

IB EXTENDED ESSAY

Student Guide



Robert Bateman High School
Burlington, Ontario, Canada



Table of Contents

Robert Bateman High School Extended Essay Process.....	3
IBO Mission Statement.....	4
Purpose of the Extended Essay.....	5
IB Learner Profile.....	6
Diploma Programme Model.....	7
Diploma Points Matrix.....	8
Three Mandatory Reflection Sessions.....	9
Extended Essay Responsibilities of the STUDENT.....	10
Extended Essay Responsibilities of the SUPERVISOR.....	11
Advice to Students from Extended Essay Examiners.....	12
Preparing the Essay.....	13
• The Choice of Topic.....	14
• The Research Question.....	14
• Developing Your Research Question.....	15
• Sample Research Questions.....	16
Extended Essay Supervisor Proposal.....	17
Extended Essay Supervision Contract.....	18
Extended Essay Mentoring Monitoring Record.....	19
The Research Process.....	20
Writing the Extended Essay.....	21
Writing a Thesis Statement.....	25
Sample Note Card.....	27
Sample Essay Outline.....	28

Analyzing a Historical Argument.....	29
Extended Essay Format.....	30
Title Page Format.....	31
Table of Contents Format.....	32
Appendix Format.....	33
Extended Essay Check List.....	34
Academic Honesty and Malpractice.....	35
Extended Essay Assessment Criteria.....	36
The <i>Viva Voce</i> (Concluding Interview).....	45
Extended Essay Due Dates.....	46

Robert Bateman High School Extended Essay Process
--

The Extended Essay process at Robert Bateman High School typically begins in April of the diploma candidates' first year and ends in November of their second year. Students participate in a mandatory introductory workshop where they receive a 40-page student guide outlining expectations, guidelines, timelines, and forms. There are four more mandatory workshops over the eight months (formatting and three mandatory reflection writing sessions).

Students are given a list of teachers at our school who are available to work as EE supervisors. Candidates are instructed to fill out a proposal indicating subject, topic, possible research question, and resources required before approaching a teacher to ask him or her about acting as a supervisor. If the supervisor agrees, both the student and teacher sign a contract that outlines each of their roles and responsibilities regarding the extended essay requirements and process. Generally, teachers do not take on more than three students at a time.

IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



Purpose of the Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects. This is normally one of the student's six chosen subjects for those taking the IB diploma. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

Key Features of the Extended Essay:

- The extended essay is compulsory for all students taking the Diploma Programme
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

In the Diploma Programme, the extended essay is the prime example of a project where the student has the opportunity to show knowledge, understanding, and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Diploma Programme Model

The programme is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics, and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas, students have flexibility and can choose subjects that particularly interest them and that they may wish to study further at university.



Over the course of the two-year programme, students:

- study six subjects
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, and service (CAS)

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours)

Diploma Points Matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1	N
	Good B	3	2	1	1	0	N
	Satisfactory C	2	1	1	0	0	N
	Mediocre D	2	1	0	0	0	N
	Elementary E	1	0	0	0	Failing condition	N
	Not submitted	N	N	N	N	N	N

The performance of a student in Diploma Programme requirements, theory of knowledge, and the extended essay, is determined according to the quality of the work, based on the application of the IB Diploma Programme assessment criteria. It is described by one of the band descriptors A–E. Using the **two** performance levels and the diploma points matrix, a maximum of **three** diploma points can be awarded for a student’s combined performance.

A student who, for example, writes a **satisfactory** extended essay and whose performance in theory of knowledge is judged to be **good** will be awarded one 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 two points.

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

Three Mandatory Reflection Sessions

There are three mandatory reflection sessions that are a formal part of the extended essay process. Following each session, students are required to complete the relevant comment section on the **Reflections on Planning and Progress Form** and submit it to their supervisor. The supervisor must then sign and date the form and after the final reflection session, the *viva voce*, add his or her own comment.

Following the completion of all three sessions, the form will be submitted to the International Baccalaureate along with the completed extended essay. An incomplete form will impact the examiner's ability to apply assessment criterion E (engagement) and will result in the student receiving a lower mark for this criterion.

Extended Essay Responsibilities of the STUDENT

It is **required** that students:

1. Choose a topic that fits into one of the subjects on the approved extended essay list
2. Observe the regulations relating to the extended essay
3. Meet deadlines
4. Acknowledge all sources of information and ideas in an approved academic manner
5. Participate in three mandatory reflection sessions

It is **strongly recommended** that students:

1. Start work early
2. Think very carefully about the research question for their essay
3. Plan how, when and where they will find material for their essay
4. Plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
5. Record sources as their research progresses (rather than trying to reconstruct a list at the end)
6. Have a clear structure for the essay itself before beginning to write
7. Check and proofread the final version carefully
8. Make sure that all basic requirements are met (for example, all students should get full marks for the abstract)

Extended Essay Responsibilities of the SUPERVISOR

It is **required** that the supervisor:

