)	
Subheadings In Text	You can use subheadings if you need to, but they are not encouraged in the rubric. If you do use subheadings, be sure that they do not resemble IA subheadings and that they enhance the flow of your essay, not detract from the flow.	
Appendices	The grader is not required to read the appendices and they should not contain anything essential to the understanding of your paper, but they can be included at the end if needed.	

Parenthetical Citation/ In-Text Citations

	MLA	APA
When to cite in the text	Each time you use information from a source (whether a direct quote or something you have put into your own words), you must cite it in the body of the paper at the end of the sentence before the period. If you have several sentences with information from the same source in a row, you can cite when shift sources and/or start a new paragraph. If you use a quote, you must cite the source at the end of the quote.	
How to cite in the text	<p>(Last name page number). Use the last name and page in parenthesis at the end of the sentence (Smith 12).</p> <p>If your reference the author's name in the actual text, use just the page number in parenthesis at the end of the sentence (12).</p> <p>No page? Leave it out (Smith).</p> <p>No author? Shortened title in quotes or italics depending upon how it appears in your reference page ("Title" 12) or (<i>Title</i> 10).</p>	<p>(Last name, year of publication). Author's last name, comma, and the year the material was published (Smith, 2010).</p> <p>According to Smith (2010), if you reference the author's name in the actual text for APA format, only refer to them by their last name and just use the year in parenthesis after the author's name.</p>

End-of-Text Citation Basics

	MLA	APA
Reference List	At the END of the paper on its own page. All sources used for the paper MUST be listed. Listed alphabetically using the first word in each citation (usually the author's last name).	
Reference List Title	Titled "Works Cited"	Titled "References"
Author Names	Last name, first name (Doe, John)	Last name, first initial (Doe, J.)
Multiple Authors	Spell out available names alphabetically up to 3 authors. First author is last name first, rest are first then last. More than 3, list first 3 and put "et al" at the end.	Lists all authors alphabetically, but only using the last name, first initial.
Indentation	Uses a hanging indent (first line not indented, subsequent lines are indented) for each source.	
Resources for Creating Reference List	If you are using an electronic database, there is usually a button that will give you the citation formatted for the correct style guide, but it will not be perfect. If it is any other source, you can EasyBib or any of the other tools available on the media center website. These resources do not help you if you don't know what they are looking for!	
Tips and Tricks	<ul style="list-style-type: none"> • If you have the essence of how to cite down, you won't be guilty of plagiarism. • n.p. = no publisher, n.pag. = no pages given, n.d. = no publication date • Need to cite something not listed or need examples? Google it or visit the Purdue Online Writing Lab! 	

End-of-Text Citation Formulas

	MLA	APA
BASIC BOOK BY ONE AUTHOR	Author's Last Name, First Name Middle Initial (or Corporation Name if Appropriate). <i>Complete Title of Book</i> . Edition (if there is one). Place of Publication: Publishing Company, Year Published. Print.	Author's Last Name, First and Middle Initials. (Year of publication). <i>Title of work: Capital letter also for subtitle</i> . Location City, Location State Abbreviation: Publisher.
Chapter or Article in an ANTHOLOGY	Last name of the author of the work you are citing, first name. "Title of the Article." <i>Title of Book</i> . Ed. Editor's first and last name. Volume Number (if there is one). Place of Publication: Publisher, Year. Pages of work. Print.	Author's Last Name, First and Middle Initials. (Year of publication). Section Title. In Editor's Last Name, First and Middle Initials (eds.) if applicable, <i>Title of anthology: Capital letter also for subtitle</i> (Edition ed., pp. pages). Location City, Location State Abbreviation: Publisher.
ON-LINE DATABASE	Author's last name, first name. "Title of Article." <i>Name of Magazine/ Newspaper</i> . Volume Number (Year of Publication): page(s). <i>Name of Database</i> . Name of Service. Web. Day Month Year of Access.	Author's Last Name, First and Middle Initials. (Year of publication). Title of article. <i>Title of Online Periodical, volume number</i> (issue number if available), page range if available. Retrieved from http://xxxxx OR doi:xxxxx if applicable
WEBSITE	Author's last name, first name (or editor/compiler if given). "Title of Page." <i>Name of Site</i> . Organization Responsible for Site, Day Month Year of Publication. Web. Day Month Year of access. <url>.	Author's Last Name, First and Middle Initials. (Year, Month Date Published). Article title. <i>Website Title</i> . Retrieved Month Date, Year, from URL.

