A Student Guide
To Writing the
Extended Essay
Welcome!

You are about to begin the challenging and rewarding process of writing our Extended Essay. This project gives you the special opportunity to do independent research on a topic in which you have a special interest. It is comparable to a “thesis” at the college level – and is an inquiry-based experience that is guided by your engagement and investment in the topic that you select to explore. This guide is designed to answer questions along the way, and to provide you with the timeline and resources that you will need to successfully complete the Extended Essay requirement for your International Baccalaureate Diploma.

This guidebook will be of invaluable assistance to you: Please read it and keep it with you throughout the process!

The teachers and staff at Richard Montgomery High School wish you great success as you begin this endeavor. Please utilize all resources available to you. By following the schedule provided, you will be able to meet deadlines and finish the work required in the time allowed.

This Guide Book Belongs to: ________________________________

My EE Advisor is: ____________________________________________

IF FOUND, Please return this guidebook to Ms. Day, the Extended Essay Coordinator, in the IB Magnet Office, Suite 200.

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"MY TERM PAPER HAS HYPERTEXT LINKS, FULL-SCREEN VIDEO CLIPS, ANIMATED FONTS, AND AWESOME 3D SPECIAL EFFECTS... NOW ALL I NEED IS A TOPIC."
ACKNOWLEDGEMENTS

Portions of this manual were developed by Duke University librarians. An updated version of this information (designed for university students) can be located on the web at http://www.lib.duke.edu/libguide. Permission was sought to modify the original web documents for use in this manual on 1/10/05 and granted on 1/12/05.

Portions of this manual were developed and refined by Sharon Vansickle, Ph.D., Librarian at Riverdale High School Fort Myers, FL. Permission to use her materials was granted on 12/10/09.

Portions of this manual were developed and refined by Jo E. Johnson, Theory of Knowledge and Extended Essay instructor at Richard Montgomery High School, Ms. Hoover, Magnet Coordinator, and other Richard Montgomery ToK teachers and staff; most recent updates were made in 2009.

Portions of this manual include official IBO documentation provided to authorized schools in the Diploma Program, and have been included with permission by the International Baccalaureate. Extended Essay Guide, 2007 for exams starting 2010.

Other Resources Consulted or Used in the Creation of this Guidebook Include:

http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/question.html
Sue Hemmings (The Open University) and Anne Hollows (Sheffield Hallam University)

http://www.socscidiss.bham.ac.uk/s7.html
Lotte Rienecker, Formidlingsscentrets Overheads, KU, 22.4.1999.
http://www.chem.uky.edu/courses/common/plagert.html
http://www.language.ait.ac.th
http://www.yukoncollege.yk.ca
http://www.library.cornell.edu/olinuris/ref/research/skill26.htm
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Reference Department Collections, Reference, Instruction & Outreach (CRIQ)
Cornell University Library Ithaca, NY, USA
http://depts.gallaudet.edu/englishworks/
http://www.crlsresearchguide.org/12_Making_Note_Cards.asp
http://www.sheboyganfalls.k12.wi.us/staff/dehogue/FSSH/images/note_card.jpg
http://www.bedfordstmartins.com/history/benjamin/content/page51.htm
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PART I:

Before You Begin and the “Nuts and Bolts”

Look around you — it’s so obvious, yet it’s been right under our noses all this time and we never even thought of it! Ice...! Yes, that’s right... Ice...! Our unlimited natural resource...! Say after me: “Our unlimited natural resource...” Very good!! Now if we can only work out who to sell it to, we can all be filthy rich!!

Penguin motivational speakers.
Background on the Extended Essay from the International Baccalaureate

In order to earn the International Baccalaureate Diploma, all candidates must submit an extended essay on a topic of their choice in one of the subjects of the IB curriculum. This culminating assessment is completed by the middle of the second year of the program. Students are supervised by a teacher qualified to teach the subject of their essays or suitably familiar enough with the subject area to provide adequate supervision and advisement over the course of the research and writing process. The essays are graded by examiners appointed by the Chief Examiner of each subject in the IB Office in Cardiff, Wales.

Content and Length
Quality, not quantity, is the focus of the extended essay. The essay is to be the authentic, personal work of the student and to provide the student with the opportunity to engage in independent research. Emphasis is placed on the development of the skills of organizing and expressing ideas logically and coherently. Candidates should select a restricted topic rather than a broad, general one. Topic selection should be preceded by preliminary research to determine if the topic is suitable for the IB criteria. Maximum length: 4000 words.

Assessment Objectives, Requirements and Recommendations
In working on the extended essay, students are expected to:

- plan and pursue a research project with intellectual initiative and insight
- formulate a precise research question
- gather and interpret material from sources appropriate to the research question
- structure a reasoned argument in response to the research question on the basis of the material gathered
- present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
- use the terminology and language appropriate to the subject with skill and understanding
- apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

It is required that students:

- choose a topic that fits into one of the subjects on the approved extended essay list (in the Coordinator’s Hand Book)
- observe the regulations relating to the extended essay
- meet deadlines
- acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as their research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met (for example, all students should get full marks for the abstract).
Examiners’ reports frequently emphasize the following positive steps.

Recommended: things to do

Before starting work on the extended essay, students should:

• read the assessment criteria
• read previous essays to identify strengths and possible pitfalls
• spend time working out the research question (imagine the finished essay)
• work out a structure for the essay.

During the research process, and while writing the essay, students should:

• start work early and stick to deadlines
• maintain a good working relationship with their supervisor
• construct an argument that relates to the research question
• use the library and consult librarians for advice
• record sources as they go along (rather than trying to reconstruct a list at the end)
• choose a new topic and a research question that can be answered if there is a problem with the original topic
• use the appropriate language for the subject
• let their interest and enthusiasm show.

After completing the essay, students should:

• write the abstract
• check and proofread the final version carefully.

Examiners’ reports also mention these things to be avoided at all costs.

Recommended: things to avoid

Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

In addition, students should not:

• forget to analyze the research question
• ignore the assessment criteria
• collect material that is irrelevant to the research question
• use the Internet uncritically
• plagiarize
• merely describe or report (evidence must be used to support the argument)
• repeat the introduction in the conclusion
• cite sources that are not used.

One further piece of advice is as follows: the more background a student has in the subject, the better the chance he or she has of writing a good extended essay; choosing to write the extended essay in a subject that is not being studied as part of the Diploma Program often leads to lower marks.
The Extended Essay

The Extended Essay (EE) is an integral and unique part of the IB program. As a core component, it is a task that all candidates must complete successfully in order to receive an IB diploma.

What it is

The Extended Essay is a formal research paper that is devised, conducted, and written by the student. It is similar to a senior project, though it is much more complex and demanding. A better comparison would be that an Extended Essay is a simplified version of the PhD thesis.

During the course of an Extended Essay, candidates conduct extensive research and study into the topic of their choosing from one of the six IB subject groups. This allows candidates to show knowledge and understanding, not only in a specific subject, but also in the skills that are necessary to complete the project.

The Extended Essay is a synthesis of the skills that you are expected to acquire during the IB program. Specifically, these are critical inquiry and analysis, engagement in systematic research and learning, as well as developing research and presentation skills.

Timing and other considerations

While the Extended Essay is independent from any class, the time demands of the project are equal to that of any other course. Successful candidates are expected to spend at least 40 hours on the Extended Essay, so it is essential to build time for it into your daily schedule. The biggest challenge students face when writing the Extended Essay is not starting to work on it early enough and waiting to complete critical sections of the project until the last possible moment.

This is an essential project so it is imperative to set aside enough time to complete it. As well, the Extended Essay usually takes longer to finish than you think it will. My Extended Essay project morphed itself from a simple interview to a full blown oral history project. My problem was not figuring out what to write, but what to take out.

While the exact schedule will vary from school to school, the Extended Essay process generally begins around February during the first year of the IB program. During February/March, you will select a topic and develop a formal research proposal. You will also either be assigned, or request a faculty advisor to assist you in the project.

Following these initial steps, you will begin your research, and over the summer, as well as into the next school year you will write the Extended Essay.
Ideally, you will finish a final draft sometime between December and February of your senior year.

The biggest hurdle that students face in this timeline is summer break. Many (if not most) people do little or nothing over the summer. When fall comes, not only is there a lot of work to be done on the Extended Essay, but there is also the senior year IB workload, PLUS college applications, essays, etc. I definitely procrastinated a little more than I should have and spent many long, caffeine induced nights transcribing, researching, and writing. Avoid this at all costs.

During the summer, things can be more flexible. This is prime time to get A LOT done on your Extended Essay. The essay does not have to be finished by the start of school in the fall; however, a draft will take you a long way in getting a better grade on the final product and making senior year much less stressful.

In a nutshell: you’re going to have a lot on your plate, so start early.

Choosing a topic

Choosing a subject and topic is perhaps the most important step in writing the Extended Essay. Picking a topic without considering the final outcome of your project can have serious consequences several months down the line. On the other hand, changing topics mid-way through is very doable, and although I do not advise it, I know several successful IB candidates who changed their topics a month, or even weeks before the final deadline.

The best advice is to pick a topic in which you have a genuine interest. Do not pick a topic simply because it “has candor” or seems impressive.

Try to avoid choosing a topic that is obviously over everyone’s head (including yours). Without comprehensible sources you will end up frustrated and regretting your choice in topic while writing an Extended Essay that is complete gibberish.

Rather than trying too hard and hating yourself in the process, the path to a good Extended Essay is through a subject and topic that motivate you. Find something that will drive you even when the nights are long and the days are dark; a topic that you love and that will keep you interested for a year of research and writing.

Start with something you are familiar with - and good at. If you are great at biology and growing plants, maybe consider something that has to do with plant genetics and breeding. Your essay will just be a big lab project. On the other hand, if you are love reading and literature evaluation, consider doing a critical evaluation of one, or even several books.
Try to choose a manageable topic. Pick something that has substance, but at the same time can be focused and specific. Getting into too small of a niche can have its drawbacks, however biting off more than you can chew often proves to be very dangerous.

You may find that your initial topic, although focused, is still too broad to really get a good grasp on. This can be good to start, however, narrowing a topic down and eventually focusing on a single question or aspect is beneficial to your grade and the amount of work that you do.

The Extended Essay is a chance learn more about what you like to do and to tell other people about it. If you are passionate about your topic, it can easily become one of the most enjoyable parts of the IB diploma program.

The Importance of your Advisor

To properly navigate your subject, you are required to have a faculty adviser. An adviser is the main source of help that students receive when developing the Extended Essay. Your adviser must be a teacher at your school and in some way be related to the topic which you are studying. My Extended Essay was an oral history project, so my advisor was my history teacher and IB coordinator, Mr. Guy Thomas.

A good advisor will help you to understand your subject, as well as make sure that your research, paper, and presentation all conform to the standards set by the IB. The advisor should also spend time looking over your first draft (they are not allowed to edit), as well as help you to find the resources that you need to successfully complete your project.

Advisors take their role very seriously and the evaluation of your Extended Essay is augmented by a report that is written by your advisor. You will also spend a lot of time with them, so its a good idea to find someone who you like. Not getting along with your advisor can make the Extended Essay into a miserable experience, even if you have a good topic.

How it works

The Extended Essay is a formal research paper and it has certain specifications to how it should be presented. While you certainly can alter the order, it is important to include these sections in order to receive the best possible grade.

Title:

This should make the focus of the essay very clear. It should be precise and not drawn-out or long-winded.
Core Elements – The Extended Essay

Abstract:

The abstract presents an overview of the essay. It is not an introduction, but rather a synthesis. For this reason, it is best to write the abstract last. The abstract is limited to 300 words. The abstract should cover
- The research question being investigated
- The scope of the investigation
- The conclusion(s) of the Extended Essay.

The abstract should be typed or word processed on one side of a sheet of paper, and placed immediately after the title page.

Contents Page:

The contents page is placed at the beginning of the essay and lists the contents of the document. All pages must be numbered.

Body:

The main text of the Extended Essay is limited to 4,000 words or less. This word count only includes this main text, not the abstract, contents, or any illustrations.