1. Provides the student with advice and guidance in the skills of undertaking research
2. Encourages and supports the student throughout the research and writing of the extended essay
3. Discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
4. Ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
5. Is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to the student
6. Reads and comments on the first draft only of the extended essay (but does **not** edit the draft)
7. Monitors the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity
8. Submits a predicted grade for the student's extended essay to the EE coordinator
9. Provides evidence or explanation in writing to validate the number of hours spent with the student in discussing the extended essay (Mentor Monitoring Record & Exit Interview Form)
10. Completes the supervisor's report
11. Writes a report and presents it to the school's Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft

It is **strongly recommended** that the supervisor:

1. reads recent extended essay reports for the subject
2. spends between three and five hours with each student, including the time spent on the *viva voce*
3. ensures that the chosen research question is appropriate for the subject
4. advises students on:
 - i. access to appropriate resources (such as people, a library, a laboratory)
 - ii. techniques of information-/evidence-/data-gathering and analysis
 - iii. writing an abstract
 - iv. documenting sources

The student may work with or consult external sources, but it remains the responsibility of the supervisor within the school to complete all the requirements described above.

Advice to Students from Extended Essay Examiners

Recommended: Things to do

Before starting work on the extended essay, students should:

1. Read the assessment criteria
2. Read previous essays to identify strengths and possible pitfalls
3. Spend time working out the research question (imagine the finished essay)
4. Work out a structure for the essay.

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

1. Start work early and stick to deadlines
2. Maintain a good working relationship with their supervisor
3. Construct an argument that relates to the research question
4. Use the library and consult librarians for advice
5. Record sources as they go along (rather than trying to reconstruct a list at the end)
6. Choose a new topic and a research question that **can** be answered if there is a problem with the original topic
7. Use the appropriate language for the subject
8. Let their interest and enthusiasm show.

After completing the essay, students should:

1. Write the abstract
2. Check and proofread the final version carefully.

Recommended: Things to avoid

1. Students **should not** work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate.
2. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words.
3. 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.
4. 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 analyse 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.

Preparing the Essay

- 1 Choose an available Diploma Programme subject for the extended essay for the session in question (subject to any restrictions imposed by the school).
- 2 Read the following materials: the assessment criteria, relevant subject-specific chapter of the *Extended essay guide*, the IB's ethical guidelines and other associated policies where relevant, such as those relating to animal experiments.
- 3 Set up the Researcher's reflection space (RRS) and use this as the key planning and reflection tool for the extended essay process.
- 4 Choose a topic and undertake some background reading on it.
- 5 Formulate a preliminary research question. Try to incorporate an IB command term in the research question if possible.
- 6 Draw up an outline plan for the research and writing process. This should include a timeline.
- 7 Begin to identify how and where they will gather source material for their research.
- 8 Identify which system of academic referencing they will use, ensuring that this meets the minimum requirements for the IB.
- 9 Set deadlines for themselves that are realistic and take into consideration the school's own internal deadlines.
- 10 Plan a structure for the essay. This may change as the research develops but it is useful to have a sense of direction from the start.
- 11 Undertake some preparatory reading in light of the proposed research question. *If students discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: students should not lose time waiting and hoping that something will turn up. Students should go back to stage 3, 2 or 1, and choose a new research question that can be answered.*
- 12 Carry out the research. *The material collected should be assembled in a logical order, linked to the structure of the essay and clearly focused on the research question posed. Only then will students know whether they have enough evidence for each stage of the argument so that they can proceed to the next. Students should be prepared for things to go wrong. Sometimes they may discover something later in the research that undermines what they thought had been established earlier. If that happens, the research plan needs to be revised.*

The Choice of Topic

The topic of the extended essay is the particular area of study within the chosen subject. Before a final decision is made about the choice of topic, the relevant subject guidelines should be carefully considered.

Candidates should aim to choose a topic that is both interesting and challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject.

A broad topic is unlikely to result in a successful extended essay. A topic that requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay. Similarly, although a reliance on secondary sources is sometimes necessary, an extended essay that only provides a summary of such sources will not be successful. Writing a précis of a well-documented topic is unlikely to result in a successful extended essay.

The Research Question

All students, regardless of the subject chosen, must frame their research question as a question. A hypothesis or statement of intent is not acceptable. The reason for this is that a question helps students to retain focus throughout the essay.

A research question is a **clear and focused** question centred on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

A research question helps to focus the research, providing a path through which students will undertake the research and writing process. A clear and well-focused research question, which has a specific aim, will allow a student to work towards developing a reasoned argument within the scope of the task, rather than the kind of “all about” essay that an unfocused research question can lead to.

Sometimes students may need to revise their research question; therefore, a research question should always be considered provisional until they have enough research data to make a reasoned argument.

Developing Your Research Question



Choose a subject and topic that is of interest.

Deciding on a subject and topic that is of interest and in which the student is personally invested is important if their motivation is to be sustained throughout the process. The student should be able to identify, in a broad sense, what it is that they are interested in and why.



Carry out preliminary reading.

After deciding on a topic of interest students should undertake some general reading around the issue. Questions they must consider at this stage are:

- What has already been written about this topic?
- Was it easy to find sources of information?
- Is there a range of different sources available?
- Is there a range of views or perspectives on the topic?
- What interesting questions have started to emerge from this reading?



Consider the emerging questions.

The student should now begin posing open-ended questions about their general topic. These questions will usually be framed using the terms “how”, “why” or “to what extent”.



