

SPRUCE CREEK HIGH SCHOOL
www.SpruceCreekIB.weebly.com



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

EXTENDED ESSAY PACKET

Class of 2021

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

Text **@schsib2021** or **@schib2021** (don't join both, they are the same- the second one is for when the first is full) to the phone number **81010** to receive texts about EE deadlines!

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

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

Introduction



The IB Diploma program is filled with challenges that push you to be a better student and a better citizen of the world. You are about to embark on another one of them- the extended essay. The EE is a requirement for an IB diploma. It is in the center of the curriculum circle along with TOK and CAS. It is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects. This is normally one of your six chosen subjects. It is intended to promote academic research and writing skills, providing you with an opportunity to engage in personal research in a topic of your own choice. This leads to a major piece of formally presented, structured writing and reflection on the process. **Basically, the extended essay is an independent, self-directed**

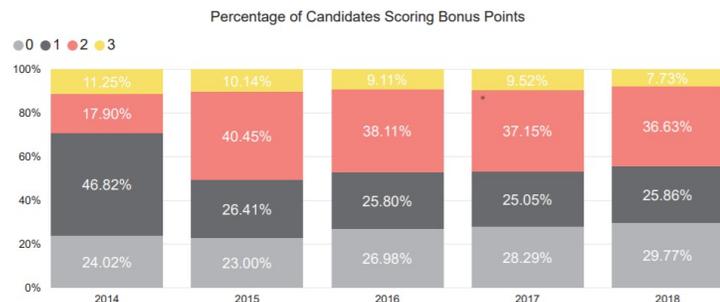
formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.

Assessment Objectives

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

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

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



DEADLINES

Please text the message **@schsib2021** or **@schib2021** to the phone number **81010** to receive text reminders about EE deadlines! (Don't join both, they are the same- the second one is for when the first is full!)

TURNITIN CLASS CODE: 24135508, Enrollment Key: EE2021

<p>March 11-12</p> <p>Introduction & Directions</p>	<p>Attend the introduction to the EE with Mrs. Murray (your TOK class will come to the media center). She will go over the directions, research and MLA information, and you will complete the following items.</p> <ol style="list-style-type: none"> 1. Returned the signed EE Contract (end of this packet) to Mrs. Murray! (Due 3/12) 2. Read this direction packet. (Due 3/12) 3. Read the subject area directions for the subject you are interested in on www.SpruceCreekIB.weebly.com under directions. (Due 3/12) 4. Decided upon a general subject area and fill out the form on the website. (Due 3/12) 5. Read the sample EEs in your chosen subject area on the website.
<p>March 23</p> <p>Supervisor Request</p>	<p>E-mail your first-choice supervisor and ask if they will supervise you. Every teacher's e-mail can be found on the IB website under Parents -> Teacher Phone and Email Directory. You are encouraged to stop by to see them in person too. The e-mail should tell them:</p> <ul style="list-style-type: none"> • What subject area you plan to write in • What sparked your interest in this chosen subject area • Any background reading you may have done • A provisional research question that is viable with the subject criteria • Why you want to work with them.
<p>March 23-24</p> <p>Supervisor Approval</p>	<p>Your supervisor will reply to your e-mail telling you if they will work with you, if they are full, or if they think you would be better suited to a different subject area. If they do not reply, please go see them in person BEFORE FRIDAY. Confirm that you will be meeting with them at lunch on April 3rd. THEY ARE NOT RESPONSIBLE FOR FINDING YOU! Make sure they have any information they need (e-mail, phone number, etc.) to contact you.</p>
<p>April 3 LUNCH</p> <p>Check-In Session 1: Initial Ideas</p>	<p>Attend your first check-in meeting with your supervisor. This will be a mandatory group meeting during lunch in the teacher's classroom on APRIL 3rd. The supervisor will provide tips and suggestions related to your content area, help with research questions, and talk about expectations.</p>
<p>March 23-April 10</p> <p>Narrow Research Question</p>	<p>Research and narrow your general topic to a more specific research question. Spend time exploring the databases and finding possible sources. If there is time, your TOK teacher will allow you to search for sources and research in class.</p>
<p>April 13-16</p> <p>Check-In Session 2: Approval of Research Question</p>	<p>Once you are ready with a research question, meet with or contact your supervisor via e-mail (depending upon what they told you to do) to discuss your proposed research question. They will help you consider:</p> <ul style="list-style-type: none"> • If your research question is viable with the subject criteria • If you will be able to collect sufficient resources to effectively answer the question • If you need to revise the question to ensure it promotes an analytical approach or if you need a new focus for the question completely