Surpassing these limits can bring on penalties as IB examiners are not required to read more than 4,000 words of your paper. At the same time, you should probably write at least 2,000 words in order for your essay to be taken seriously.

Illustrations:

Extended essays are expected to be organized and neat. While they are not required, illustrations can go a long way in presenting your argument.

If you use graphs, tables, or photographs: be sure to cite their original sources and explain their purpose if necessary. Any illustrations should directly relate to the text where they are located. Like bad writing, if an illustration does not add to your essay, you should probably not include it.

Bibliographies, references, citations:

As part of academic and intellectual honesty, the Extended Essay should precisely and accurately reference any quotations, ideas, or points of view. A bibliography comes after your paper and is an exact list of all of the sources which you have used and cited in the Extended Essay.
Be sure to properly format your bibliography in an accepted major style that is appropriate for your sources.

Appendices, footnotes, end notes:
These sections are not required for the Extended Essay and it is best to avoid lengthy appendices and end notes if possible.

Constantly referring to the appendix during the essay interrupts the continuity and fluidity of the work. As well, having large written appendices can be seen as an attempt to evade the word limit and may carry severe penalty.

Include what is necessary, but do not rely on an appendix to support your essay.

The research
The research you do is a crucial part to the Extended Essay. Through trial, error, and constant refinement, I have found that there are essentially seven steps to getting your research off the ground:

1. Choose an approved IB subject area for the essay. Ask your advisor or consult the official Extended Essay guide if you are having doubts.

2. Choose a topic that motivates you.

3. Create a focused, direct research question. Narrow down your topic and find a specific question that intrigues you.

4. Plan the investigation and the writing process. Layout how you are going to research the material that you need as well and set deadlines for each step of your plan.

5. Write an outline. Plan the structure of your essay. This will help you focus your research and will give you a sense of direction from the onset.

6. Do some initial reading. Conduct some Google searches and visit your local library. Read up on your topic to get a feel for what the research will entail.

If you cannot find enough information, you may want to consider changing your topic. At the very least, talk to your advisor. You might just need to refocus in order to find more information and expand on your original topic.

7. Start researching. Your research should be planned and methodological. Keep records of what you read and where you find it.
Core Elements – The Extended Essay

One of the biggest problems students have when writing the Extended Essay is where to find good information.

On the Internet, I always start with Google searches and Wikipedia. While you cannot cite Wikipedia directly, often times the list of sources for articles proves to be invaluable. As well, Google has some great tools for searching through published academic papers. Other good research sites include JSTOR, Infomine, and Gale. See “links” in the appendix.

Offline, one of the best places to find specialized material is a university library. If you have a university nearby, go and find what you need. Make photocopies and only check out what you need to. As well, many university libraries have correspondence programs where they will mail you materials that you need. Check the library website for details.

If you want more information on conducting research, check out “Research like a Pro” in chapter 8.

The Viva Voce

The viva voce is a very important part of your Extended Essay project. Viva voce is Latin for “live voice” and essentially, this is a presentation and interview with your advisor about your Extended Essay.

Do not be intimidated by the viva voce, it is an opportunity for you to shed light on your work and to explain what you have done. The viva voce is a central part of the advisor’s report to the IB. It helps your advisor and the IB to better understand what you have done.

Additionally, the viva voce serves as a vetting session that gives you an opportunity to reflect on what you have learned and accomplished during the Extended Essay.

Part of the grading for the Extended Essay allows your adviser to note particular persistence in the face of difficulty and intellectual inventiveness - this is the time to show off how much you have accomplished.

The viva voce is essentially a short interview with your advisor and should not take more than 10-15 minutes. Do not stress, it is not an interrogation but rather an opportunity to show just how much you have learned about your topic.

Getting better marks (what to do)

While all this regulation may seem overwhelming and strict, there are many things you can do to boost your final grade for the Extended Essay.

Have a point: you need to have a clear and developed thesis statement. Every part of your essay should be laid out as to support your thesis statement. Refer back to it when necessary and do not write anything
that does not have a clear reason for being in your essay.

Get real about your grade: The Extended Essay is graded on an A-E scale. Receiving an A on your Extended Essay is extremely difficult to do, though that being said, receiving a C or above for your Extended Essay is not something to be worried about and in fact means that you did a good job.

While you can receive an E on the Extended Essay and still get your diploma, this is at best a dangerous scenario. If you score an E for both the Extended Essay and TOK, you will not receive an IB diploma. For information on passing scores, see the scoring worksheet in the appendix.

What not to do

The one thing you do not want to do in the Extended Essay is plagiarize. Your work and your ideas should be your own. If not all of your words are yours, make sure to say so and make it clear. If you are not certain what plagiarism is, read up on academic honesty in chapter 9.

Again, do not pick a topic that you are going to end up hating. If you end up with a topic that you find repulsive or boring, consider an immediate switch to something more stimulating.

Do not wait until the last minute. Start as soon as possible.

Finally, do not stress. Four thousand words is actually very little after all of the research you will do. Most people are forced to edit their original drafts down from 8,000 or even 10,000 words to get what they want to say to fit in 4,000.

It is important to work hard on the Extended Essay, however do not sacrifice all of your time in order to put out a marginally better paper. IB evaluators know that you already have a lot going on with homework, test preparation, and applying to college.

The IB is not looking for a revolutionary study or ground-breaking research in an Extended Essay, only that you have the ability to organize and communicate ideas fluidly and that you can apply what you have learned in the diploma program to complete a large project.
Award of Diploma Points – the role of The Extended Essay, and ToK

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student’s combined performance in both the extended essay and theory of knowledge. Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student’s performance in each of the extended essay and theory of knowledge will fall into one of the five bands previously described in the criterion for each assessment.

The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

The Diploma Points Matrix

<table>
<thead>
<tr>
<th>Extended Essay</th>
<th>Theory of Knowledge</th>
<th>Excellent</th>
<th>Good B</th>
<th>Satisfactory C</th>
<th>Mediocre D</th>
<th>Elementary E</th>
<th>Not submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N</td>
</tr>
<tr>
<td>Elementary E</td>
<td>1 + Falling condition</td>
<td>Falling condition</td>
<td>Falling condition</td>
<td>Falling condition</td>
<td>Falling condition</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Not submitted</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

According to the table, a student who, for example, writes a good extended essay and whose performance in theory of knowledge is judged to be satisfactory will be awarded 1 point, while a student who writes a mediocre extended essay and whose performance in theory of knowledge is judged to be excellent will be awarded 2 points.

A student who fails to submit an extended essay will be awarded N for the extended essay, will score no points, and will not be awarded a diploma.

Performance in both the extended essay and theory of knowledge of an elementary standard is a failing condition for the award of the diploma.

**NOTE:** 28 points overall is required to be eligible for the diploma if a student attains an “E” grade in either the extended essay or theory of knowledge. As previously, a grade “A” in one of the requirements earns an extra point even if the other is a grade “E”. Attaining a grade “E” in both the extended essay and theory of knowledge continues to represent an automatic failure. Otherwise, students may still earn their IB Diploma with a minimum of 24 points, including the bonus points, provided they do so without any failing conditions.
The Assessment Criteria for the Extended Essay
This section provides an overview of what each criterion assesses in the extended essay. Further advice on interpreting the assessment criteria is provided within the guidelines for each subject in the “Details—subject specific” section.

A: research question
(Objectives 1 and 2)
This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.</td>
</tr>
<tr>
<td>1</td>
<td>The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.</td>
</tr>
<tr>
<td>2</td>
<td>The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.</td>
</tr>
</tbody>
</table>

B: introduction
(Objectives 1 and 5)
This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.</td>
</tr>
<tr>
<td>1</td>
<td>Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.</td>
</tr>
<tr>
<td>2</td>
<td>The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.</td>
</tr>
</tbody>
</table>

C: investigation
(Objectives 1 and 3)
This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.</td>
</tr>
<tr>
<td>1</td>
<td>A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.</td>
</tr>
<tr>
<td>2</td>
<td>A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.</td>
</tr>
<tr>
<td>3</td>
<td>A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.</td>
</tr>
<tr>
<td>4</td>
<td>An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.</td>
</tr>
</tbody>
</table>
D: knowledge and understanding of the topic studied
(Objectives 3 and 7)

Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. “Academic context”, as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The essay demonstrates no real knowledge or understanding of the topic studied.</td>
</tr>
<tr>
<td>1</td>
<td>The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.</td>
</tr>
<tr>
<td>2</td>
<td>The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.</td>
</tr>
<tr>
<td>3</td>
<td>The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.</td>
</tr>
<tr>
<td>4</td>
<td>The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.</td>
</tr>
</tbody>
</table>

E: reasoned argument
(Objectives 1 and 4)

This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>There is no attempt to develop a reasoned argument in relation to the research question.</td>
</tr>
<tr>
<td>1</td>
<td>There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.</td>
</tr>
<tr>
<td>2</td>
<td>There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.</td>
</tr>
<tr>
<td>3</td>
<td>Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.</td>
</tr>
<tr>
<td>4</td>
<td>Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.</td>
</tr>
</tbody>
</table>

F: application of analytical and evaluative skills appropriate to the subject
(Objective 7)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The essay shows no application of appropriate analytical and evaluative skills.</td>
</tr>
<tr>
<td>1</td>
<td>The essay shows little application of appropriate analytical and evaluative skills.</td>
</tr>
<tr>
<td>2</td>
<td>The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.</td>
</tr>
<tr>
<td>3</td>
<td>The essay shows sound application of appropriate analytical and evaluative skills.</td>
</tr>
<tr>
<td>4</td>
<td>The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.</td>
</tr>
</tbody>
</table>
G: use of language appropriate to the subject
(Objective 6)

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.</td>
</tr>
<tr>
<td>1</td>
<td>The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.</td>
</tr>
<tr>
<td>2</td>
<td>The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.</td>
</tr>
<tr>
<td>3</td>
<td>The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.</td>
</tr>
<tr>
<td>4</td>
<td>The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.</td>
</tr>
</tbody>
</table>

H: conclusion
(Objectives 1, 4 and 5)

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Little or no attempt is made to provide a conclusion that is relevant to the research question.</td>
</tr>
<tr>
<td>1</td>
<td>A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.</td>
</tr>
<tr>
<td>2</td>
<td>An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.</td>
</tr>
</tbody>
</table>

I: formal presentation
(Objective 5)

This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The formal presentation is unacceptable, or the essay exceeds 4,000 words.</td>
</tr>
<tr>
<td>1</td>
<td>The formal presentation is poor.</td>
</tr>
<tr>
<td>2</td>
<td>The formal presentation is satisfactory.</td>
</tr>
<tr>
<td>3</td>
<td>The formal presentation is good.</td>
</tr>
<tr>
<td>4</td>
<td>The formal presentation is excellent.</td>
</tr>
</tbody>
</table>
J: abstract  
(Objective 5)

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing.</td>
</tr>
<tr>
<td>1</td>
<td>The abstract contains the elements listed above but they are not all clearly stated.</td>
</tr>
<tr>
<td>2</td>
<td>The abstract clearly states all the elements listed above.</td>
</tr>
</tbody>
</table>

K: holistic judgment  
(Objective 1)

The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The essay shows no evidence of such qualities.</td>
</tr>
<tr>
<td>1</td>
<td>The essay shows little evidence of such qualities.</td>
</tr>
<tr>
<td>2</td>
<td>The essay shows some evidence of such qualities.</td>
</tr>
<tr>
<td>3</td>
<td>The essay shows clear evidence of such qualities.</td>
</tr>
<tr>
<td>4</td>
<td>The essay shows considerable evidence of such qualities.</td>
</tr>
</tbody>
</table>
**Extended Essay Lottery – IB Class of 2013**

*Extended Essay subject areas will be assigned on a lottery basis.*

**In preparation for the EE Lottery:**
- Students will have completed a card which will list the student’s subject areas preferences.
- All of the completed EE Lottery cards MUST be **collected no later than Thursday, October 13, 2011** in order to be included in the EE Lottery.
- The student’s subject area for their Extended Essay will be determined by their draw in the lottery.

