

2010



ABOUT THE EXTENDED ESSAY: GENERAL GUIDELINES

**THIS IS A DEMANDING ASSIGNMENT WHICH IS
DESIGNED TO TAKE 40 HOURS TO FINISH!
(3000 - 4000 words)**

In hopes of making this work easier on you,
this guide has been produced
so that you will know everything possible
about this task before your start.

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**(Based on the IB Manual
And Comments from Examiners' Reports)**

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ABOUT THE EXTENDED ESSAY: GENERAL GUIDELINES

In hopes of making this work easier on you,
it's best you know everything you can
about what this task is and what it is not.

What this assignment is not:

It's not a factual report,
not a book report,
not a narrative or descriptive story,
not a biography,
not an expository essay to explain your personal feelings
about something.

If you do any of the above it will lower your score!

What the assignment is:

It is an investigation of a question or issue
on a topic in a subject area of your choice.

This investigation should include:

A research question stated clearly.

A thesis or hypothesis offering a possible answer to your
research question.

An argument presenting several points of view, (at least two)

Points of view substantiated by cited quotations.

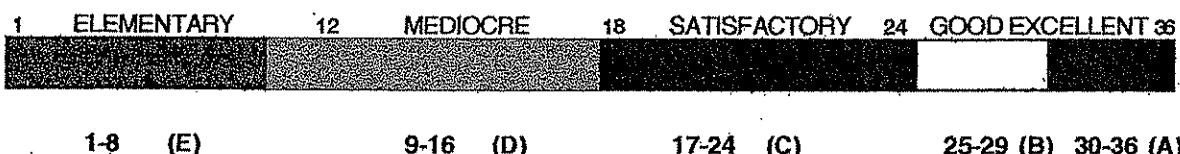
These quotations should be explained, interpreted,
questioned, argued, and verified from more than
one point of view.

A conclusion, clearly stated summarizing findings of your
argument and explaining ways in which they support or
refute your thesis or hypothesis.

STEPS TO PREPARE YOUR EXTENDED ESSAY:

1. UNDERSTANDING THE GRADING SYSTEM:

RANGES OF ACHIEVEMENT ON IB EXTENDED ESSAYS



INTERPRETING THE GRAPH ABOVE

Basically there is a total of 36 points to be earned by your IB extended essay. The horizontal bar above represents the range of 1-36 points which you could score for your essay. The bar is divided into shaded segments indicating ranges for each letter grade you may receive toward a given score.

The ranges in terms of titles, points, and letter grades:

Elementary	(01-08 pts)	Grade E
Mediocre	(09-16 pts)	Grade D
Satisfactory	(17-24 pts)	Grade C
Good	(25-29 pts)	Grade B
Excellent	(30-36 pts)	Grade A

The points are awarded through a series of criteria which specify certain features that should be included in the essay itself. There are 11 criteria which add up to 36 points if each is done effectively in the essay.

Each of these criteria is worth a specified amount of points as follows depending on how well you do them:

A. Research question: (Up to 2 points)

The extent to which the purpose of the essay is expressed and specified. The research question should be stated in the early part of the essay and be sharply focused, making it susceptible to effective treatment within the word limit.

B. Introduction: (Up to 2 points)

The extent to which the introduction makes clear how the research question relates to the existing knowledge on the topic and explains how the chosen topic is significant, worthy of study, and how the investigation itself will be conducted.

C. Investigation: (Up to 4 points)

The extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered that is relevant to the research question. Where the research question does not lend itself to a systematic investigation of the subject in which the essay is registered, the maximum level that can be awarded is 2.

**D. Knowledge and understanding of the topic studied:
(Up to 4 points)**

The extent to which the essay clearly and precisely locates the investigation within an academic context. "Academic context", as used in this guide, can be defined as the current state of knowledge in the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principle lines of inquiry in the relevant field. Vastly detailed and/or comprehensive knowledge is not required.

E. Reasoned argument: (Up to 4 points)

The extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question.

F. Application of analytical and evaluative skills appropriate to the subject: (Up to 4 points)

The extent to which the essay shows effective and sophisticated use of appropriate analytical and evaluative skills. (i.e. analysis and evaluation of sources and data gathered through cited quotes, experiments and/or personal studies.)