Research Question Due April 17th! GRADE IN TOK	Once your supervisor has approved your research question, enter it into the Research Question Form on www.SpruceCreekIB.weebly.com . <i>Note: IB does NOT permit two students to write on the same topic, so the student who submitted their approved question first will get to keep the topic.</i> Significant changes to the research question will need to be reapproved throughout the process. Remember- a research question that doesn't fit the subject area guarantees a failing grade even if the paper is amazing! Read your directions from IB World on the website.
April 17th - May 25th Research	READ! RESEARCH! BUILD BACKGROUND KNOWLEDGE! FIND SOURCES! Ultimately your goal is to locate all sources that you could use for your paper (the final number you use may be more or less depending upon the subject area you chose- your supervisor will guide you).
May 26th-May 29th EXTENDED ESSAY WEEK GRADE IN TOK	You will spend ALL DAY in the media center (8:30-3:30 with a break for lunch) this week working on your paper. Your ATTENDANCE and WORK each day is a grade in TOK. By Friday morning, you will submit a 2000+ word early draft with a works cited to www.turnitin.com and email it to your supervising teacher. It does not need to be perfect, just a strong first draft analysis, data if appropriate, and accurate citations. The goal is for you to have something authentic on paper that you can work on finishing and making better over the summer. *If you are doing an experiment-based topic, make plans to complete your experiment and background research during this time or before it so that you can - turn in your results for your early draft.
May 29th Supervisor Meeting FIRST FORMAL REFLECTION SESSION	Supervising teachers will come to the media center on the morning of the 31 st to meet with students and talk about progress. They will not read your paper at this point (remember, they can only read the whole paper through one time to give you feedback). They are here to answer questions and talk about progress. This leads in to your first reflection session.
May 29th 1st Reflection Due GRADE IN TOK	Submit your 1 st reflection paragraph to Turnitin by 9pm! Your first formal reflection session must be documented in a paragraph of approximately 100-150 words. You write about what you have learned so far from your research process. It ultimately must go on your reflections on planning and progress pdf form located on sprucecreekib.weebly.com under Students → Extended Essay, but for this submission it can be in a Word document. Save the electronic document in a safe space because you will add to it.
June 1-2	<u>EXTENDED ESSAY LIBRARY WORK DAYS TAKE ONE!!!</u> The library will be open during these days from 8:30-2:30 for students to come in and work. If you are behind already, these days are not optional.
Summer	Revise and complete your rough draft including the table of contents and works cited.
June 1-August 16 Check-In Session 3	While you are revising your paper, you are expected to be periodically checking in with your supervising teacher and/or your EE coordinator. This is ultimately an independent process, but that does not mean you are going it alone! Remember, supervisors are not required to be at your disposal all summer, which is why we started this process early. Be sure that you ask your supervisor when and how to contact them over the summer.
August 11-14	<u>EXTENDED ESSAY LIBRARY WORK DAYS TAKE TWO!!!</u> You are welcome in the media center to work from 8:30-2:30.
August 17 (1st Day of School) 7:25am 1st Draft Due GRADE IN TOK	Students must electronically submit your COMPLETE paper <ul style="list-style-type: none"> • Electronically to www.turnitin.com AND • 1 printed copy to your supervisor by 8:25am This is a grade in your TOK class. Late uploads will not be accepted for a grade. Make sure your essay is in ONE FILE in the following order: title page, table of contents, body of paper, works cited, appendix (if needed). This should be a copy that you feel is close to perfect in format, length, and subject area, but that you are ready to make even better based on feedback from your supervisor.