**EE Lottery cards will be distributed on Monday, October 10, 2011.**
Students complete and return their EE Lottery Cards with their EE Subject Area preferences to their TOK I teacher no later than Thursday, October 13, 2011 to have their EE Lottery Cards placed in the EE Lottery.

**The EE Lottery will be held in the auditorium at 2:30 p.m. on October 20, 2011.**
- Students are encouraged to attend this exciting event.
- The lottery is necessary because each subject area has a designated number of extended essay slots.
- Once a subject area’s quota of slots has been filled, that subject area will be closed.
- If a student’s first preference is in a closed subject area, they will be assigned their second or third subject area preference when their card is drawn in the lottery.

**Important TOK I and Extended Essay Dates – Class of 2013**

<table>
<thead>
<tr>
<th>Date</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25/2012</td>
<td>Feasibility/Rationale Plan for the EE</td>
</tr>
<tr>
<td>2/15/2012</td>
<td>Extended Essay Advisors Assigned</td>
</tr>
<tr>
<td>3/14/2012</td>
<td>EE Annotated Bibliography Due to TOK1 Teachers</td>
</tr>
<tr>
<td>4/11 – 4/20/2012</td>
<td>TOK I Internal Assessments  (Group Presentations)</td>
</tr>
<tr>
<td>4/27/2012</td>
<td>EE Research Question with Expanded Annotated Bibliography Due to AdvisorsTOK1 Teachers</td>
</tr>
<tr>
<td>5/30/2012</td>
<td>EE Working Outline Due to Advisors and TOK1 Teachers</td>
</tr>
<tr>
<td>9/4/2012</td>
<td>First Draft of the Extended Essay submitted to the Extended Essay Coordinator</td>
</tr>
</tbody>
</table>
PART II:
So I know what I want to write about...
Now what?
Basic Steps in the Research Process

These steps are suggested guidelines for you to use as you work to complete your extended essay. Since research is not a lock-step process, you will likely work your way through these steps in an order that best suits your individual research style.

1. Select up to 2 subject areas that interest you. Consider selecting IB subject areas in which you have taken (or are taking) a course. Be aware that TOK cannot be used as an extended essay subject area.

2. Read the extended essay guidelines that pertain to the subject area(s) that you have chosen. Think about how you can develop a topic within the essay guidelines for a particular subject area. As you brainstorm possible topics, keep in mind the essay criteria for that subject area.

3. Make a list of a few broad topics that you would be interested in exploring. Think about the information that you learned (or are learning) in your IB courses. What topics have been of interest to you? What new perspective can you offer on a topic?

4. At this point, you may need to do some preliminary reading. Read a variety of survey resources (specific/general), and other types of reference resources to get an overview of broad topics within a selected subject area.

Research Tip: Browsing the reference section of a library is an important activity, as is consulting the Librarian. You can quickly discover many print resources that are not easily available on line and offer credible content.

5. As you read, list key words to further help you search for information about a topic. Consider keeping a separate notebook in which you’ll record key words, notes, ideas and bibliographic references.

6. As quickly as you can—say within 2 weeks of beginning the extended essay assignment—choose a subject area in which you intend to develop your essay. Now focus your preliminary reading in your chosen subject area and on your potential broad topic.

Research Tip: It is important that you choose a topic that is both interesting and challenging because you will work on this project for an extended period of time. There is nothing worse than researching a topic in which you have no interest.

7. As you read information about your broad topic, you should begin to focus your ideas into one that is narrower. Remember, your research topic must be manageable within the 4000 word limit.

8. Be prepared to photocopy articles so you can highlight keywords, passages and important ideas as you read, additionally, if you use Questia, cut and past information into your “notes”. This is important—it’s never easy to “go back” and find a great article or passage after the fact. You should keep all of your documentation until you have completed your IB studies.

9. When you think you have read sufficiently enough, brainstorm questions about your focused topic.

10. Complete your Feasibility Study to formulate your potential topic.

11. As your read, continue listing sources that can answer your questions. Do not rely on one single type of resource. IB guidelines require the use of a variety or resources. Essays that rely heavily on Internet sites typically do not receive high scores. Visit a variety of libraries—your school library, university and public libraries—to seek out the best resources on your topic.
12. Use your Statement of Purpose Activity and the Research Question Activity to draft a formal research question.

Research Tip: A succinctly stated research question is essential to a well written extended essay. A specific research question will help you stay focused on your topic. Your advisor will help you define and craft the research question.

13. Before you begin to write, refocus/restate your research question if necessary.

14. Write the body of your paper from your notes. Avoid plagiarism by paraphrasing when appropriate.

15. Cite all information—both paraphrased and direct quotations—from both primary and secondary sources.

16. Write your introduction and conclusion. Work on a strong conclusion. Strive to make your conclusion more than just a rehash or summary of the essay.
CHOOSING A TOPIC FOR RESEARCH

What are you going to research?
Sometimes choosing a topic is the biggest hurdle in doing research. While IB candidates are encouraged to discuss their choice of topics and research questions with their supervisor and the IB librarian at your school, the candidate must “decide on the topic and the research question and develop his/her own ideas”. Knowing where to look for ideas can facilitate your choice of a topic as well as provide you with background information and a list of keywords.

Where can you get ideas?
Your subject area interests—the things you have been reading, and conversations you have had in class or with others are often good sources of ideas. Think about the subject areas of the hexagon—which area interests you the most?
Sources of background information like general encyclopedias, subject-specific encyclopedias or textbooks can be sources of ideas.
Browsing the reference shelves in the library is also a good way to get an idea of topics that have intrigued authors.
Also consider skimming online databases, like ProQuest or Questia to get a sense of current topics and research.

What are your information requirements?
As you begin to get organized for research, you will also want to consider the type, quantity, and format of information you will need. Answering the following questions may help you organize your extended essay research:

- How long will my essay have to be? (Around 3900 words—no more than 4000)
- How much information do you need?
- Is currency important?
- What types of publications do you want to read? (newspaper articles, books, journal articles, diaries, trade publications, etc.)
- What formats do you need? (both print and online should be used)
- Is point of view an issue? Do you need opinions?
- How much time do you have? Are there due dates throughout the process?

What are the keywords that describe your topic?
Once you have identified your subject area, and you’ve completed some background reading, think about questions that your research might help you answer. State your topic as a question. Think about the significant terms, concepts, and keywords that describe your topic. These terms will become the keys for searching online catalogs and databases, the Internet, and print resources for information about your topic.
REFINING YOUR TOPIC

Once you have read some background information, you can refine your broad research topic into a narrow, focused topic. The sooner you can develop a broad subject into a focused topic, the sooner you can shape your research into a finished paper. On the other hand, if you start out too focused or detailed, you may have a hard time finding enough sources to write an acceptable paper.

Research Tip: A topic is probably too broad if you can state it in four or five words. You can narrow a subject or topic by adding words that will eventually help you make a claim in your thesis statement or help you ask a question if you are developing a research question. Consider using words like conflict, description (describe), contribution (contribute), or development (develop). If you narrow a topic by using nouns derived from verbs, you will be one step closer to a claim that could be challenging enough to keep you and your evaluator interested.

Narrowing a Subject to a Manageable Topic: A topic that covers too much material is a common problem for students. Depending on your interests, a general topic can be focused in many ways. For example, if you want to write a paper on government funding for the arts, consider the following questions:
• What do you already know about this subject?
• Is there a specific time period that you want to cover?
• Is there a geographic region or country on which you would like to focus?
• Is there a particular aspect of this topic that interests you? For example, public policy implications, historical influence, sociological aspects, psychological angles, specific groups or individuals involved in the topic, etc.

Consider creating a table (or grid) to use as a template for narrowing your subject into a manageable topic.

<table>
<thead>
<tr>
<th>General Subject</th>
<th>Government funding of the arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Span</td>
<td>1930s</td>
</tr>
<tr>
<td>Place</td>
<td>USA</td>
</tr>
<tr>
<td>Event or Aspects</td>
<td>New Deal, painting, art, artists</td>
</tr>
<tr>
<td>Narrowed Topic</td>
<td>Federal funding of artists through New Deal programs and the Works Progress Administration contributed to the country’s sense of well being during the Great Depression.</td>
</tr>
</tbody>
</table>
**Topics that are too narrow:** Think of parallel and broader associations for your subject if you need a broader topic that will be easier to research. Sometimes a topic may be too new and sources to your research questions may not yet exist. For example, if you want to do a paper on the effect of deforestation on Colombia's long-term ability to feed its citizens, consider the following questions:

- Could you examine other countries or regions in addition to Colombia?
- Could you think more broadly about this topic? Give thought to wider topics like agriculture and sustainable development.
- Who are the key players in this topic? The government? Citizens? International organizations?
- What other issues are involved in this topic? For example, how can natural resources be allocated most economically to sustain the populace of Colombia?

<table>
<thead>
<tr>
<th>Specific Topic</th>
<th>What is the effect of deforestation on Columbia’s long-term ability to feed its citizens?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Focus</td>
<td>Agriculture, sustainable development</td>
</tr>
<tr>
<td>Alternative Place</td>
<td>South America</td>
</tr>
<tr>
<td>Alternative Person or Group</td>
<td>United Nations and its subgroups</td>
</tr>
<tr>
<td>Alternative Event or Aspect</td>
<td>Birth Control</td>
</tr>
<tr>
<td>Broadened Topic</td>
<td>How can the United Nations encourage South American countries to employ sustainable development practices?</td>
</tr>
</tbody>
</table>

**Research Tip:** You have likely narrowed your topic too severely if you cannot easily find resources.

**Work Space:** Practice narrowing your topic in the space below. Make several attempts—no one narrows a topic on the very first try.
FROM NARROWED TOPIC TO QUESTION

Once you determine a topic that you believe to be both interesting and relevant, you’ll be ready to begin the process of searching out specific sources and collecting information. However, you want to avoid simply reporting information, and the best way to do this is to ask questions, to find a purpose for your research. While it is true that you may learn much from seeking out and reporting information, you will nonetheless only be reporting information. IB considers this kind of writing unsuitable for the extended essay. Rather, candidates are expected to examine a problem or issue in depth, adding both analysis and evaluation. If you cannot generate questions worth asking about your topic, then you will be unable to offer any significant answers that might change how you or your readers think about your topic. “Questions are critical because the starting point of good research is always what you do not know or understand but feel you must” (Booth, 1995, p. 39). Having a good set of questions will keep you from getting off track as you search for information.

1. Ask the standard factual questions involving who, what, when, and where. Answers to these questions will provide you and your reader with the necessary background information needed to understand your topic. First off, you should just write out your questions and not worry about answering them. Just ask the questions.

2. Ask interpretive or analytical questions about your topic. These questions will be generated from your information gathering—reading widely on a topic of interest. These are questions that result from your own analysis, critical thinking and wonder. For example, you might consider asking questions that:

   • Divide the topic into component parts and evaluate the relationships among them.  
     *What are the different time periods of the cold war and how do they relate to one another?*

   • Identify your topic as a component of a larger system.  
     *What role does the cold war play in world history? What role does it have in US history? Who told about the events surrounding the cold war era? Who listened? How does the nationality of the event teller affect the history?*

   • Determine solutions for problems.  
     *What role does politics play in solving the world wide AIDS epidemic?*

   • Compare or contrast elements in your topic with one of a similar nature.  
     *In what ways do the dramatic arts represent the people of a given country and how does that representation vary worldwide?*

Your factual questions—who, what, when, where—are important, but to begin putting together a research question or statement, you’ll need to focus on questions that ask how or why. In other words, you should be looking for a problem. Don’t confuse having a topic with having a problem to solve. If you lack a focus—and certainly questions can help you develop your focus—then you will keep gathering more and more information and not know when to stop. Writing and asking questions that relate to your topic will take you beyond information reporting. To help you through the questioning process, try the exercise on the next page.
Practice Exercise: Writing Purposeful Questions

**Step 1. Name your topic.** Early in your research, describe your work in one sentence. Use adjectives to describe your nouns.

I am learning about (or reading about, or studying) ________________________.