Evaluate the question.

Once possible research questions have been posed they should be evaluated. This evaluation should be based on whether the research question is clear, focused, and arguable.

Clear: Will the reader understand the nature of my research? Will it direct the research being undertaken?

Focused: Will the research question be specific enough to allow for exploration within the scope of the task (that is, the number of words and time available)?

Arguable: Does the research question allow for analysis, evaluation and the development of a reasoned argument?



Consider research outcomes.

Once a provisional research question has been decided upon students should start thinking about the direction their research might take. This could be in terms of:

- suggesting possible outcomes of the research
- outlining the kind of argument they might make and how the research might support this
- considering options if the research available is not sufficient to support a sustained argument.

Sample Research Questions

The following table gives guidance on the difference between unclear and unfocused research questions and those that are appropriately clear and focused, lending themselves to in-depth research.

Unclear, unfocused and unarguable research questions	Clear, focused, narrow research questions lending themselves to in-depth research
What was the impact of Ho Chi Minh's allegiance to Lenin?	To what extent was nationalism the guiding factor in Ho Chi Minh's adoption of Leninism in 1920?
What is the history of Chinese theatre?	How does the legacy of Mei Lan Fang contribute to modern Jingju?
How important is chlorophyll to plant life?	What is the effect of different concentrations of kinetin on leaves aging and the biosynthesis of chlorophyll?
How can the US government's spending policy be reformed?	To what extent did the rising COE prices affect the demand for new and used cars by the consumer population and hence affect the revenue generated by the Singaporean economy for the period 2012–16?

Extended Essay Supervisor Proposal

Your name: _____

Proposed Supervisor: _____

Research topic (this should be fairly general):

Aims of the research:

Research question (this should be very focused):

Methods (types of sources to be used e.g. periodicals, newspapers, books, Internet sites – which must be fully cited, and interviews – state who you are planning to interview and who they are):

How will you have access to these sources?

Extended Essay Supervision Contract

I, _____ (name of student),
propose to write an extended essay in _____ (name of subject)
under the supervision of _____ (name of supervisor).

- I have read and understood the latest version of the Extended Essay Guide, as well as the guidelines specific to the subject I have chosen.
- I undertake to read and understand the latest version of the RBHS and IBO guidelines regarding the extended essay, as well as the guidelines specific to the subject I have chosen.
- I agree to abide by the deadlines as specified by the EE coordinator, and to complete the RRS's and the RPPF in consultation with my supervisor.
- I understand and will abide by the school policy with regard to academic honesty, and shall scrupulously cite all references and sources of ideas, quotations, data, diagrams, illustrations, and other information which I use in my extended essay. I also agree that I will be solely responsible for any breaches of academic integrity in the writing of my essay.

I fully understand that my supervisor's responsibility will be

- To encourage and support me in my efforts
- To provide advice of a subject specific nature
- To provide guidance in developing the research skills necessary in the subject area of the essay
- To ensure that the essay is my own work
- To complete the supervisor's RPPF

I also fully understand that my supervisor's responsibility does NOT extend to

- Getting me started/telling me what to do
- Giving me a research question
- Giving me the source material
- Editing and proof-reading my work
- Checking calculations and correcting errors
- Guaranteeing success

I understand that my supervisor can declare this agreement void if I fail to fulfill its conditions. In particular, I understand and agree that I will not receive the IB Diploma if I am unable to satisfy my supervisor about the authenticity of my extended essay.

Student Signature & Date

Supervisor Signature & Date

Extended Essay Mentoring Monitoring Record

Student name: _____

EE Subject: _____ Mentor's name: _____

Meeting Date	Duration of Meeting	Discussion Topic	Mentor Initials	Student Initials

Final Exit Meeting Date	Total Time Spent with Mentor	Essay Completed (circle)	Student Signature:
		YES	Mentor Signature:
		NO	

The Research Process

Once you choose a subject, topic, and research question, you should do the following:

1. Plan the investigation and writing process:

- Identify how and where you will gather material.

- Identify which system of **academic referencing** you will use, appropriate to the subject of the essay.

- Set **deadlines** for yourself that will allow you to meet the school's requirements.

2. Plan a structure (outline headings) for the essay. This may change as the investigation develops, but it is useful to have a sense of direction.

3. Undertake some preparatory reading:

- If you discover that it will not be possible to obtain the evidence needed in the time available, the research question should be changed. This should be done sooner rather than later: you should not lose time waiting and hoping that something will turn up.

4. Carry out the investigation:

- The material gathered should be assembled in a logical order, and linked to the structure of the essay. Only then will you know whether you have enough evidence for each stage of the argument, so that you can proceed to the next.

- You should be prepared for things to go wrong. Sometimes you may discover something later in the investigation that undermines what you thought had been established earlier on. If that happens, the investigation plan needs to be revised.

Writing the Extended Essay

The structure of the essay is very important. It helps students to organize the argument, making the best use of the evidence collected.

There are six required elements of the final work to be submitted. Please note that the order in which these elements are presented here is not necessarily the order in which they should be written.