August 17-September 18 Supervisor Meeting: Feedback and Interim Reflection	Contact your supervisor to find out when they will be able to meet with you for feedback. Meet with your supervisor and go over suggested revisions. Remember that the supervisor is not allowed to edit your paper; they are there to guide you and tell you what areas you need to look at. <i>It is suggested that you take your own printed copy of your paper and mark it up as they tell you what corrections to make!</i> Pay close attention to issues related to citation and subject as they can both cause failing conditions for your paper.
September 22nd 2nd Reflection Due TOK GRADE	Submit your second reflection to Turnitin. This is your second reflection session and must be documented in a paragraph of approximately 150-200 words on your reflections on planning and progress form. It reflects what you have learned from your process since the last reflection you wrote.
Sept 19- Oct 11 Revision	Make revisions as soon as possible after your meeting with your supervisor. Remember, an E on the paper will mean no IB diploma and no Bright Futures Scholarship, and the stronger your score is the more points you earn! Revision is not optional.
October 12 7:25am FINAL EE DUE ENGLISH GRADE	FINAL EE DEADLINE at 8:25am! Students must turn in one final electronic copy of the paper before 1st period! The electronic copy must be submitted to the FINAL DRAFT assignment on turnitin.com by 8:25am.
October 12-December 1 MENTOR MEETING: VIVA VOCE	Contact your supervisor to set up an appointment for your last meeting. This is your last conversation with your supervisor before they validate your work for IB World. If you do not meet with them for your Viva Voce, your paper cannot be validated and will not be sent for grading. Please refer to the Viva Voce directions in this packet for more information about what to expect at this meeting. Your supervisor will have a conversation with you where he or she asks you questions to determine: <ul style="list-style-type: none"> • What research skills and/or conceptual understanding have you acquired? • What other skills have you learned? • What have you learned about the topic, the research process and your own learning and any new questions you have uncovered? • What do you think were successes in this process? • How will this experience prepare you for future work of this nature? • What is the personal significance of the work you have done?
December 1	SUPERVISING TEACHERS PREDICTED GRADES DUE TO IB OFFICE, students with a predicted grade of an E will begin the process of being exited from the program.
December 4 Submit Your Reflections Log ENGLISH GRADE	Following the Viva Voce, you must write your last reflection (approximately 200 words) and polish the first two. Make sure it is no longer than 500 words combined. REMEMBER, this reflection paper is 6 points on the rubric! E-mail your completed <i>Reflections Log</i> to your supervising teacher & upload your completed portion (the supervisor portion will be blank) to Turnitin! Make sure you have indicated the correct dates you met in the correct spaces.
Due December 18th	The supervisor adds the final comment and emails reflections to the IB office for upload.
Mid-February (Date to Be Announced) UPLOAD TO IB	You will be uploading the electronic version of your final paper and your reflections to IB. Neither your name nor candidate number can appear on any of the pages, including the title page. You will upload during TOK or English using these directions: <ol style="list-style-type: none"> 1. Go to https://candidates.ibo.org 2. Enter your login credentials (see the IB office if you do not have them) 3. Click on the My Coursework tab 4. Click on Upload Coursework 6. Enter all mandatory fields 7. Click Upload coursework You will see file upload was successful message when your work has been uploaded!

SUBJECT AREAS

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

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

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

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

Group 1: Studies in Language and Literature (English)

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

Category 1	Critical analysis of one or more literary works originally written in ENGLISH. You may not write on a work studied as part of a course unless you have a SECOND work as an equal component of the paper and your topic does not duplicate work for the course.
Category 2	Critical analysis of a literary work or works originally written in ENGLISH compared with one or more literary works originally written in another language (studied in translation).
Category 3	Critical analysis of language based on one or more texts originally written in ENGLISH. Analyze text by considering how language, culture and/or context influence the ways in which meaning is constructed in texts.

Group 2: Language Acquisition (Spanish or French)

A Group 2 Extended Essay and reflection must be *written in the language* in which it is registered and focus on matters related to the target culture. Students are assessed on skills in research and analysis, not language proficiency, but you must have a high level of language proficiency to write a coherent analysis.