Inquirer.Knowledgeable.Thinker.Communicator.Principled.Open-Minded.Caring.Risk-taker.Balanced.Reflective

EXTENDED ESSAY RUBRIC

34 points possible- 28 points for the essay, 6 points for the reflection

Criterion A: Focus and Method

This criterion focuses on the **topic, the research question** and the **methodology**. It assesses the **explanation of the focus of the research** (this includes the topic and the research question), **how the research will be undertaken**, and **how the focus is maintained** throughout the essay.

5–6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none">• Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none">• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none">• An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question.• There is evidence of effective and informed selection of sources and/or methods.
3–4	<p>The topic is communicated.</p> <ul style="list-style-type: none">• Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none">• The research question is clear but the discussion in the essay is only partially focused and connected to the research question. <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none">• Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.• There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none">• Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none">• The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered.• The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none">• The source(s) and/or method(s) to be used are limited in range given the topic and research question.• There is limited evidence that their selection was informed.
0	<p>The work does not reach a standard outlined by the descriptors below.</p>

Criterion B: Knowledge and Understanding

This criterion assesses the extent to which the **research relates to the subject area/discipline used to explore the research question**, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this **knowledge and understanding is demonstrated through the use of appropriate terminology and concepts**.

5–6	<p>Knowledge and understanding is excellent.</p> <ul style="list-style-type: none"> The selection of source materials is clearly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. <p>Use of terminology and concepts is good.</p> <ul style="list-style-type: none"> The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.
3–4	<p>Knowledge and understanding is good.</p> <ul style="list-style-type: none"> The selection of source material is mostly relevant and appropriate to the research question. Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. <p>Use of terminology and concepts is adequate.</p> <ul style="list-style-type: none"> The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
1–2	<p>Knowledge and understanding is limited.</p> <ul style="list-style-type: none"> The selection of source material has limited relevance and is only partially appropriate to the research question. Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. <p>Use of terminology and concepts is unclear and limited.</p> <ul style="list-style-type: none"> Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.
0	<p>The work does not reach a standard outlined by the descriptors below.</p>

Criterion C: Critical Thinking

This criterion assesses the **extent to which critical-thinking skills have been used to analyze and evaluate the research undertaken**.

10–12	<p>The research is excellent.</p> <ul style="list-style-type: none"> The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> The research is analyzed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.
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	<ul style="list-style-type: none"> This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. The research has been critically evaluated.
7–9	<p>The research is good.</p> <ul style="list-style-type: none"> The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. The research has been evaluated, and this is partially critical.
4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the evidence. <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> An argument explains the research but the reasoning contains inconsistencies. The argument may lack clarity and coherence but this does not significantly hinder understanding. Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. The research has been evaluated but not critically.
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p>
0	<p>The work does not reach a standard outlined by the descriptors below.</p>

Criterion D: Presentation

This criterion assesses the extent to which the **presentation follows the standard format** expected for academic writing and the extent to which this aids **effective communication**.

3–4	<p>Presentation is good.</p> <ul style="list-style-type: none"> The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. Layout considerations are present and applied correctly. The structure and layout support the reading, understanding and evaluation of the extended essay.
1–2	<p>Presentation is acceptable.</p> <ul style="list-style-type: none"> The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. Some layout considerations may be missing or applied incorrectly. Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.
0	<p>The work does not reach a standard outlined by the descriptors below.</p>

Criterion E: Engagement

This criterion assesses the student's **engagement with their research focus** and the **research process**. It will be applied by the examiner at the end of the assessment of the essay, and is **based solely on the candidate's reflections** as detailed on the **Planning and Progress Form (PPF)**, with the mentor's comments and extended essay itself as context.