*Example: I am studying public funding for the arts.*

**Step 2. Suggest a question.** Try to describe your research by developing a question that specifies something about your topic.

I am studying ________ because (in order to) I want to find out (who, what, when, where, whether, why, or how) ________________________.

*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 members of the working poor.*

*Direct Question: How accessible are the arts to people who belong to the class of the working poor?*

**Step 3. Add a rationale.** Take your questioning one step further by adding a second question aimed at determining your rationale.

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 our tax dollars support cultural enrichment for all citizens regardless of their socio-economic status. (Note the rephrasing of the purpose stems.)*

*Direct Question: To what extent do state and federal tax dollars support cultural enrichment for all citizens regardless of their socio-economic status?*

**Step 4. Repeat the process.** Now, repeat steps 1-3 as often as it takes for you to write enough detail to believe in what you are researching, know what you want to find out, and understand your reason for undertaking your research. Oh—and in between your attempts to work through these steps—have someone read your answers. This will force you to stay on track and keep working.

When you can adequately state the “because I want to find out” portion of your topic, you have determined your reason/purpose for studying and writing about it. Be aware that this is a critical yet difficult step in the research process. You cannot write a full statement of purpose/rationale until you have gathered and read some solid information on your topic. Once you have done so, you’ll almost be ready to write your research question.
Work Space: Practice writing your questions here and in your research notebook. Keep trying. Writing a strong, focused research question is an integral part of your extended essay research.
How to Write the Research Question
Refining your Research Question for IB Standards

A good research question is the central element of a well-written paper. It’s a strong question that you can support with evidence or “grounds.” You are likely to offer warrants, those general principles that explain why you think your evidence is relevant to your research question (and perhaps why your readers should believe you and change their way of thinking), and qualifications that will make your question and supporting evidence more detailed and precise. This is an opportunity for you to make connections between published research on your topic and what you think.

A research question is not simplistic. Your research question must be contestable in some way or you cannot proceed until it is. Your research question must lead your readers to think (because they’ve never before thought about your claim) or rethink (because they have long thought about your claim in a different way). Your research question is the product of your own critical thinking after you have done some preliminary research.

There is a difference between a topic and a question.
You may have found your topic, but within that topic you must find a question, identifying what you hope to learn. If your question does not work well, no matter how strong the rest of the essay, the essay is unlikely to be successful. Because of this, it is common to spend more time on the researching, conceptualizing and forming the research question than on any other part of the essay.

Your research question is the most critical part of your research proposal –
• it defines the proposal,
• it guides your arguments and inquiry, and
• it provokes the interests of the reader.

To write a strong research question, consider what interests you.
This is key! The question needs to be one that interests you and is likely to remain intriguing or the duration of the project. There are two traps to be avoided. First, some questions are convenient – the best you can come up with when you are asked to state a question on a form, maybe – or perhaps you decide it will suffice. Second, some questions are fads. (EEs on Da Vinci Code and The Chronicles of Narnia are examples of such fads.) Make sure that you have a real, grounded interest in your research question, and that you can explore this and back it up by academic and intellectual debate. It is your interest that will motivate you to keep working to produce a good extended essay.

Think About it: What animates you? What matters to you?

Listen to yourself and start formulating your question by following your own interests. Remember, you will spend a lot of time researching and writing about the topic: if it does not interest you in the beginning, it will certainly become very difficult to write about in the end.
Research Question (IB Objectives 1 and 2)
The research question must be consistent with the requirements of the Extended Essay.
The question must allow you to satisfy the assessment criteria for your chosen subject area.
Familiarize yourself with the Assessment Criteria and how your chosen subject area interprets these Assessment Criteria. These Assessment Criteria for the Research Question are listed below:

**Students are expected to**
1. pursue a research project with intellectual initiation and insight
2. formulate a precise research question.

This criterion assesses the extent to which the purpose of the essay is specified within the research question. In many subjects, the aim of the essay will normally be expressed as a question, and therefore, this criterion is called the “**research question**”. However, certain disciplines may permit or encourage different ways of formulating the research task.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.</td>
</tr>
<tr>
<td>1</td>
<td>The research question is stated in the introduction but it is not clearly expressed or is too broad in scope to be treated effectively within the word count.</td>
</tr>
<tr>
<td>2</td>
<td>The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.</td>
</tr>
</tbody>
</table>

**Source:** Extended Essay Guide, p. 6 and p. 25, IBO 2007

**Steps for writing a strong research question:**
1. Look at your statement of purpose. If you have a detailed statement of purpose you should have the beginnings of an acceptable research question.
2. Examine the kinds of information you have gathered—pay attention to your notes or highlighted passages in articles and reference materials. Do you have enough evidence to support your purpose?
3. Question the amount of evidence that you have. Do you need more?
4. Decide which question you have the evidence to support. Be sure you can make a strong argument, a strong case for your claim.
5. Write your research question. Consider the following approaches:

- Define a problem and state your opinion about it
- Discuss the current state of an issue or problem and suggest/predict how it can be resolved
- Offer a possible solution to a problem
- Offer a new perspective on an issue or problem
- Theorize or propose how a situation should be changed or viewed differently
- Compare or contrast
- Offer your ideas how something has been influenced to be the way that it is/was
Work Space: Practice writing your research question here and in your research notebook.

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 members of the “working poor” in order to understand whether our tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.

Example: I am studying the political underpinnings of certain African countries that have the highest prevalence of AIDS/HIV in order to determine whether politics plays a role in prevention and treatment of the disease.

Possible research questions might be:

Research Question check:
- Is the question relevant to my chosen subject?
- Is it a WHY...or HOW question – not just a WHAT...?
- Does the question lend itself to the use of the concepts, methods, and theories in the chosen subject area?
- Does the question require analysis, discussion, interpretation or evaluation?
- Is the question clearly phrased, sharply focused and unbiased?
- Can the question be effectively treated within the word limit (3500-4000 words)?

Remember: A good research question is the central element of a well-written paper. It’s a strong question that you can support with evidence or “grounds”, with warrants, those general principal that explain why you think your evidence is relevant to your research question (and perhaps why your readers should believe you and change their way of thinking), and qualifications that will make your question and supporting evidence more detailed and precise.
EXTENDED ESSAY
Class of 2013
EXTENDED ESSAY FEASIBILITY STUDY

Due Date: January 25, 2012 to your TOK Teacher

What: TWO copies of Your Extended Essay Feasibility Study

Directions: On a separate sheet of paper, type your Feasibility Study, making sure to address the following questions. Your responses should be in paragraph form, they should not simply be a list of the questions and answers. Your Feasibility Study may not be more than one page in length, and should be approximately 300–500 words typed in size 12 font.

Head your Extended Essay Feasibility Study Paper using the format given below:

<table>
<thead>
<tr>
<th>Upper Left Hand Corner</th>
<th>Upper Right Hand Corner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name</td>
<td>Extended Essay Subject Area</td>
</tr>
<tr>
<td>TOK Teacher’s Name</td>
<td>EE Advisor:* ________________</td>
</tr>
<tr>
<td>TOK Class Period</td>
<td>EE Advisor’s Room Number:*________</td>
</tr>
</tbody>
</table>

Leave blank. This paper will be returned to you with the name and the room number of your EE Advisor.

EE Subject Area
Please state your assigned extended essay subject area (History, Physics, Visual Arts) clearly at the top of the page.

Topic
- By this point, you have likely identified a general area of interest within your Extended Essay Subject Area. You are now ready to focus your general area of interest into a manageable topic. You goal here is not to formulate a precise research question – you will likely want to discuss possible research questions with your EE advisor. Last semester you conducted preliminary research within your Extended Essay Subject Area. Now you need to narrow the scope of your area of interest.
- If your EE Subject Area is History, for example, your general area of interest might be the French Revolution. Now you need to determine what aspect of the French Revolution you would like to research.
  - If you do not currently have a copy of the Specific Subject Area Guidelines for your Extended Essay Subject Area, they are available in the IB Office.
Approach
Based on your preliminary research, you now should address two questions.

- First, what is the approach you plan to take to address your topic?
  Consider the approach as a statement of intent that indicates which broad process you are going to use: an experiment, a literary analysis, etc., followed by more specific information.
  - Your Specific Subject Area Guidelines list examples of “Approach”. Some examples taken from the EE Guide are given below:

  **History:**
  **Topic:** *Varying Interpretations of the Salem Witch Trials*
  **Approach:** Background reading is undertaken to enable identification and explanation of two dominant theories as to why the trials took place. The merits of the two theories are appraised using data obtained about the accused and the accusers.

  **Physics:**
  **Topic:** *The efficiency of electromagnetic damping*
  **Approach:** An experimental approach is taken. The energy budget of a coil-carrying glider going through magnetic braking on a linear air track is followed by comparing the mechanical energy lost to the thermal energy generated in the coil.

  **Visual Arts:**
  **Topic:** *Cultural influences on Pablo Picasso’s work*
  **Approach:** An investigation of the extent to which selected images in Picasso’s work may have been appropriated from other cultural sources.

- Second, how “doable” is this topic?
  - How does this topic allow you to satisfy the assessment criteria for your chosen subject area? Please double check your Specific Subject Area Guidelines!
  - Is the topic appropriate in scope?
    - Is it too broad, too specific? (Remember, you will continue to narrow your focus when you determine your research question.)
    - Can this topic be effectively treated within 3500-4000 words?
      - The EE is an in-depth study on a clearly identified topic.
      - Avoid overviews or summarizing research within your topic.
      - It is depth over breadth.
  - Is the topic one that can be researched effectively?
    - Is there too little information on your topic?
    - Is it too recent?
    - Has your topic already been researched extensively?
    - Will you be able to shed new light on this topic?
    - For experiments, do you have adequate time for the successful completion, data gathering, data analysis, etc?
  - Does your topic require analysis, discussion, interpretation or evaluation?
  - Does this topic matter to you? Do you think this topic is interesting enough to spend the next nine months researching it?
EE Preliminary Advisement Record
Bring this form to your first meeting with the EE Advisor. You, the student, will need to take notes of the conversation(s). Take notes during the conversation; you will follow up with a summary and action plan on the back of this record. Submit this completed record with your Research Question Assignment. Research Question Assignments will not be accepted without proof of this first meeting.

Name:______________________________  EE Advisor:____________________

Subject Area:________________________

Topic of Interest within the chosen EE Subject Area:

Possible Research Questions You Might Pose:
1.

2.

Dialogue Notes

EE Supervisor’s Signature:__________________________ Date:____________________
Candidate’s Signature:__________________________ Date:____________________
EE Preliminary Advisement Summary

Briefly discuss the conversations you have had with your advisor thus far. How has your interaction with your advisor aided you in crafting or refining your research question, and your plan for approaching the question as you begin to outline your paper?
EXTENDED ESSAY RESEARCH QUESTION ASSIGNMENT
DUE DATE: April 27, 2012

Directions: Type your responses to these questions separately, and attach them to this assignment sheet by the due date. Be sure to include your name and the name of your supervisor on the lines provided. Your Research Question should be completed while you work on your bibliography and will require setting up at least one meeting with your advisor. Be sure to have your advisor sign off on the line provided before you turn in your assignment.

Candidate: ___________________________

Supervisor: ________________________ Signature: _______________________

Subject Area: ________________________________

Type Your Responses to the Questions Listed Below and Attach to the Assignment Sheet

1. Explain your area of interest

2. Why are you writing about this topic? In other words, what do you want to determine or understand about your topic? Be explicit—at this point you should be able to fully explain what you hope to learn from your investigation.

3. What is your research question? Make sure you have posed a question that is arguable.

4. Briefly discuss the conversations you have had with your advisor thus far. How has your interaction with your advisor aided you in crafting or refining your research question, and your plan for approaching the question as you begin to outline your paper?

REMINDER: Be sure to take advantage of the resources included with this assignment. Consult your Advisor, your ToK teacher, or the Media Specialist, Mrs. Bourdeaux, if you need guidance.
EXTENDED ESSAY
Class of 2013
ANNOTATED BIBLIOGRAPHY

DUE DATE: March 14, 2012

WHAT: Two copies of your annotated bibliography.