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

Group 3: Individuals and Societies (Social Sciences)

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

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

Group 4: Sciences

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

Biology	A biology extended essay should incorporate biological theory and emphasize the essential nature of the subject. The data you analyze should be high quality.
Chemistry	A chemistry extended essay has a clear chemical emphasis. The essay may be based on literature, theoretical models or experimental data, but students are strongly encouraged to undertake experimental work as part of their research.
Physics	An extended essay in physics should have a basis in physical theory and emphasize the essential nature of the subject. The data you analyze should be high quality.

Group 5: Mathematics

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

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

Group 6: The Arts

Essays in the arts all analyze a particular piece or pieces of art. Students should strive for a coherent verbal analysis and interpretation of one or more pieces in relation to the chosen research area and question. **YOU MUST BE IN AP/IB in the subject area to undertake it for an EE.**

Dance	Analysis of dance as expressive movement with intent, purpose and form that communicates through the body and gesture of the dancer should be at the heart of an EE in dance. A particular dance or a style of dance may be chosen as the core focus.
Music	<i>Analysis of real music</i> should be at the heart of an extended essay in music. This means that particular pieces of music should be chosen as the core focus of the essay. This is NOT an analysis of lyrics- that would be an English paper.
Visual Arts	A visual arts extended essay will be an analysis that addresses a particular issue or research question appropriate to the visual arts (broadly defined also to include architecture, design and contemporary forms of visual culture).

Interdisciplinary

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

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

PAPER REQUIREMENTS

Word Count

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

Researcher's Reflection Space

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

Structure

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

Title page

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Introduction

Body

Conclusion

Works Cited

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

How to Include Diagrams and Illustrations

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

Plagiarism, Citation and Academic Honesty

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

FORMING A RESEARCH QUESTION

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

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

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

SAMPLE TITLE PAGE

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

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

Research Question: To what extent and how did procrastination
impact extended essay scores at Spruce Creek High School (1997-2020)?

International Baccalaureate Extended Essay
Area of Study: Psychology
May 2021

Word Count: 3700

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

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

BODY OF PAPER

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

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

I. Introduction

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

II. Body

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

III. Conclusion

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

SCHS MLA and APA Quick Guide

www.SpruceCreekMedia.weebly.com

Extended Essay Paper Format Basics

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

Parenthetical Citation/ In-Text Citations

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

End-of-Text Citation Basics

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

End-of-Text Citation Formulas

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

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

EXTENDED ESSAY RUBRIC

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

FOCUS AND METHOD (6 Points)

- Identification and explanation of the research topic is effectively communicated
- The purpose and focus of the research is clear and appropriate.
- The research question (RQ) is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.
- An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic & RQ.
- There is evidence of effective and informed selection of sources and/or methods.

KNOWLEDGE AND UNDERSTANDING (6 Points)

- Knowledge of the topic/discipline(s)/issue is clear and coherent
- The selection of source materials is clearly relevant and appropriate
- Sources are used effectively and with understanding
- The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding

CRITICAL THINKING (12 Points)

- The research is appropriate to the research question and its application is consistently relevant
- The research is analyzed effectively and clearly focused on the research question
- Conclusions to individual points of analysis are effectively supported by the evidence
- 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.

PRESENTATION (4 Points)

- 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 essay.

ENGAGEMENT/REFLECTIONS (6 Points)

- 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.

Want to avoid an E? These are some things to avoid:

- Plagiarism or a lack of citation, lack of quality sources/data
- Research question/thesis that doesn't fit your subject area or is something you have done for class already
- Using terminology that is inaccurate or doesn't fit the subject area or a lack of ANALYSIS

VIVA VOCE (FINAL MEETING)

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

What is the goal of the Viva Voce?

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

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

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

How does the student prepare for the Viva Voce?

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

What questions does the mentor ask during the Viva Voce?