Six required elements of the extended essay:

1. Title page
2. Contents page
3. Introduction
4. Body of the essay (development/methods/results)
5. Conclusion
6. References and bibliography

The iceberg analogy illustrates clearly the importance of the analysis/research/experimentation that underpins the completed essay. The one-tenth of the iceberg above water represents your completed extended essay. Since one-tenth of the overall project counts for 100% of the mark, package it with painstaking care.

Title Page

The title page should include **only** the following information:

- the title of the essay
- the research question
- the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized)
- word count.

AN IMPORTANT NOTE:

Please note that name of the student or the school should not appear on the title page or on any page headers. This is because the work is assessed anonymously.

Title

The title of your essay should be a clear, focused summative statement of your research, which gives the reader an indication of your research topic. It should **not** be phrased as a research question.

Title	Research question
Negative externalities of consumption: Australian policy on cigarette packaging	How effective has the Australian policy of plain cigarette packaging been in reducing the negative externalities associated with the consumption of cigarettes in X?
Commodification and the body—an ethnographic study of social representations about the human body with relation to organ donation	To what extent can we interpret the negative attitude from laymen towards organ donation as an act of resistance towards the demands of the hegemonic medical model? The case of organ donation in Argentina.
An exploration of evil as a motivating force in drama	How effectively does Christopher Marlowe present his view of evil in <i>Dr. Faustus</i> ?
The feasibility of wireless networking in a city-wide context	To what extent is wireless networking a feasible alternative to cabled networking within a whole-city context?

Table of contents

A contents page must be provided at the beginning of the extended essay and all pages should be numbered.

Introduction

The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken.

While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.

Body of the Essay (Research, Analysis, Discussion, and Evaluation)

The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument. In some subjects, for example, the sciences, sub-headings within the main body of the essay will help the reader to understand the argument (and will also help the student to keep on track). In structuring their extended essay, students must take into consideration the expected conventions of the subject in which their extended essay is registered.

Once the main body of the essay is complete, it is possible to finalize the introduction (which tells the reader what to expect) and the conclusion (which says what has been achieved, including notes of any limitations and any questions that have not been resolved).

Any information that is important to the argument **must not** be included in appendices or footnotes/endnotes. The examiner **will not** read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.

Conclusion

Remember that last impressions are lasting impressions. The conclusion pulls the essay together and sums up the major points that shaped the thesis by stating what has been achieved, including notes of any limitations and any questions that have not been resolved.

Quotations

Use quotations judiciously and integrate them smoothly into the text of the essay. Unfortunately, quotations are frequently used to excess by students and are parachuted into the essay as space fillers.

Structure

Organization enhances the clarity of your thesis. Plan the structure of your essay carefully and ensure that your paragraphs reflect your plan.

Style

Write your essay in a style that is clear and smooth and in a tone that is formal and scholarly. Precise, articulate expression has persuasive power.

Subheadings/chapters

Longer essays in certain subjects, like the sciences, might require section headings. However, headings can fragment the flow of the argument. Effective paragraphing will often eliminate the need for subheadings and chapters.

Documentation

Whether you are citing a quotation, an idea, an illustration, or Internet information, you **must** document the source. Ensure that you use a major documentation style that is pertinent to the subject from which your topic is drawn (APA, Chicago, MLA, etc.). You should use the chosen system of academic referencing as soon as you start writing. That way, you are less likely to forget to include a citation. It is also easier than trying to add references at a later stage.

Length

The most successful essays are in the 3,300 – 3,700 word range. Prune and cut your rough draft as you revise and edit so that your final copy is a crisp, clear, and cogent piece of writing.

Formal presentation

Proofread your essay meticulously from the title page to bibliography. Use computer technology to enhance the layout. An error-free and attractively laid out essay will have a positive impact on the examiner.

Appendix

All material placed in the appendix must be directly relevant to your thesis. This material must be cross-referenced to the development of the thesis. Please note that any information that is important to the argument should NOT be included in the appendix. The examiner is NOT required to read appendices.

Technology

The computer is simply a tool and its effectiveness as a tool is determined by how you use it. Evaluate and filter Internet information with caution. Mindlessly downloading data and pasting it into essay format does not constitute critical thinking and may be plagiarism.

Writing a Thesis Statement

A thesis statement is a sentence that expresses the main ideas of your essay and answers the research question posed by your extended essay. It offers the examiner an immediate and simple way to follow what the essay will be discussing and what you as a writer are setting out to tell him or her.

General Thesis Statement Tips

- A thesis statement generally consists of two parts: your topic, and then the analysis, explanations, or assertions that you are making about the topic. The kind of thesis statement you write will depend on what kind of extended essay you are writing.
- A thesis statement is an extremely specific statement – it should cover only what you want to discuss in your extended essay, and be supported with specific evidence. The scope of your paper will be determined by the topic and the 4000- word limit.
- Generally, a thesis statement appears at the end of the first paragraph of an essay, so that readers will have a clear idea of what to expect as they read.
- As you write and revise your paper, it is acceptable to change your thesis statement – sometimes you do not discover what you really intended to say about your topic until you have started to write. Ensure that your final thesis statement accurately shows what will be covered in your paper.