DIRECTIONS: On a separate sheet of paper, type your annotated bibliography using 12 point font. The annotated bibliography must meet the following requirements:

- You must submit a bibliography that contains a minimum of five sources. A source is defined as any book, article, or document.
- Your annotated bibliography must include your advisor’s signature indicating that it has been reviewed by the advisor.
- Each source must be accompanied by, in paragraph form, an annotation. The annotation includes the following information:
  - Complete bibliographic information
    - Title, author(s)/editor(s), date, publisher, journal number, etc.
  - The source type (book, article, etc.).
  - Whether the source is print-based or web-based.
    - For any web-based source include the complete URL and the date accessed with the bibliographic information given above.
  - The author’s credentials, including any affiliations.
    - For websites: if the URL ends with .gov, .edu, or .mil they are fine. If the URL ends with anything else, explain its credentials: affiliations, supporters, etc. Why is the website considered a reliable source?
  - The intended audience of the source material.
  - The value and significance of the source material.
  - Any special features of the source material.
  - Any shortcomings or bias in the source material.
  - An evaluation of the source material;
    - Compare the source to another you have cited; or
    - Explain how the source is relevant to your topic.
- Each annotation should be approximately 150 words.
FORMAT for your Annotated Bibliography

Upper Left Hand Corner

Name
ToK Teacher
ToK Class Period

Upper Right Hand Corner

EE Subject Area
EE Advisor
EE Advisor’s Room No.

*** Your topic ***

*** A line for your advisor’s signature and date ***

1. Complete Bibliographic Citation
   • Annotation Paragraph

2. Complete Bibliographic Citation
   • Annotation Paragraph

3. Complete Bibliographic Citation
   • Annotation Paragraph

4. Complete Bibliographic Citation
   • Annotation Paragraph

5. Complete Bibliographic Citation
   • Annotation Paragraph
Sample page from an Annotated Bibliography

NOTE: Although the annotations shown here are too short for your Annotated Bibliography Assignment, it does list all required bibliographic information including:

- the reference source number in the main bibliography and
- the page number(s) where this research source is cited within the paper.

These last two items can only be done once you have finished your paper. These additional references/citations are included in the final copy to be submitted for grading.
PART III: Structuring an Essay – From Notes, to Outline, to Draft

“I call it, 'Research Paper Lite.' It contains a third fewer facts, but you'd never know it.”
Note: The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement.
The International Baccalaureate on the Formal Presentation of the Essay

The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. The use of word processors is encouraged.

The length of the extended essay

The upper limit is 4,000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:

- the abstract
- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- 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.

Students writing their extended essay in Japanese or Chinese should use the following conversions.

Japanese: 1 word = approximately 2 Japanese characters

Chinese: 1 word = approximately 1.2 Chinese characters

Title

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.

Abstract

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last.

The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are for it to state clearly:

- the research question being investigated
- the scope of the investigation
- the conclusion(s) of the extended essay.

The abstract should be typed or word processed on one side of a sheet of paper, and placed immediately after the title page.

Contents page

A contents page must be provided at the beginning of the extended essay and all pages should be numbered. An index is not required.
Illustrations

Presentation and overall neatness are important, and it is essential that illustrative material, if included, is well set out and used effectively. Graphs, diagrams, tables and maps are effective only if they are clearly labelled 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. The use of photographs and other images is acceptable only if they are captioned and/or annotated and are used to illustrate a specific point made in the extended essay.

Bibliographies, references and citations

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. Producing accurate citations, referencing and a bibliography is a skill that students should be seeking to perfect. Documenting the research in this way is vital: it allows readers to evaluate the evidence for themselves and it shows the student’s understanding of the importance of the sources used.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of malpractice.

What is a bibliography?

A bibliography 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 bibliography should list only those sources cited.

There are a number of different documentation styles available for use when writing research papers; most are appropriate in some academic disciplines but not others. The supervisor should help the student decide on a style for the particular subject of the essay. It is important to remember that, whatever style is chosen, it must be applied consistently. When choosing the documentation style, the student needs to have a clear understanding of how it is to be used before embarking on the research task. The documentation style should be applied in both the final draft of the essay and in the initial research stages of taking notes. This is good practice, not only for producing a high-quality final product, but also for reducing the opportunities and temptation to plagiarize.

Major documentation styles

The following are examples of acceptable documentation styles.

- American Political Science Association (APSA)
- American Psychological Association (APA)
- Chicago
- Council of Biology Editors (CBE)
- Harvard citation and referencing guide
- Modern Language Association (MLA)

Finding information about such systems is not difficult. Entering a string such as “academic referencing” into an Internet search engine will bring up lots of useful material. Reputable university sites often allow comparison of several different systems (and do not usually disappear overnight). One such example (accessed 13 March 2006) is http://www.wisc.edu/writing/Handbook/Documentation.html. There are numerous other online guides to creating bibliographies, as well as printed writers’ handbooks.

What is a reference?

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else’s work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, e-mails, Internet sites and interviews.

Internet references should include the title of the extract used as well as the web site address, the date it was accessed and, if possible, the author. Caution should be exercised with information on web sites that do not give references or that cannot be cross-checked against other sources. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.
What is a citation?

A citation is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A citation provides the reader with accurate references so that he or she can locate the source easily. How sources are cited varies with the particular documentation style that has been chosen. Page numbers should normally be given when referencing printed material: in some styles this will be in the citation, in others in the full reference. Once again, it is important to emphasize that there must be consistency of method when citing sources.

Appendices, footnotes and endnotes

Appendices, footnotes and endnotes are not an essential section of the extended essay and examiners are not required to read them, so care should be taken to include all information of direct relevance to the analysis and argument in the main body of the essay. An essay that attempts to evade the word limit by including important material in notes or appendices risks losing marks under several criteria.

Unless considered essential, complete lists of raw data should not be included in the extended essay.

Students should not constantly refer to material presented in an appendix as this may disrupt the continuity of the essay.
Extended Essay Suggestions

**General Assessment Criteria:**

Narrow the topic a “study in depth of a limited topic”.

Balance primary, secondary, experimental, etc., source material as needed by the subject criteria.

Provide sufficient evidence in both endnote/footnotes and bibliography.

Separate bibliography by type of source. (Primary, Secondary, Journals, Newspapers et. al)

Footnotes/Endnotes need precise page numbers (not 36-99).

Need to have a Table of Contents that is detailed with sub-sections, not just Introduction, Body and Conclusion.

Avoid the first person, “I think, I believe, I feel”.

Clearly articulate the research question in both the abstract and the introduction.

Abstract has three exact requirements, if one is missing, candidate will get a zero in this section.

Explore scholarly journals and/or use varying interpretations.

Annotate the major sources in the final bibliography.

Make sure there is an argument running through the essay, just narrative will score poorly.

Sources and evidence need to be analyzed critically.

Back up your argument with sufficient evidence.

Effective closure in the conclusion needs to make note of new questions and perspectives raised, with a strong final statement pointing back to the research question.

Make title clear and not verbose. Research question should not be the title.

Advisor comments or unique insights about the candidates work help with the holistic score.

Do not single space final draft.

Go over general and subject criteria **before final draft is due.**
Preparing to write the Draft of the Extended Essay

I. Format Guidelines
   A. Use a serif font (Times New Roman or Georgia are examples) because it is more readable than san-serif.
   B. Text should be 12 point.
   C. Double space text (Exception: Follow your style manual for specific directions on block quotations, tables and charts, and bibliographic citations.).
   D. Indent paragraphs.
   E. Use appropriate margins on all sides (1” all around, acceptable format on first page is 2” top margin).
   F. Use consistent pagination throughout—either in running head (header) or centered at bottom (footer).

II. Parts of the Extended Essay
   A. Title page
      1. Title centered on page
      2. Student name
      3. Candidate number
      4. Date of IB Exams
      5. Category
      6. Advisor’s Name
      7. Word Count
   B. Abstract (with word count at bottom of page)
   C. Table of Contents
   D. Introduction
   E. Body of Paper
   F. Conclusion
   G. Works Cited

III. Points to Consider
   A. Have you followed the guidelines for your subject? Are you sure your research question is acceptable within the guidelines?
   B. Have you closely examined the scoring rubric to see if you have met the criteria for the maximum number of points?
   C. Have you followed the guidelines for writing an introduction? Have you adequately met the criteria?
   D. Have you supported your position with reputable research?
   E. Is the most salient feature of your essay your claim and how you support it? That is, have you clearly stated your research position and supported it by building a case based on your thoughts/perspective and then, secondarily, supported your claim with pertinent research.
   F. Do you have a strong finish—a strong conclusion? What are the implications for further development of the topic, for further research in this area?
   G. Does your works cited page include only of your in-text citations?
TOK-1/EE  EE Outline Assignment  Name:________________________

Students are to complete the requirements of their EE Outline following the dates given below. Students may complete any/all of this assignment prior to the dates listed below. Students are to be mindful that teachers are especially busy at this time of year.

In developing their EE Outlines students are to use the format given. Students need to consult both their EE Subject Area Guidelines (personal copy, if not pick up a copy from the IB Office) and the EE General Guidelines (found in the EE Booklet) to complete this assignment.

Important Dates:
Monday, 30 April EE Outline Assignment distributed to TOK-1/EE Students.
Wednesday, 30 May EE Working Outline Due to TOK1 Teachers
Students must personally hand-deliver their EE Outlines to their EE Advisors.

Monday, 30 April – Friday, 25 May
Students work on their EE Outline Assignment.

Monday, 14 May – Friday, 18 May
Students hand deliver their EE Outline to EE Advisor. EE Advisor must sign the “Discussion Log Sheet” indicating the date s/he received the EE Outline.

Tuesday, 21 May – Wednesday, 30 May
Students meet with their EE Advisor to discuss EE Outline. Students complete the “Discussion Log Sheet” during this meeting with their EE Advisors. EE Advisors sign the “Discussion Log Sheet” indicating the discussion meeting took place.

Wednesday, 30 May- Monday, 4 June
Students submit their completed “Discussion Log Sheet” and EE Outlines to their TOK/EE Teacher during the TOK/EE class period. Students keep a copy of their EE Outlines to facilitate EE rough-draft work over the summer.

Why an Outline?
By removing questions of style and paragraphing, an outline simplifies your interaction with your research material. It also helps you and your EE Advisor discover:

- The purpose of your essay
- Gaps or inadequacies in your research argument
- Reasons to adjust your focus
- The most effective grouping, arrangement and sequence of information
- Interrelationships among your details and arguments
- The relevance or irrelevance of information
- Precise and purposeful wording of the research question, thesis statement (when appropriate) and supporting assertions.
Research
You cannot write a detailed outline without completing thorough research and reasoning. Research and analysis will send you to the outline, and the outline will send you back to your investigation. Note that research literally is “re-search”—to search and then search again, and again. It is a search in that when you set out you really don’t know what you will discover. The more you research, investigate, analyze, question, refocus, rethink, and regroup, the deeper your knowledge and understanding—and the more credible and persuasive your essay. (Are you beginning to see the relationship between the criteria on the EE rubric? At this point you should.)

Your outline will expand and increase in detail along with your expertise. This implies that the more you read and research, the more of an expert—someone with defensible ideas and arguments—you will become. As you deepen your understanding, your research question/thesis statement will grow more refined. You may find that it needs “tweaking” as you learn more and put your ideas in writing.

Tell Me Everything You Know
Remember what was said in the section above—“you cannot write a detailed outline without completing thorough research and reasoning.” Having done so, you should be able to write fluently about your topic. So.....

Extended Essay Outline
Formal Presentation:
Typed, Times New Roman, 12 pt. font

Style:
Outline Format —address each point listed. Use same lettering system; however you need to write in sentence style unless otherwise noted in the outline instructions.

Coversheet:
Centered on the coversheet, please include the following

Your First and Last Name
TOK Teacher’s Name          TOK Class Period
date
EE Advisor’s Name
EE Subject Area

BEFORE YOU BEGIN!!!