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

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

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

REFLECTIONS ON PLANNING AND PROGRESS



6 POINTS/ 1 LETTER GRADE ON THE RUBRIC

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

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

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

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

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

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

Sample Final Reflection:

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

20-21 Extended Essay Deadlines at a Glance

March 11-May 26		RESEARCH
March 11-12	Intro to process, rubric, sample papers, etc. in media	
March 23	Pick subject and request a supervisor via email	
March 23-24	<i>Supervisors reply and approve mentees, approval list on shared form by 3/24</i>	
March 25-April 3	Brainstorming potential research questions- communicating with supervisor	
April 3	Group meeting with supervisor (LUNCH)	
April 3	<i>Supervising teachers turn in sign-in and report no shows to Mrs. Murray by 4/3</i>	
April 4-16	Get supervisor's approval of final question	
April 17	Submit approved research question to website – TOK GRADE	
April 20	<i>Supervising teachers check submitted research questions on shared form (good topic/ needs work/ not viable at all) by 4/20 and contact students as needed</i>	
March 11-May 25	Research, read, find sources, take notes	
May 26	Have main sources including data for analysis ready (5+), ready to write	
May 26-August 16		WRITE
May 26-29	EE WEEK (Mandatory 8:30-3:30 in Media)- TOK GRADE	
May 26-29	<i>All supervising teachers check in daily making sure students have appropriate sources, are moving in the right direction, are focused on the research question, and are citing correctly. Supervisors must have 1 formal meeting where they skim/quick read the 2000 words with the student and rate them excellent/making progress/potential E.</i>	
May 29	2000+ word rough draft due- TOK GRADE. Students in danger must come 6/1 & 6/2	
May 29	First reflection due- TOK GRADE	
May 29	<i>Supervising teachers report students as excellent/making progress/potential E on shared form. Students in danger must come to media center 6/1-6/2</i>	
May 30 -August 16	Finish writing paper	
August 17	Complete First Draft of EE Due- TOK GRADE	
August 17-October 11		REVISE
August 17	Find out when your feedback meeting will be	
August 21	<i>Supervising teachers do a quick read/skim of the 1st draft and report complete/incomplete/potential E on the shared form for grades by 8/21. Supervisors schedule feedback meeting with students before 9/18.</i>	
Sept 18	Feedback meeting deadline	
September 22	Second reflection due- TOK GRADE	
October 12	FINAL DRAFT DUE- TOK GRADE	
October 19	<i>Supervising teachers skim final drafts and report students as submitted final draft/ submitted potential E/ not submitted by 10/19.</i>	
May 29-December 4		REFLECT
(May 29 & Sept 22	First reflection due and second reflections due)	
October 12	Find Out When Your Viva Voce Will Be	
December 1	Viva Voce Deadline- TOK GRADE	
December 1	<i>Supervisors complete Viva Voces and submit predicted grades to IB office by 12/1</i>	
December 4	3rd reflection due on completed pdf (with 1st & 2nd)- TOK GRADE	
December 18	<i>Supervisors submit their reflections on student pdf to IB office by 12/18</i>	

SCHS EE STUDENT Contract



As a student writing the extended essay...

I understand that I have the right to:

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

I understand that my teacher mentor agrees to:

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

I understand that I also have the responsibility to:

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

I understand the following about the Extended Essay:

- A score of D or higher is a requirement to earn an IB Diploma.
- The IB Extended Essay is intended to be an independent research project completed by the student.
- I am responsible for taking the initiative in getting help and understanding all requirements.
- It is not my mentor's responsibility to chase me down.
- It will take approximately 40 hours to complete my EE.
- A portion of my TOK and English grades will reflect me meeting deadlines in the process.
- If I fail to meet with my supervisor, the paper will not be submitted to IB World.
- I must complete the extended essay to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy and be registered for course exams.
- I understand that I will be put on probation and could be removed from the IB program at any point if I am not meeting EE deadlines. There are several check points when this may happen, including but not limited to the May 29th 2000 word draft deadline, the August 17th complete draft deadline, the October 12th final draft deadline, and the December 1st Viva Voce deadline.

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

Name of Student: _____
Student Signature: _____
E-mail Address: _____
Phone Number: _____ Text Messages? YES/NO
Subject Area (As of March 2020): _____
1st Choice Supervisor (As of March 2020): _____