Argumentative Thesis Statements

In an argumentative paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim could be an opinion, a policy proposal, an evaluation, a cause and effect statement, or an interpretation. However, this claim must be a statement that people could possibly disagree with, because the goal of your paper is to convince your audience that your claim is true based on the presentation of your reasons and evidence. An argumentative thesis statement will tell your audience:

- Your claim or assertion
- The reasons/evidence that support this claim
- The order in which you will present your reasons and evidence

Example: Barn owls' nests should not be eliminated from barns because barn owls help farmers by eliminating insect and rodent pests.

A reader who encounters this thesis would expect to be presented with an argument and evidence that farmers should not get rid of barn owls when they find them nesting in their barns.

Analytical Thesis Statements

In an analytical paper, you are breaking down an issue or an idea into its component parts, evaluating the issue or idea, and presenting this breakdown and evaluation to your audience. An analytical thesis statement will explain:

- What you are analyzing
- The parts of your analysis (what you discovered and how you categorize these discoveries)
- The order in which you will be presenting your analysis

Example: A study of barn owl flight behaviour reveals two kinds of flight patterns: patterns related to hunting prey and patterns related to courtship.

A reader who encounters this thesis in a paper would expect an explanation of the analysis of barn owl flight behaviour, and then an explanation of the two kinds of flight patterns.

Expository Thesis Statements

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

- What you are going to explain to them
- The categories you are using to organize your explanation
- The order in which you will be presenting your categories

Example: The lifestyles of barn owls include hunting for insects and animals, building nests, and raising their young.

A reader who encounters this thesis would expect the paper to explain how barn owls hunt for insects, build nests, and raise young.

Final Thesis Statement Tips

- Select a subject upon which reasonable individuals could disagree
- Consider a subject that can be adequately examined given the nature of the extended essay
- It should express one clear central idea
- It should assert your conclusions about a subject

Brainstorm – Refine – Clear position – Specific language – Make an assertion

Sample Note Card**FDR's Leadership**

Source: McElvaine, Robert S. *The Great Depression, 1929-1941*. New York: McMillan, 1993.

Quotation: "FDR's leadership explains less about the changes the U.S. underwent in the 1930s than does a fundamental shift in the values of the American people" (341).

My Opinion: Foreign policy has been ignored except in those cases where it was directly related to the American Depression.

Analysis: Ties made between the 1984 Regan election and 1936 Democratic presidential nomination of FDR.

Evaluation of Source: This book combines social and political history to achieve a fuller comprehension of the biggest crisis Americans have faced in this century, the attempts to deal with that crisis, and the resulting alternation of the nation's attitudes and politics. The point of view of the source is traditionalist – McElvaine's account of the Great Depression in the United States is a straightforward narrative, largely chronological.

Sample Essay Outline

Here is an example of a sentence outline for an essay on *Hamlet*:

<p>Thesis: Despite Hamlet's highly developed moral nature, he becomes morally compromised while delaying his revenge.</p>
<p>Introduction: Hamlet's father asks Hamlet not only to seek vengeance, but also to keep Hamlet's mind untainted.</p>
<p>Body Paragraph 1: Hamlet has a highly developed moral nature.</p> <ul style="list-style-type: none"> • Hamlet is idealistic. • Hamlet is aware of his own faults, whereas others are self-satisfied. • Hamlet does not want to take revenge without grounds for acting.
<p>Body Paragraph 2: Hamlet becomes morally compromised while delaying.</p> <ul style="list-style-type: none"> • The turning point in Hamlet's moral decline is his killing of Polonius. • Hamlet's moral decline continues when he sends Rosencrantz and Guildenstern to their deaths. • Hamlet already began his moral decline before the turning point in the play (killing Polonius). He treats women badly and he criticizes others for acting falsely to get ahead, but in adopting the disguise of madness he, too, is presenting a false face to the world.
<p>Body Paragraph 3: Though Hamlet becomes more compromised the longer he delays, killing the king would have been a morally questionable act.</p> <ul style="list-style-type: none"> • The Divine Right of Kings dictates that the king is god's representative on Earth; therefore, killing him would be considered heresy. • Committing murder is no easy task psychologically, despite the notion of honour • Claudius is Hamlet's uncle; killing a family member is slightly more unsavory than killing a stranger (Hamlet would be committing the same outrageous act as his unscrupulous uncle)
<p>Conclusion: The play <i>Hamlet</i> questions the adequacy of a system of ethics based on honour and revenge.</p>

Analyzing a Historical Argument

Consider this **question**, which is the one Frank Tannenbaum asks in *From Slave to Citizen*:

How did differing patterns of slavery in the Americas lead to differing patterns of post-emancipation race relations in the Americas; specifically, how did these differing historical patterns of slavery make post-emancipation Latin America a better place for people of African descent than the post-emancipation United States?

Now consider this **thesis**:

As evident in patterns of emancipation, slavery (and hence post-emancipation race relations) in the United States was harsher than in Latin America because – due to a legacy of Catholicism and Roman law – Latin American slavery recognized to a greater degree the moral value of the slave.

What is the chain of reasoning this paper must pursue if it is to demonstrate the veracity of its thesis?

- There were differing patterns of slavery in the Americas
- These led to differing patterns of post-emancipation race relations
- Latin America is a better place for people of African descent than the United States

Note that thus far the paper is structured around the premises underlying the research question. The veracity of these must be established before any further claims can be made.