Your must use both the EE Subject Area Guidelines (which you should already have) as well as the EE General Guidelines (found in your EE Booklet) in preparing your EE Outline. BE sure you review and have access to these during the Outline writing process.
Your EE Outline must follow the format guide given below. Use the same lettering/numbering in typing your EE Outline, EXACTLY as you see below. OMIT sections that do not pertain to your Subject Area.

OUTLINE FORMAT GUIDE

A. What is your research question?
Make sure it is stated in the form of a question that poses an argument.
For those with a Thesis: Restate your question in a concise and clearly stated sentence.
For Science EE –this would be your hypothesis

B. Background:
   a) Why is your argument important?

All EE Areas except for the Sciences:
Write, in detail, about your topic. Start from a point of strength—use your research question/thesis statement —and tell me everything you know/have learned up to this point. (If your knowledge is lacking, do more research!) You should make reference to resources that you are reading/have read. This is what is known as a “core dump” in which you simply write everything that you currently know or have discovered. However, your writing should have a logical flow. You should write from a position of strength. Remember to provide complete bibliographic source citations including page numbers.

All Science EE
Give a summation of the pertinent research that you have read to establish the relevancy of your own study. In addition, you must outline the following:
   i) Research Question
   ii) Hypothesis
   iii) Variables –chart identifying independent, dependent and controlled variables
   iv) Protocol diagram –draw and label a diagram that best shows the protocol to be used
   v) Lab/research equipment—be specific on which lab/research equipment you need and state how you will obtain needed resources
   vi) Procedure (s) to be used in conducting your study. Include how many times each data set will be repeated. Elaborate.
   vii) Description of how you will calculate and present your data.

C. Introduction: According to Criterion B in the EE Subject Area Guidelines:
   a) What must your introduction emphasize?
b) Write an 8-10 sentence paragraph that serves as a draft of your introduction. Make sure you address the requirements for your subject area. Look at on the EE Rubric in your EE Booklet —have you reached a Level 2?
c) Consider:
   i) How can you capture the reader’s attention?
   ii) Is there a startling statistic or fact? What is your “so what?” factor?
   iii) Is it possible to use a pertinent short quote?
D. **Argument: According to Criterion E in the EE Subject Area Guidelines:**
   a) What must your argument emphasize?
   b) What evidence, facts, proof, or reasoning do you have to support your position on the issue?
      i) Support #1:
         (1) Explain strength of Support #1 in an extended paragraph.
         (2) Documentation: Provide complete bibliographic source citations including page numbers for Support #1.
      ii) Support #2:
         (1) Explain strength of Support #2 in an extended paragraph.
         (2) Documentation: Provide complete bibliographic source citations including page numbers for Support #2.
      iii) Support #3:
         (1) Explain strength of Support #3 in an extended paragraph.
         (2) Documentation: Provide complete bibliographic source citations including page numbers for Support #3.

E. **Refutation: (Continuation of Criterion E) What are the arguments which oppose your position? – Are there any that are relevant to your interpretation of the topic?**
   a) Opposing argument #1:
      i) Your refutation:
      ii) Provide complete bibliographic source citations including page numbers for opposing argument #1.
   b) Opposing argument #2:
      i) Your refutation:
      ii) Provide complete bibliographic source citations including page numbers for opposing argument #2.

F. **Read Criterion C (Investigation) in the EE Subject Area Guidelines.**
   a) Summarize succinctly how you are to conduct an investigation in your subject area.

G. **Read Criterion D (Knowledge and Understanding of the topic) in the EE Subject Area Guidelines.**
   a) In what way/ways must you demonstrate knowledge and understanding of your subject?

H. **Read Criterion F (Application of Analytical and Evaluative Skills) in the EE Subject Area Guidelines**
   a) Explain how you must demonstrate analytical and evaluative skills in your essay. Show the importance and relationship between different types of information in a hierarchical manner. You may either draw a diagram (use tools in Word—nothing drawn by hand) or use a written explanation.

I. **Read Criterion G (Use of Language Appropriate to Subject) in the EE Subject Area Guidelines**
   a) List the most important aspects in relation to style and usage for your subject.
J. Read Criterion H (Conclusion) in the EE Subject Area Guidelines
   a) What must your conclusion accomplish?
   b) Examine your arguments in relation to each other.
      i) What might be the implications of your argument? Based upon your preliminary outline, what/how do you want your reader (the examiner) to believe after reading your paper?

K. Bibliographic Sources
   a) Provide your citation list in a proper format for your EE Subject Area: MLA, APA, Chicago, etc. Include specific page numbers with your citations. Only list those sources which you have cited in your EE Outline. Your choice of citations should include a variety of scholarly sources—including databases, academic/scholarly journals, and print resources—and should clearly demonstrate that you have made progress with your research reading.
PART IV:
The “How To” Resources -- Appendices

“I plagiarized it because I thought it bears repeating.”
How to Critically Analyze Information Sources

INTRODUCTION
You can begin evaluating a physical information source (a book or an article for instance) even before you have the physical item in hand. Appraise a source by first examining the bibliographic citation. The bibliographic citation is the written description of a book, journal article, essay, or some other published material that appears in a catalog or index. Bibliographic citations characteristically have three main components: author, title, and publication information. These components can help you determine the usefulness of this source for your paper. (In the same way, you can appraise a Web site by examining the home page carefully.)

I. INITIAL APPRAISAL

A. Author
What are the author's credentials—institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise? You can use the various Who's Who publications for the U.S. and other countries and for specific subjects and the biographical information located in the publication itself to help determine the author's affiliation and credentials.

Has your instructor mentioned this author? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources. Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

B. Date of Publication
When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.

Is the source current or out-of-date for your topic? Topic areas of continuing and rapid development, such as the sciences, demand more current information. On the other hand, topics in the humanities often require material that was written many years ago. At the other extreme, some news sources on the Web now note the hour and minute that articles are posted on their site.

C. Edition or Revision
Is this a first edition of this publication or not? Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs. Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?
D. Publisher
Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

E. Title of Journal
Is this a scholarly or a popular journal? This distinction is important because it indicates different levels of complexity in conveying ideas. If you need help in determining the type of journal, see Distinguishing Scholarly from Non-Scholarly Periodicals.

II. CONTENT ANALYSIS

Having made an initial appraisal, you should now examine the body of the source.
- Read the preface to determine the author's intentions for the book.
- Scan the table of contents and the index to get a broad overview of the material it covers.
- Note whether bibliographies are included.
- Check for any special features such as important lists of statistics, charts and tables, etc. not found elsewhere.
- Read the chapters that specifically address your topic.

Scanning the table of contents of a journal or magazine issue is also useful. As with books, the presence and quality of a bibliography at the end of the article may reflect the care with which the authors have prepared their work.

A. Intended Audience
What type of audience is the author addressing? Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your needs?

B. Objective Reasoning
Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts.

Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions. Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas.

Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?
C. Coverage
Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints.

Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. Scholars use this primary material to help generate historical interpretations--a secondary source. Books, encyclopedia articles, and scholarly journal articles about the event or subject are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

D. Writing Style
Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?

E. Evaluative Reviews
Locate critical reviews of books in a reviewing source, such as Book Review Index, Book Review Digest, OR Periodical Abstracts. Is the review positive? Is the book under review considered a valuable contribution to the field? Does the reviewer mention other books that might be better? If so, locate these sources for more information on your topic. Do the various reviewers agree on the value or attributes of the book or has it aroused controversy among the critics?
How to Evaluate Web Sites: Criteria and Tools (Context is The Primary Factor)

The User Context:
The most important factor when evaluating Web sites is your search, your needs. What are you using the Web for? Entertainment? Academic work? Hobbies or a vocational interests? Scholarly sources are traditionally very strongly text-based. Compare the appearance and the content of an academic journal with a popular magazine.

The Web Context:
Some of the visual distinctions that signal the nature of content in print sources hold true on the Web as well, although, because the Web encourages wider use of graphics, Web versions of printed works usually contain more graphics and more color than their print counterparts. Color graphics appeared on the New York Times Web site before they appeared in the printed New York Times, for instance.

Evaluation Criteria:
Begin each web page/site evaluation with the Five Criteria for Evaluating Web Pages. If the site stands up to this initial evaluation, use the process for Critically Analyzing Information Sources as you would for any print item.

Evaluating Web Sites

Web pages in this section refers to the free web—web sites anyone can access—not web-based research tools like subscription databases resources that you (or your school or your public library) pay for and that must have a password to access. Here are the Five Criteria for Evaluating Web Pages you should consider when evaluating web sites.

Authority:
Who wrote the page?
Look for the author’s name near the top or the bottom of the page. If you can’t find a name, look for a copyright credit (©) or link to an organization.

What are the author's credentials?
Look for biographical information or the author’s affiliations (university department, organization, corporate title, etc.).

Can you verify the author's credentials? Could the credentials be made up?
Anyone who has visited a chat room knows that people don't always identify themselves accurately.

Did the author include contact information?
Look for an email link, address, or phone number for the author. A responsible author should give you the means to contact him/her.

Whose web site is this? What organization is sponsoring the web page?
Look at the domain (.com, .edu, .org, etc.).
Look for an “about this site” link.
Also look for a tilde (~) in the URL, which usually identifies a personal directory on a web site. Be careful of a web page that has a tilde in its URL.
Internet service provider sites (AOL, Mindspring, MSN, etc.) and online community sites (GeoCities, Tripod, Angelfire, etc.) feature personal pages. Be careful of web pages from those sites, too.
Audience and Purpose:
What is the purpose of the page? Why did the author create it?
The purpose could be advertising, advocacy, news, entertainment, opinion, fandom, scholarship, satire, etc.
Some pages have more than one purpose. For example, http://www.dowjones.com/ provides free business information but also encourages you to subscribe to the Wall Street Journal.
Who is the target audience?
academic researchers? kids? buyers of competitors’ products? trekkers? political extremists?
Look at reading level of the page: is it easy to read or challenging? Does it assume previous knowledge of the subject?

Currency:
Is there a date at the top or bottom of the page?
But note: a recent date doesn't necessarily mean the information is current. The content might be years out of date even if the given date is recent. (The last update of the page might have consisted of someone changing an email address or fixing a typo.)
Is the information up-to-date?
This takes a little more time to determine. Compare the information on the web page to information available through other sources like databases or print resources. Broken links are one measure of an out-of-date page.
In general, information for science, technology, and business ages quickly. Information in the humanities and social sciences ages less quickly. However, old information can still be perfectly valid.

Objectivity vs. Bias:
Is the author being objective or biased?
Biased information is not necessarily bad, but you must take the bias into account when interpreting or using the information given.
Look at the facts the author provides, and the facts the author doesn't provide.
Are the facts accurately and completely cited?
Is the author fair, balanced, and moderate in his or her views, or is the author overly emotional or extreme?
Based on the author’s authority, try to identify any conflict of interest.
Determine if the advertising is clearly separated from the objective information on the page.

Support for Evidence:
Does the author support the information he or she uses?
Look for links or citations to sources. Some academic web pages include bibliographies.
Is the support respectable?
Does the page cite well-known sources or authorities?
Does the page cite a variety of sources?
Do other pages on the same topic cite some of the same sources?
The web page in question should have a mix of internal links (links to web pages on the same site or by the same author) and external links (links to other sources or experts).
If a web page makes it hard for you to check the support, be suspicious.
Is the web the right place to do your research?
Some kinds of information are not available on the free web. Also, some kinds of information are easier to find using library resources. Examples:
• literary criticism (begin with a literature database like the EBSCO Literary Reference Center or GALE Literature Resource Center.)
• scientific/social analysis (an online periodical database like EBSCO will provide you with current, peer-reviewed articles; use online databases specifically designed for your area of interest—check public library and/or state funded databases)
• print resources (some of the very best resources are only available in print format. Books are not going away any time soon. Make sure you take the time to use print resources)
HOW TO SELECT A STYLE GUIDE
WHICH CITING/DOCUMENTATION SYSTEM SHOULD YOU USE?