5–6	<p>Engagement is excellent.</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.
3–4	<p>Engagement is good.</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.
1–2	<p>Engagement is limited.</p> <ul style="list-style-type: none"> Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process.
0	<p>The work does not reach a standard outlined by the descriptors or a RPPF has not been submitted.</p>

EE Predicted Grades: Assessment Grade Descriptors (Next Page)

Grade A

Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analyzed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. **Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.**

Grade B

Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analyzed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. **Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.**

Grade C

Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied. **Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.**

Grade D

Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing. **Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.**

Grade E (failing condition)

Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements. **Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.**

Student Checklist – Extended Essay Assessment Criteria

Criteria A: Focus and Method	Yes	No	Point Value
Topic is accurately and effectively communicated			6
Purpose and focus of research is clear and appropriate for topic			
Research question is clearly stated and connected to the discussion in the essay			
A range of relevant sources supports the topic and the research question			
Methodology appropriate to the subject, topic, and research question has been utilized			
Criteria B: Knowledge and Understanding	Yes	No	
Selection of research sources are clearly relevant and appropriate to the subject(s), issue and research question			6
For World Studies: IB subjects are relevant to and appropriately used to address the issue.			
Use of subject(s) specific terminology and concepts are accurate, consistent and demonstrate knowledge and understanding of the subject(s), topic, and issue			
Criteria C: Critical Thinking	Yes	No	
The research/evidence is multi-sourced, relevant to the research question and applied consistently throughout the essay; research has been critically evaluated			12
Analysis of research/evidence is effective and focused on supporting the research question			
A well-reasoned argument based on appropriate research/evidence is presented			
Conclusions drawn from analyses are supported by research/evidence			
The argument is well structured and coherent			
Criteria D: Formal Presentation	Yes	No	
The structure/format of the essay clearly conforms to:			4
a. IBO guidelines for electronic uploading			
b. Subject specific format/structure requirements			
Criteria E: Engagement	Yes	No	
My reflections clearly express my thinking/evaluation on my progress, problems and decisions throughout the essay			6
My reflections clearly demonstrate a high degree of intellectual and personal engagement with my topic			

Checklist Created by Sharon Vansickle, Educational Consultant, IB DP Workshop Leader

VIVA VOCE (FINAL MEETING)

Viva Voce is a fancy name for an oral exam/ defense of a piece of writing. In the extended essay process, it is the final meeting between the supervising teacher and the student mentee.

What is the goal of the Viva Voce?

The supervising teacher has to fill out a supervisor's reflection and declaration on your reflection document before it is sent to IB World. The purpose of the Viva Voce is to provide the supervising teacher with an opportunity to ask the students any questions they need to ask to be able to fill out the reflection. This reflection asks the supervising teacher to respond to the following:

"Please comment, as appropriate, on the candidate's performance, the context in which the candidate undertook the research for the extended essay, any difficulties encountered and how they were overcome (see page 13 of the extended essay guide). The concluding interview (viva voce) may provide useful information. These comments can help the examiner award a level for criterion K (holistic judgment). Do not comment on any adverse personal circumstances that may have affected the candidate. If the amount of time spent with the candidate was zero, you must explain this, in particular how it was then possible to authenticate the essay as the candidate's own work."

It also asks the supervising teacher to sign that they have read the final paper and to indicate how many hours they spent with the candidate discussing the progress of the extended essay (e-mails, texts, etc. can count in the hours).

How does the student prepare for the Viva Voce?