1. Slavery in the United States was “harsher” than slavery in Latin America.
2. Differences in harshness were due to differences in the degrees to which the institution of slavery recognized the “moral value” or humanity of the slave.
3. Differences in the degrees to which slavery recognized the “moral value” or humanity of the slave resulted from differing religious and legal institutions; Latin America was less harsh due to a legacy of Roman law and Catholicism.

How to evaluate this argument:

- Are there any ill-defined terms in the thesis question or thesis? Are there any fuzzy concepts that may make analyzing the veracity of claims difficult or impossible? For example:
 - What is “harshness” and how is it measured?
 - What does it mean to recognize the “moral value” of the slave?
- Is the logic valid? If the logic of any step is not valid, the argument may fail, regardless of the veracity of its individual claims.
- Is the veracity of each step demonstrated? If any step is not sufficiently demonstrated, every conclusion that succeeds it is suspect.

Extended Essay Format

Title Page

Your title should be halfway down the page and centred. Your personal information should be included in the bottom right corner:

- Your school name
- Your subject area
- Your word count
- Do not number your title page

Table of Contents

It should include all of the following:

- Research question
- Thesis
- Introduction and page number
- Arguments and related page numbers
- Sub-headings and related page numbers
- Conclusion and page number
- Appendix and page numbers
- Bibliography and page number

Research Question

Must be included in all of the following locations:

- Table of Contents
- Opening paragraph

Thesis

Must be located in all of the following locations:

- Table of contents
- Opening paragraph
- Conclusion

Creative Title: Do Not Use Your Research Question or Your Thesis as Your Title

Session Number: May 2019

History Extended Essay

Total Word Count: 3795

Table of Contents

Research Question:

Thesis:

INTRODUCTION.....2

ARGUMENT 1 (Titles will vary depending on EE subject).....4

ARGUMENT 2.....7

ARGUMENT 3.....11

ARGUMENT 4.....13

BIBLIOGRAPHY.....14

APPENDIX (Recommended for Science EEs ONLY)

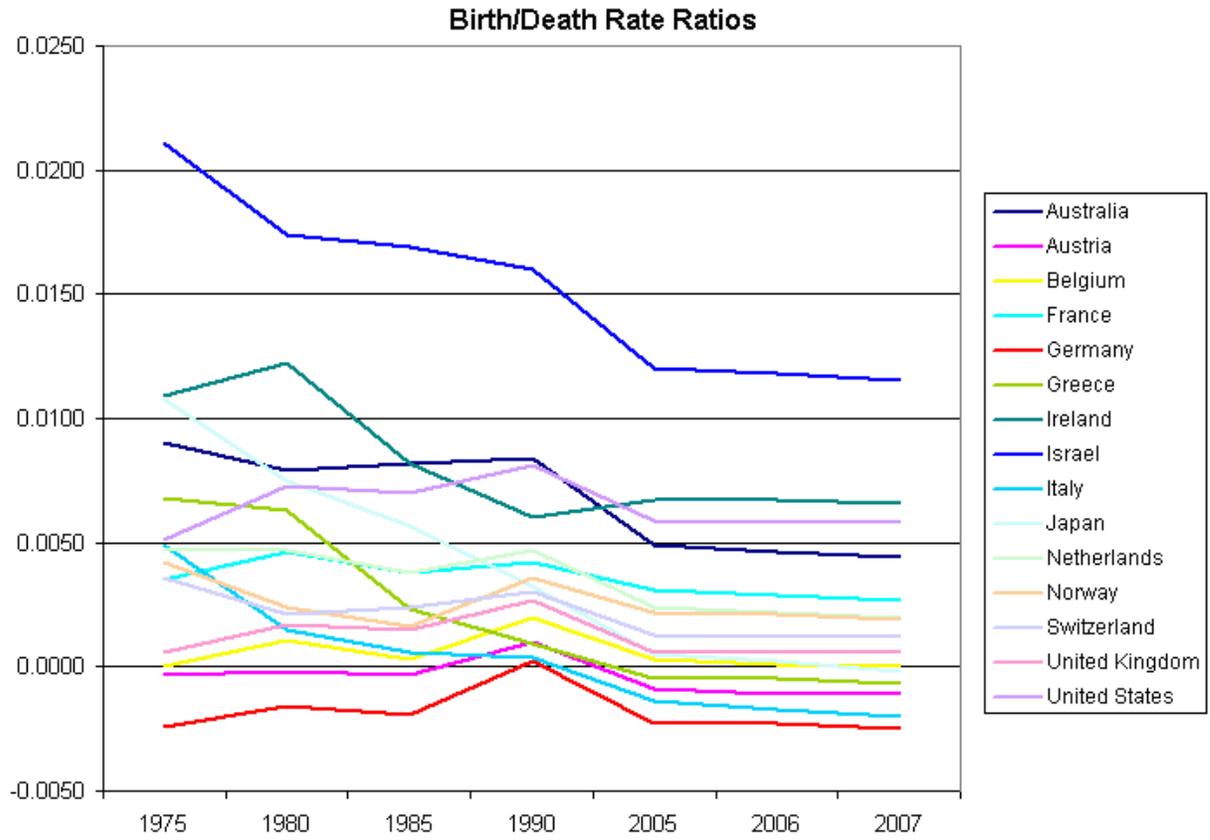
Appendix A.....15

Appendix B.....16

Appendix C.....17

TOTAL WORD COUNT.....3795

Appendix A



McElroy, W.D., *Cell Physiology and Biochemistry*, 3rd ed., Foundations of Modern Biology Series (Englewood Cliffs, N.J.: Prentice-Hall, 1971).