With so many documentation systems available, it can be difficult to decide which system to use. Here are some tips:

- talk to your EE advisor, who will be able to tell you his/her preference, and which system is most commonly used for the field of study.
- look at current academic journals in your field of study to see how they ask writers to reference sources.
- bear in mind that the numbering systems (e.g. CBE) are growing less popular that the parenthetical Chicago and APA styles, which are generally easier for readers to use.

DIFFERENT CITING/DOCUMENTATION SYSTEMS

Simon Fraser University Library has an excellent page with links for
- Style Guides for Citing Sources
  - APA
  - MLA
  - Chicago/Turabian
  - CBE
- Writing Guides
  - University Reading and Writing
  - Writing Research Papers
  - Writing an Annotated Bibliography
- Tools
  - Labor-saving MSWord tricks for essays, papers and reports
  - Converting documents to PDF.
  - TinyURL

You may access this page at: http://www.libsfu.ca/researchhelp/writing/index.htm.

The Michigan State University Libraries site has an extensive listing of style guides as listed above for citing sources with additional information for citing electronic sources and on-line citation styles.

You may access this page at: http://www.lib.msu.edu/harris23/general/citation.htm
How to Recognize and Evaluate Scholarly Journals and Other Periodicals

Journals and magazines are important sources for up-to-date information in all disciplines. With such a wide range of periodicals available it is often difficult to distinguish between the various levels of scholarship found. Generally speaking, you can divide periodical literature into four categories:

- **Scholarly**
  
  *Concerned with academic study, especially research, exhibiting the methods and attitudes of a scholar, and having the manner and appearance of a scholar.*

- **Substantive News/General Interest**
  
  *Having a solid base, being substantial.*

- **Popular**
  
  *Fit for, or reflecting the taste and intelligence of, the people at large.*

- **Sensational**
  
  *Arousing or intending to arouse strong curiosity, interest or reaction.*

**SCHOLARLY**

- Scholarly journal articles often have an abstract, a descriptive summary of the article contents, before the main text of the article.
- Scholarly journals generally have a sober, serious look. They often contain many graphs and charts but few glossy pages or exciting pictures.
- Scholarly journals always cite their sources in the form of footnotes or bibliographies. These bibliographies are generally lengthy and cite other scholarly writings.
- Articles are written by a scholar in the field or by someone who has done research in the field. The affiliations of the authors are listed, usually at the bottom of the first page or at the end of the article--universities, research institutions, think tanks, and the like.
- The language of scholarly journals is that of the discipline covered. It assumes some scholarly background on the part of the reader.
- The main purpose of a scholarly journal is to report on original research or experimentation in order to make such information available to the rest of the scholarly world.
- Many scholarly journals, though by no means all, are published by a specific professional organization.

**EXAMPLES OF SCHOLARLY JOURNALS:**

- American Economic Review
- JAMA: The Journal of the American Medical Association
- Journal of Marriage and the Family (published by the National Council on Family Relations)
- Modern Fiction Studies
SUBSTANTIVE NEWS OR GENERAL INTEREST

- These periodicals may be quite attractive in appearance, although some are in newspaper format. Articles are often heavily illustrated, generally with photographs.
- News and general interest periodicals sometimes cite sources, though more often do not.
- Articles may be written by a member of the editorial staff, a scholar or a free lance writer.
- The language of these publications is geared to any educated audience. There is no specialty assumed, only interest and a certain level of intelligence.
- They are generally published by commercial enterprises or individuals, although some emanate from specific professional organizations.
- The main purpose of periodicals in this category is to provide information, in a general manner, to a broad audience of concerned citizens.

EXAMPLES OF SUBSTANTIVE NEWS OR GENERAL INTEREST PERIODICALS:

- Christian Science Monitor
- Economist
- National Geographic
- New York Times
- Scientific American

POPULAR

- Popular periodicals come in many formats, although often somewhat slick and attractive in appearance. Lots of graphics (photographs, drawings, etc.).
- These publications rarely, if ever, cite sources. Information published in such journals is often second or third hand and the original source is sometimes obscure.
- Articles are usually very short, written in simple language and are designed to meet a minimal education level. There is generally little depth to the content of these articles.
- The main purpose of popular periodicals is to entertain the reader, to sell products (their own or their advertisers), and/or to promote a viewpoint.

EXAMPLES OF POPULAR PERIODICALS:

- Fashion Magazines
- Parents
- People Weekly
- Readers Digest
- Sports Illustrated
- Time

SENSATIONAL

- Sensational periodicals come in a variety of styles, but often use a newspaper format.
- Their language is elementary and occasionally inflammatory or sensational. They assume a certain gullibility in their audience.
- The main purpose of sensational magazines seems to be to arouse curiosity and to cater to popular superstitions. They often do so with flashy headlines designed to astonish (e.g. Half-man Half-woman Makes Self Pregnant).

EXAMPLES OF SENSATIONAL PERIODICALS:

- Globe
- National Examiner
- Star
- Weekly World News
How to Cite/Document Sources for the Extended Essay

What is meant by Documentation?
How to Introduce a quotation?
What must you cite/document?
What do you not need to reference?
When to use footnotes and endnotes?

WHAT IS MEANT BY DOCUMENTATION?
Citing or documenting your sources means systematically showing what information or ideas you are quoting or paraphrasing, and where they come from. You are entitled to use someone else's words, ideas or information in your work. In fact you are required to document all sources. You must show that they are not your own by indicating their source.

Documentation systems vary between different fields of study and between different journals or publishers within a field of study. Despite this variation, all referencing systems have the same basic components:

• an in-text reference to show that a piece of information, idea, quotation, etc. you have included in your writing belongs to another writer. It is always designed to be short because it is interrupting the text, and is usually in parentheses:

In recent years, there has been a rapid increase in car sales in Thailand (Honda 1995).

 OR

In recent years, there has been a rapid increase in car sales in Thailand (Honda, 1995).

 OR

In recent years, there has been a rapid increase in car sales in Thailand (Honda 135).

 OR

In recent years there has been a rapid increase in car sales in Thailand [1].

 OR

In recent years there has been a rapid increase in car sales in Thailand 1.

The reader then uses the in-text reference to find full bibliographic information (about when and where the source was published, and by which publisher) either at the end of the page or more usually at the end of the paper (as a footnote), thesis or book (depending on the documentation system used).

A documentation system that in the text uses the author's family name will always list sources on the references page alphabetically by author's family name; a referencing system that uses numerical in-text references will usually list sources in the order in which they appear in the writing (not by author's name). This enables the reader to find sources easily.
HOW TO REFERENCE ONLINE SOURCES

Referencing systems for electronic sources are becoming standardized. The in-text reference should follow the same format as for printed sources; however, the bibliographic information on your references page will be different and generally requires you to include the type of resource plus when it was accessed, as well as the URL for on-line sources.


For further information, consult the following links:

http://www.dartmouth.edu/~sources/contents.html
This site gives a complete, clearly organized summary of all the main issues involved in citing sources.

http://www.lib.msu.edu/harris23/general/citation.htm
One of the best from the Michigan State University Libraries System.

Andrew Harnack and Eugene Kleppinger have published a book on citing Internet sources called on Online! The book's website has excellent advice on each style.
For APA: http://www.bedfordstmartins.com/online/cite6.html#1
For MPA: http://www.bedfordstmartins.com/online/cite5.html#1
For Chicago: http://www.bedfordstmartins.com/online/cite7.html#1

Citation Guides for Electronic Documents from the International Federation of Library Associations and Institutions.
http://www.ifla.org/I/training/citation/citing.htm
HOW TO QUOTE A SOURCE AND HOW TO PARAPHRASE

Guide to Paraphrasing

Paraphrasing is the process of changing an author's words into your own words. Paraphrasing may be used as a study technique or as a writing technique.

1. **As a study technique** Paraphrasing tests a person's understanding of a writer's ideas. It is a way of testing your comprehension. Moreover, because it requires a much deeper mental processing than less active kinds of reading or study, you're able to learn better.

2. **As a writing technique** Paraphrasing allows you to summarize another writer's ideas, to fit them smoothly in with your own ideas, or to use another person's ideas to prove your own thesis.

3. **Give credit.** When you paraphrase a writer in your paper, you must give credit to the original author of the ideas (if you fail to mention the source of the ideas, you become guilty of plagiarism).

**An example of paraphrasing**

**Paragraph from the original source:**

"I had to explain to him that I was deaf. I said, 'Wait; I can't hear; please talk slowly.' He looked at me and said, 'What?' I told him again I was deaf, and he said, 'Oh.' He pointed to a door and told me to go through that door. I followed his instructions. I opened the door and walked through it, closing the door behind me. I found that I was in the hallway near the elevator where I had just come up. I was shocked! He had rejected me without any explanation. I got into the elevator, and as it descended, I felt very letdown. I couldn't understand why he didn't give me a chance to explain that I could do the job well. It didn't require hearing!"


**A possible paraphrase for the above paragraph:**

In *A Handful of Stories*, Bernard Bragg tells a story of trying to get a job. One time he told a potential employer he was deaf, and the man just pointed to the door. Mr. Bragg, not realizing the man was telling him to leave, opened the door and stepped out. Not until he went out the door did he realize he had been rejected because he was deaf (19).

REMEMBER!
Paraphrasing means putting an author's ideas or information into your own words:

*ORIGINAL*
"This has led to the conclusion that, out of the US population at large, 90% watch television to excess" (Wu, 1994).

*PARAPHRASED*
"In contradiction to Suzuki's claim, Wu argues that 90% of Americans watch too much television (1994)."

There is no need to use Wu's exact words as it is his information (not his words) that is important here. Notice too that with paraphrasing it is easier to comment on the work you are referring to (e.g. here it is compared to Suzuki's).

You should be careful to indicate which are your ideas and which are the author's by careful use of references and by where and how you break sentences. This is a subtle art and you should look at published work for examples for how to do this effectively.

- Paraphrasing must include page references. This is necessary, as you are claiming that the quote you are reproducing is authoritative; the reader needs to be able to check the exact point in the text to which you refer.

- Paraphrasing is more generally used than quoting as it enables you to comment on, evaluate and summarize information;

- Paraphrasing can be used with quotations (i.e. you can quote within a paraphrase);

- Paraphrasing must always be referenced (because you are using someone else's ideas or information);

- Paraphrasing is never enclosed by quotation marks or indentation;

- Paraphrasing does not mean a word-for-word rewrite of the original (usually you are summarizing your source or highlighting one or more points).
Guide to Using Quotations

A quotation is the use of your source's exact words in your work. A quotation may be as short as one word but, if that word is significant, it must be put in quotation marks and referenced.

Quotations should include the exact words of your source inside quotation marks, e.g. "Everything we do is an experience of a kind" (Kenny 1996: 45). If you look in Kenny 1996 at page 45 you will find the words *Everything we do is an experience of a kind with no alterations or omissions*. However, you can make changes, if necessary, as follows:

**Leaving out a word or words:**

*ORIGINAL*

"In many academic circles in America, literary translation is still considered a secondary activity, mechanical rather than creative, neither worthy of serious critical attention nor of general interest to the public" (Gentzler 1993: 34).

*SHORTENED*

"In many academic circles in America, literary translation is still considered a secondary activity. . . neither worthy of serious critical attention nor of general interest to the public" (Gentzler 1993: 34).

No matter how many words you take out, you only use three dots (except if the quoted sentence comes to an end, in which case you use three plus a full stop, i.e. four). Also, there is no need to use en ellipsis ( . . . ) at the beginning and end of each quotation.

Note the use of page numbers here - in this case, the quote is borrowed from page 34 of Gentzler's 1993 publication. You should always give page numbers when you quote text directly from a source.

**Making small alterations/clarifications:**

*ORIGINAL*

Raymond (1996) argues that, "The people never knew what good food was" (p.245).

*ALTERED*

Raymond argues that "[t]he people [in England] never knew what good food was" (1996: 245). Here the writer clarifies who "The people" are, and changes capital T to small to fit the writer's sentence structure.