If the student has completed an authentic research process, he or she should be prepared to answer questions about the paper, resources and process without any additional preparation. However, once the paper is in, we ask students to go back to www.turnitin.com and complete a short reflection. We also strongly encourage students to predict their own grade using the rubric on the website so that they can discuss their possible score with their supervising teacher. **Most mentors will also want the student to bring a printed copy of the final essay to the meeting.**

What questions does the mentor ask during the Viva Voce?

No essay should be authenticated if the supervisor believes it contains plagiarism, so mentors should ask questions that will help them be assured there is no plagiarism in the paper. In addition, the mentor should ask questions that will allow them to understand the student's process. Here are some questions the mentor may want to ask:

- On page XYZ you cite Z. Could you tell me more about this source? What did you learn from it?
- I am not clear what you mean on page XYZ. Could you explain it a little more?
- Which source did you find most helpful for your paper? Why?
- How did writing this paper cement your understanding of XYZ?
- Can you login to turnitin.com so we can look at your originality report together?
- What grade do you think this paper will earn? Let's look at the rubric together.
- What have been the high and low points of the extended essay process for you?
- What were the most interesting aspects of the process?
- Did you discover anything that surprised you?
- What have you learned through writing this essay?
- Is there any advice you would want to pass on to someone just starting out on an extended essay?
- What do you think we should change about our school process?
- Is there anything else that you would particularly like me to mention in my report to IB World?

Unless there are particular problems with academic honesty, the viva voce should be a positive experience. Completion of a major piece of work such as the extended essay is something for students to feel good about.

REFLECTIONS ON PLANNING AND PROGRESS



6 POINTS/ 1 LETTER GRADE ON THE RUBRIC

This form is to be completed as you go through the process of writing your EE. **This is a PDF that you must download and type into.** It is located on www.sprucecreekib.weebly.com under students → Extended Essay. This document is where you reflect on your process and progress, including things you change along the way. **IT IS ABOUT YOU AND WHAT YOU LEARN.** This document acts as a record in supporting the authenticity of your work. The three reflections combined must amount to no more than 500 words. Here is one sample to give you an idea of what your reflection could look like, but there are more on the website. You must undertake three formal conversations with your supervisor before writing your 3 personal reflections.

The first formal reflection session should focus on your initial ideas and how you plan to undertake your research. It will be 100-150 words. Sample 1st Reflection:

In many of my courses we have discussed the role that media play in conveying information, and how many people learn about current events from newspapers and TV news. I think this would be an interesting topic to research in my essay, and I'm also thinking of studying journalism in the future. After talking to my supervisor, I know that I need to focus on something more concrete. My plan is to choose a certain event in history, and then look at how the media was involved. I have started searching the databases and reading some books I checked out of the library.

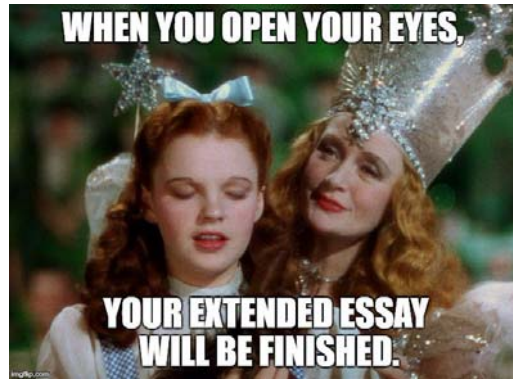
You write your interim reflection once a significant amount of your research has been completed and you have begun your paper. It will be 100-150 words. Sample Interim Reflection:

I discovered that the American media was very heavily involved in the Vietnam War between 1955 and 1975. And this was the first time that the US media was not censored in the same ways as in the Second World War or the Korean War. This became the focus for my paper. I have already found multiple sources and have been writing down ideas in my research portfolio. I have also found some pictures which I can use in my essay to discuss how the media reported on the events with regards to the photos. I have begun writing a rough draft of my paper to gather my thoughts, but it is still a little broad, so I'm trying to narrow down my topic and revise my research question. I have learned a lot about keeping track of sources in my writing and citing them properly.