Extended Essay Check List		
	Action	Check
1	Is the essay within 4000 words?	
2	Is there a title page?	
3	Is there a table of contents?	
4	Are all of the pages numbered? In the top right corner of the page?	
5	Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?	
6	Are all necessary terms defined or explained?	
7	Is every reference cited in a footnote or internally?	
8	Are your references cited <i>consistently and correctly</i> ?	
9	Does the bibliography include <i>all and only</i> the works of reference you have consulted?	
10	Does the bibliography specify <i>author(s), title, and the date of publication and publisher</i> for every reference?	
11	Are the bibliography sources cited <i>consistently and correctly</i> ?	
12	Does the appendix contain only relevant information?	
13	Are all references to the appendix clearly <i>cross-referenced and labelled</i> ?	
14	Is your research question stated on the table of contents?	
15	Is your research question stated in the introduction?	
16	Is your research question restated in the conclusion?	
17	Is your thesis/hypothesis stated on the table of contents?	
18	Is your thesis/hypothesis stated in the introduction? Conclusion?	
19	Is the scope of the investigation stated in the introduction?	
20	Does your conclusion address unresolved questions?	
21	Does your conclusion address new questions that have emerged?	
22	Submit your completed essay to turnitin.com	

Academic Honesty and Misconduct

Academic Honesty

1.1 All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property.

1.2 An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

1.3 Candidates must be aware that forms of intellectual and creative expression (for example, works of literature, art, or music) must be respected and are normally protected by law.

Misconduct

2.1 The Regulations define misconduct as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Misconduct includes:

(a) plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.

(b) collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

(c) duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

(d) any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Extended Essay Assessment Criteria

Overview

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

Criterion A: Focus and method

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–2	<p>The topic is communicated unclearly and incompletely.</p> <ul style="list-style-type: none"> • Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>The research question is stated but not clearly expressed or too broad.</p> <ul style="list-style-type: none"> • The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. • The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>Methodology of the research is limited.</p> <ul style="list-style-type: none"> • The source(s) and/or method(s) to be used are limited in range given the topic and research question. • There is limited evidence that their selection was informed.
3–4	<p>The topic is communicated.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. <p>The research question is clearly stated but only partially focused.</p> <ul style="list-style-type: none"> • The research question is clear but the discussion in the essay is only partially focused and

	<p>connected to the research question.</p> <p>Methodology of the research is mostly complete.</p> <ul style="list-style-type: none"> • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</p>
5-6	<p>The topic is communicated accurately and effectively.</p> <ul style="list-style-type: none"> • Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. <p>The research question is clearly stated and focused.</p> <ul style="list-style-type: none"> • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. <p>Methodology of the research is complete.</p> <ul style="list-style-type: none"> • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding

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

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

5-6

Knowledge and understanding is excellent.

- The selection of source materials is clearly relevant and appropriate to the research question.
- Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.

Use of terminology and concepts is good.

- The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

Criterion C: Critical thinking

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

Level	Descriptor of strands and indicators
0	The work does not reach a standard outlined by the descriptors below.
1–3	<p>The research is limited.</p> <ul style="list-style-type: none"> The research presented is limited and its application is not clearly relevant to the RQ. <p>Analysis is limited.</p> <ul style="list-style-type: none"> There is limited analysis. Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. <p>Discussion/evaluation is limited.</p> <ul style="list-style-type: none"> An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. The construction of an argument is unclear and/or incoherent in structure hindering understanding. Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. There is an attempt to evaluate the research, but this is superficial. <p>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.</p>
4–6	<p>The research is adequate.</p> <ul style="list-style-type: none"> Some research presented is appropriate and its application is partially relevant to the Research question. <p>Analysis is adequate.</p> <ul style="list-style-type: none"> There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. Any conclusions to individual points of analysis are only partially supported by the

	<p>evidence.</p> <p>Discussion/evaluation is adequate.</p> <ul style="list-style-type: none"> • An argument explains the research but the reasoning contains inconsistencies. • The argument may lack clarity and coherence but this does not significantly hinder understanding. • Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. • The research has been evaluated but not critically.
7–9	<p>The research is good.</p> <ul style="list-style-type: none"> • The majority of the research is appropriate and its application is clearly relevant to the research question. <p>Analysis is good.</p> <ul style="list-style-type: none"> • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. <p>Discussion/evaluation is good.</p> <ul style="list-style-type: none"> • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. • This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical.
10–12	<p>The research is excellent.</p> <ul style="list-style-type: none"> • The research is appropriate to the research question and its application is consistently relevant. <p>Analysis is excellent.</p> <ul style="list-style-type: none"> • The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the

	<p>overall analysis.</p> <ul style="list-style-type: none"> • Conclusions to individual points of analysis are effectively supported by the evidence. <p>Discussion/evaluation is excellent.</p> <ul style="list-style-type: none"> • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. • This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion. • The research has been critically evaluated.
--	---

Criterion D: Presentation

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

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

Criterion E: Engagement

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the [RPPE](#), with the supervisory comments and extended essay itself as context.