**REMEMBER!**

Quotations must be indicated with quotation marks (" . . ") unless you are using a long quotation, in which case it should be set in an indented block. This is a long quotation and so is not shown by quotation marks but by being set in a block that is indented and usually single-spaced. The exact style of indentation (e.g. indented on one side or both, indented by three or five spaces) will depend on the style you are using in your work (e.g. APA, CBE, etc.) (Brightwell, 1998)

Quotations should be kept short and kept to a minimum: only use quotations when the words themselves are important. Avoid using a large number of quotations as they mean you are letting your sources present ideas instead of you presenting your own.
HOW TO INTRODUCE A QUOTATION

Never quote from your sources without telling the reader who is speaking. If the speaker is the author of a book or article you used, you must mention his or her name in the sentence that introduces the quotation.

FOR EXAMPLE: According to James L. Roark, President John F. Kennedy "tried to get black leaders to call off the March on Washington" in 1963.¹

If your quotation is not from the author you read but from someone who is quoted by the author, then you introduce the person whose words are being quoted and not the author who quoted them.

FOR EXAMPLE: One of the black leaders, James Farmer, responded to Kennedy's effort to get them to cool down by saying, "If we got any cooler, we'd be in a deep freeze."¹

PROBLEM SOLVING – SOME OF THE MOST COMMON

믹스 two referencing systems.
If you are using (name year) for your in-text references, do not list your sources by number on your references page because your reader will be looking for the author's name. Similarly, if you are using numerical in-text references, you cannot list your sources on your references page by author name - your reader will be looking for numbers.

What should you do if there is more than one author listed?
For the in-text reference, for a paper with two authors list by paper by both (for example, Shaw and Clayton, 1996), but for a paper with more than two authors list by the main author and add et al. (literally "and the others"), e.g. (Jones, Suzuki and Chan 1997) is written as (Jones et al., 1997). Note: do not change the order of the names, i.e. you cannot write (Chan et al., 1997) because Chan is not the main author.

What should you do if there is no author listed?
Some articles are credited to organizations rather than to individuals (e.g. many software manuals) so the organization is listed as the "author." Many on-line materials do not have an author listed: again, often the organization is used or, if no organization owns the material, then it is referred to by its title. See the websites below for more details for both electronic and print materials.

Adapting existing referencing systems for your own work. Why make work for yourself by adapting an existing referencing style?
Use a referencing style that is commonly used in your field and use it yourself. Ask your EE advisor if you are unsure.

What should you do if you want to use information by Writer X that you have found quoted or paraphrased in Writer Y?
Your first choice should be to refer to the original source. For example: you find a book by Honda published in 1993 that says: "A study by Singh (1990) has shown that 60% of clowns suffer from chronic depression". If you want to use this information, try to find the study by Singh and read it for yourself. If this is difficult or impractical, you should indicate where you found the information. You
cannot attribute the information simply to Honda (as that writer was not the person who did the research) and you cannot attribute it to Singh (unless you have read Singh’s study). Instead, in your research, you will write something like this:

*Previous research supports this argument, since it has been found that 60% of clowns are sufferers of chronic depression (Singh, 1990, cited in Honda, 1993).*

This shows that you found the information from Singh in a piece by Honda and that you did not read the original, i.e. if there’s a mistake, it’s Honda’s not yours!

**WHAT MUST YOU CITE/DOCUMENT?**

- all work done by other researchers that you want to refer to in your own writing.
- other writers' words

You must document (in other words, indicate the source of) all information and ideas from existing work that you use in your writing, whether you use the source’s words or your own. All information that is not referenced is assumed to be general knowledge (in your field) or not to reference someone's work often means you are leading your reader to believe that the work is your own.

Consult *Academic Honesty: Guidance for Schools*, IBO September 2003, pp. 204

**WHAT DO YOU NOT NEED TO REFERENCE?**

- general knowledge (e.g. that .......... is the President of the U.S.A., that China has a larger population than Sweden),
- information that is common knowledge in your field, and
- ideas that are definitely your own, and findings or insights from your own research.

**WHEN TO USE FOOTNOTES AND ENDNOTES?**

Notes are the places in your paper where you tell your reader where your information came from and how they can find it. When writing history research papers, you have three choices in the placement of your notes:

- A note can appear at the bottom of each page. This is called a footnote.
- It can be placed at the end of your paper. This is called an endnote.
- Some instructors allow a third choice. The note can go in the text itself right after the part of the paper to which it refers. This is called internal notation.

+internal notation Reference to a source that appears within the body of the text. Sometimes known as *intertextual notation*. or *intertextual notation*. 
PROBLEM SOLVING – SOME OF THE MOST COMMON

What should you do if you find that your idea has already been published by another writer?

Acknowledge the other writer's work, for example by writing in your reference something like: (see also Wong, 1993). You must not ignore the other author's work, because your readers may think that you have either taken the idea or information without referencing (this is malpractice/plagiarism) or that you do not have a good idea of the literature in your field.

What should you do if you want to use an adapted version of someone else's work?

You must still cite the original work. For example, maybe you are using a diagram from an article by Wattana published in 1996, but you have altered it. Reference the adapted diagram as (adapted from Wattana 1996). You can also use other terms in order to specify the exact relationship between the source and the version you have presented e.g. based on Wattana 1996, summarized from Wattana 1996, etc.

What should you do if several authors have published very similar information or ideas?

You can indicate that the idea or information can be found in the work of more than one author, e.g. though in fact many authors have described this kind of system (for example, Hynes, 1989; Wu, 19991; Lefrère, 1994) little work has been done on extending it to application to robotic systems. If you only reference one author, then your readers may assume that only one author has published this on this topic, or that you have not read the literature thoroughly and are not aware of the other work published in this area. Use your referencing to give your readers a clear idea of the situation, not a distorted one, and to demonstrate the depth of your research and your knowledge.

Should you avoid referencing other people's work?

Referencing other people's work is NOT a sign of weakness in their own work. In fact, the opposite is true. If you write up your research with no references to previous work, you are indicating to your reader that you are not familiar with the research that has already been done, and are therefore undermining your own credibility and the validity of your own work. Including references is a way of demonstrating your knowledge of your field. You must refer to previous work.

What if you find exactly what you want to say in other people's writing?

It depends on what it is; if someone else has done the same thesis as you, then you're going to have to change your topic, or find something new to say about what you're doing. If it is someone else's particularly succinct expression, but fits perfectly what you have been trying to say, you can quote directly, citing the page reference as well as the author and year of publication.
How to Prepare an Annotated Bibliography

WHAT IS AN ANNOTATED BIBLIOGRAPHY?
An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

THE PROCESS
Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

- First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items.
- Then choose those works that provide a variety of perspectives on your topic.
- Cite the book, article, or document using the appropriate style.
- Write a concise annotation that summarizes the central theme and scope of the book or article.
- Include one or more sentences that:
  1. evaluate the authority or background of the author,
  2. comment on the intended audience,
  3. compare or contrast this work with another you have cited, or
  4. explain how this work illuminates your bibliography topic.

CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT
For guidance in critically appraising and analyzing the sources for your bibliography, consult the following pages in the Student Guide: How to Critically Analyze Information Sources; How To Evaluate Web Sites: Criteria and Tools; How to Distinguish Scholarly Journals from other Periodicals.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE
The following example uses the APA format for the journal citation.


The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

This example uses the MLA format for the journal citation.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.
HOW TO WRITE THE INTRODUCTION

Introduction (IB Objectives 1 and 5)
Students are expected to

1. Pursue a research project with intellectual initiation and insight
2. Present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways.

This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Little or no attempt is made to into context. There is little or no attempt to explain the significance of the topic.</td>
</tr>
<tr>
<td>1</td>
<td>Some attempt us made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.</td>
</tr>
<tr>
<td>3</td>
<td>The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.</td>
</tr>
</tbody>
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What is the function of an introduction?
An introduction

- captures your audience's attention.
- gives background on your topic.
- develops interest in your topic.
- guides your reader to your research question.

What process should you use to write an introduction?
One writes the introduction before writing the body of your essay. As the essay develops, the introduction may need to be revised. Many people write a rough draft and from that find out what their purpose really is and what they really believe. Then they revise the focus, language, or order of their introduction. This sequence -- of drafting an introduction and then revising and refining it once the body of the paper is sketched out -- is very common. Neither of the above situations is better!
An example of an Introduction

**[1.]** The Myth of Boundaries in Discussions of the Definition of the North
Amanda Graham

**[2.]** There has been a great deal written about how we understand and define that region we loosely call the North. Since the 1960s in North America and even earlier than that elsewhere, scholars and others have attempted to define what we mean by North. There are many themes that run through this discussion, all of them fascinating, but the notion of boundaries seems particularly common. **[3.]** There are three that are often talked about. These are geographic boundaries, mythical boundaries and historical boundaries. **[4.]** I think that the common references to boundaries are evidence of an inability to come to terms with a complex region and that people have come to believe that if we can define the edges, we'll come to some understanding about the area bounded by these edges.

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**Explanations**

1. The title tells the reader what the paper is going to be about; using "myth" suggests the author doesn't think boundaries are useful to discussions of the definitions of the North.

2. This statement introduces the general subject of the paper and places the author's argument in a larger context. This helps the reader get the drift of the paper right away.

3. Points out that drawing lines around the North is a common way to define what's in it; that is, what it is. Gives three examples of types of boundaries. This suggests that the body will, in the course of pursuing the argument, touch on all three of these types of boundaries.

4. Here the author asserts her position. She thinks defining boundaries or edges doesn't really help understand the region bounded by those edges. This is the thesis statement. This is what the paper is going to be about. Likely, she will work her way through each of the three types of boundaries in the order they were noted in 3. and show, using material from the readings, how knowing edges does not yield any significant understanding of the content/region.
HOW TO WRITE A CONCLUSION

Your conclusion wraps up your argument and leaves the reader with some final things to think about. Your conclusion should stem from what you have already written. Effective conclusions therefore often refer back to ideas presented in a paper’s introduction.

In general, your conclusion should echo your major thesis without repeating the words verbatim. However, since your paper has already proven your thesis, your conclusion should move beyond it to reflect on the significance of the ideas you just presented. **It should answer the question, “OK, I've read your paper, but so what?” In other words, why are these ideas important?**

**Effective conclusions**
- Reflect on how your topic relates to larger issues (in the novel, in society, in history).
- Show how your topic affects the reader’s life.
- Evaluate the concepts you have presented.
- Issue a call for action on the part of your audience.
- Ask questions generated by your findings.
- Make predictions.
- Recommend a solution.
- Connect back to introduction, esp. if you used a metaphor, anecdote, or vivid image.
- Give a personal statement about the topic.

**Conclusions to avoid:**
- Beginning with “In conclusion …”
- Restating your thesis and all your main points without adding anything new.
- Bringing up a new topic.
- Adding irrelevant details (esp. just to make a paper longer).
HOW TO WRITE AN ABSTRACT

An abstract is a concise, stand-alone statement that conveys the essential information contained in an article, book, research paper, or document. Written in a direct non-repetitive style, the abstract should:

- Identify the problem (research question or thesis) investigated.
- Describe the scope or method of investigation.
- Summarize the results.
- State the conclusion(s).

Writing the Abstract:

1. Highlight the sentences in the paper that detail the problem (objective) investigated.
2. Highlight the research question (or thesis).
3. Identify information (phrases, key words) that shows the scope and sequence of the investigation—identify but do not explain.
4. Condense the conclusion into a few concise sentences.

Words of Advice:

1. For the first draft, don’t worry about length. Just try to cover all the important components that are required in the abstract. Use all the information that you highlighted and identified as you read through the essay (or article).
2. Take a word count before you begin to edit.
3. Begin editing by deleting words, phrases and sentences that are less important or provide more explanation than necessary.
4. Look for places where sentences can be combined to omit extra words or condense ideas.
5. Delete unnecessary background information.
6. Do not use jargon, abbreviations, direct quotes or citations.
7. Avoid writing in the first person (I). Rather than saying, “In this essay I discuss...”, try a more formal approach by starting your abstract with an opening similar to:

   “This essay discusses the effects of . . . . Specifically, this paper investigates (restate research question) . . . .”

   “This essay examines how . . . . It attempts to answer the question . . . .”

8. Write to the required word count. If a 300 word abstract is required, get as close to the required number of words as possible.