The final session will take place once you have completed and handed in your EE and participated in your Viva Voce meeting. It should be approximately 200-250 words. Remember, the three parts in total can't go over 500 words.

Sample Final Reflection:

I narrowed down my research down in the end to looking at how the US media reporting of the Vietnam War was out of context and how this influenced the American public. I found lots of sources that discuss the issue, and it is very interesting to see how the media really took some events completely out of context and the American public was left with a wrong image of what really took place. I learned that it's important to be critical when reading the news, because there can be multiple sides to one story, so you cannot always trust that the news story is completely true. I'm very happy that I was able to finish my essay, because it was a lot of hard work. I learned a lot about the topic, and also how to write academic essays. I understand now that it is important to have a clearly defined focus for the essay as early as possible, because 4000 words is not so long in the end to cover a huge topic.



Deadlines at a Glance

These are just the highlights- see the full deadlines on pages 3-5

March 13th-May 27th RESEARCH

March 25 th	Pick Subject and Request a Supervisor
April 4 th	First Meeting with Supervisor (LUNCH)
April 12 th	Submit Approved Research Question
May 27 th	Have Main Sources Ready (5+)

May 28th-August 12th WRITE

May 28 th -30 th	EE WEEK (Mandatory 7:30-2:45 in Media)
May 31 st	2000 Word Rough Draft Due
May 31 st	Meeting with Supervisor (Everyone in Media)
May 31 st	First Reflection Due
June 1 st -August 12 th	Finish Writing Paper
August 13 th	Complete First Draft Due

August 13th-October 15th REVISE

August 13 th	Find Out When Your Feedback Meeting Will Be
Sept 20 th	Feedback Meeting Deadline
September 23 rd	Second Reflection Due
October 16 th	FINAL DRAFT DUE

October 16th-December 14th REFLECT

October 16 th	Find Out When Your Viva Voce Will Be
December 1 st	Viva Voce Deadline
December 15 th	FINAL REFLECTIONS DUE

SCHS EE STUDENT Contract



As a student writing the extended essay...

I understand that I have the right to:

- Have clear guidelines about the formal presentation of the EE and marking criteria from the EE coordinator
- Receive guidance and support during the research process from the EE coordinator and my mentor

I understand that my teacher mentor agrees to:

- Be accessible for consultation on a scheduled basis
- Provide subject specific guidance
- Provide verbal feedback on 1 draft version of the essay
- Conduct meetings and a final interview (Viva Voce)
- Spend approximately 3 hours total mentoring and evaluating the extended essay

I understand that I also have the responsibility to:

- Make and keep appointments with my mentor- they are not responsible for contacting me
- Work steadily throughout the process and keep to deadlines
- Consult my mentor or EE coordinator as soon as I realize I have a problem
- Avoid plagiarism and malpractice by utilizing appropriate citations
- Upload my paper to turnitin.com and check for citation errors before submission

I understand the following about the Extended Essay:

- A score of D or higher is a requirement to earn an IB Diploma.
- The IB Extended Essay is intended to be an independent research project completed by the student.
- I am responsible for taking the initiative in getting help and understanding all requirements.
- It is not my mentor's responsibility to chase me down.
- It will take approximately 40 hours to complete my EE.
- A portion of my TOK and English grades will reflect me meeting deadlines in the process.
- The paper is due when I return from summer.
- If I fail to meet with my supervisor, the paper will not be submitted to IB World.
- I must complete the extended essay to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy and be registered for course exams. I understand that I will be put on probation and could be removed from the IB program at any point if I am not meeting EE deadlines.

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay. I will adhere to the regulations and guidelines and the deadlines prescribed in the contract.

Name of Student: _____
Student Signature: _____
E-mail Address: _____
Phone Number: _____ Text Messages? YES/NO
Subject Area (As of March 2019): _____
1 st Choice Supervisor (As of March 2019): _____