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

The *Viva Voce* (Concluding Interview)

The *viva voce* is a short interview between the student and the supervisor, and is a recommended conclusion to the extended essay process. Students who do not attend the *viva voce* may be disadvantaged.

The *viva voce* serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned
- An aid to the supervisor's report

The *viva voce* should last between 15 and 30 minutes. This is included in the recommended amount of time the supervisor should spend with the student.

The following are examples of questions that can be asked, which should be adapted to the particular essay and student:

"I am not clear about what you mean on page XXX. You quote Y: could you explain a little more about what this tells us?"

"On page *** you cite Z. I couldn't find this reference (for example, web site). Could you tell me more about it?"

"What have been the high and low points of the research and writing processes?"

"What were the most interesting aspects of the process? Did you discover anything that surprised you?"

"What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an extended essay?"

"Is there anything else that you would particularly like me to mention in my report?"

In conducting the *viva voce* and writing the report, supervisors should bear in mind the following:

- Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. This is particularly important in subjects like mathematics. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student's understanding in the *viva voce* and report on it.
- Minor slips in citation and referencing may lose the odd mark. If there appears to be major shortcomings, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes it contains plagiarism.

Extended Essay Due Dates

- It is very important that you keep to this timeline and meet with your supervisor at his/her convenience.
- Keep all notes, outlines, and drafts of your work; keep a backup copy on the cloud or USB
- It is expected that all students arrange to meet with their supervisor at each stage of progress. Record and verify all meetings!

By this date	You must have completed
May 2019	-May 29, 2019: Introduction to the EE – mandatory attendance (snacks served) P2 Rm. 132 -May 30, 2019: Start EE online course in Rm. 132 p.2 -May 31, 2019: Work on EE online course in Rm. 132 p.2
June 2019	-Decide on a subject and secure a supervisor -Read through the EE Guide & subject guide to ensure an understanding of all guidelines -Take a copy of all relevant pages from the guide to your first meeting with your supervisor -Refine your topic and approach - BOOK A MEETING WITH SUPERVISOR - Discuss with your supervisor: <ul style="list-style-type: none"> ▪ Key points from the EE Guide ▪ Reading/research that you have done up to this point ▪ Suitable areas of research -Develop a working research question . Refine your area of study. -Talk to Ms. Killins about finding/ordering resources - Due June 18, 2019: EE Supervisor Proposal & Contract to Ms. Killins & Mandatory Initial Reflection in Rm. 132 p.2 (snacks provided)
July 2019	-Work out a reading list or bibliography and/or a list of equipment required <ul style="list-style-type: none"> ▪ Set goals and create a rough outline for your essay -Get a public library card to use free research databases
August 2019	<ul style="list-style-type: none"> ▪ Ensure that all preliminary research is completed ▪ Develop your rough outline from title page to bibliography
September 2019	- BOOK A MEETING WITH SUPERVISOR : Discuss your aim, hypothesis, sources of information/experiment details, areas of concern with your supervisor -Refine arguments and complete the FIRST DRAFT - September 26, 2019: Submit First Draft to Ms. Killins in Google Classroom by 11:59 p.m. - Due September 26, 2019: Mandatory Interim Reflection in Rm. 132 (period 3) snacks
October 2019	- BOOK A MEETING WITH SUPERVISOR : Discuss development of ideas, analysis, and clarity of work in relation to research question Due to Ms. Killins Oct. 31, 2019 by 11: 59 p.m.: SECOND DRAFT in Google Classroom <ul style="list-style-type: none"> ▪ Ms. Killins will review your citations and formatting
November 2019	-Ms. Killins will return SECOND DRAFTS back on Nov. 14, 2019 <ul style="list-style-type: none"> ▪ Students will make corrections to citations and formatting Due Nov. 28, 2019: FINAL DRAFT paper copy to Ms. Killins in library by 3 p.m. ---Ms. Killins will give your final draft to your supervisor for review and comment <ul style="list-style-type: none"> ▪ REMEMBER: Your supervisor will only read your essay ONCE and he or she DOES NOT edit your work
December 2019	Dec. 12, 2019: You will receive your draft back from Ms. Killins with your supervisor comments and suggestions - Edit and refine your final draft
January 2020	Jan. 9, 2020: Submit FINAL COPY of EE to Ms. Killins in Google Classroom AND one PAPER copy to Ms. Killins in the library by 3 p.m. Jan. 9, 2020: Submit essay to www.turnitin.com by 11:59 p.m. -Turnitin reports and essays will be reviewed by Ms. Killins for originality
February 2020	-Supervisors will give a predicted grade -Complete viva voce by Feb. 20, 2020 Due Feb. 20, 2020: Final mandatory reflection in Rm. 132 (period 3) snacks Send RPPF Form to Ms. Killins by Feb. 27, 2020 Students UPLOAD ESSAY by Feb. 28, 2020