G. Use of language appropriate to the subject:
(Up to 4 points)

The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

H. Conclusion: (Up to 2 points)

The extent to which the essay incorporates a conclusion that is clearly stated, relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

I. Formal presentation: (Up to 4 points)

The extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations, and bibliography), appendices (if used), and word count. (See Pg. 27 for more information on word count.)

J. Abstract: (Up to 2 points)

(To be written last after draft.) The formal abstract should be a synopsis of the essay, rather than a overview or summary. This synopsis should contain the research question, the scope of the investigation, and the conclusion reached. The "scope of investigation" refers to the key points in the text, and the sources used to present them. Word count should not exceed 300 words.

K. Holistic judgment: (Up to 4 points)

An overall assessment of qualities— such as the candidate's personal engagement, initiative, depth of understanding, insight, inventiveness and flair. Achievement levels up to 4 points will be determined by the examiner based on the extent to which these qualities are demonstrated in the essay.

SUBJECT AREA CRITERIA

Each Subject area guide lists the above criteria as they relate to its specific subject area. If you tally the points listed above they add up to 36 points which represents a "perfect score". You should go by the criteria as listed in your chosen subject area guide when preparing your essay. The above list is for general introduction only and pertains generally to all subject areas.

2. CHOOSING YOUR SUBJECT AREA: (See pg. 51 for Specific Subjects)

Remember: Your personal engagement is important to your score. Choose a subject area of special interest to you-- one you can really get involved in. However, be forewarned, each subject has its own problems and challenges. Pick your problems carefully. Also, make sure you have sufficient knowledge and skills in your chosen subject area which can enable you to deal with the subject matter effectively. (*It's best to read several subject area guides carefully before selecting your subject area. You may write a fantastic essay, but register it in an inappropriate subject area. This mistake could force you to rewrite it, or perhaps even worse, to resubmit it!.*)

3. CHOOSING YOUR TOPIC: (See Subject Area Guides for Topic Ideas)

Select a specific issue or question to explore -- one that has at least two distinct points of view. Research general background information to ensure there is enough material on this issue. (For specifics see pgs. 62 & 63) Bear in mind your essay should start with the "unknown" and end with the "known". You should be investigating your issue. During this investigation you will seek to find information which can lead you to some sort of conclusion at the end of your paper.

Next think of a title. This is the first impression your examiner will have about the focus of your essay. Make sure it is clear and correctly represents what you intend to discuss in your essay.

For Example: *Echoes in Madness: A Comparison of the Motifs Inherent in H.P. Lovecraft's "The Outsider" and Edgar Allan Poe's "The Masque of the Red Death"* (See Subject Area Guide for other examples)

4. NARROWING YOUR TOPIC: (For more information, see pg. 65)

Plan how you will orient your reader to the heart of the debate in your essay. Start by building a general view of your topic to set the stage for your investigation. Your introduction is the best place where this can be discussed. It is where you will present whatever specific background information, (including theories, concepts and terms) necessary for a reader to know in order to follow all you plan to explain in your essay. After this, you might say something like: For the purpose of this essay, we will focus on... Then, state your research question, and thesis, or explain your hypothesis. Finally, end with something like: This paper will explore these ideas by... (Give us an overview of how you intend to do this in your investigation. For a sample introduction, see page 45)

Note: The importance of stating your research question in your introduction cannot be stressed strongly enough! This question is at the very core of your paper and will become the basis for at least 75% of your overall score. Make sure you state it explicitly-- leaving no room for your examiner to guess what your research question is!

5. FORMULATING YOUR RESEARCH QUESTION: (More on pg. 67 & 68)

It is safest to present your research question in the form of a question. Be sure it is your only question. Avoid confusing the examiner with a number of other questions. This question should be focused on your specific issue, and should explain clearly the controversy you intend to investigate, representing two points of view if possible. Avoid broad references to general ideas.

Make the question as short as possible, but be careful that it is complete enough to adequately represent the investigation you will undertake. Following are some examples of ideas used in the past:

6. SAMPLES OF RESEARCH QUESTIONS:

SUBJECT AREA:	QUESTION FOR INVESTIGATION:
1. Literature	How is F. Scott Fitzgerald's "decline of the American Dream" theme revealed in the <u>Great Gatsby</u> and the <u>The Grapes of Wrath</u> ?
2. Literature	Are there similarities between the two leading characters in <u>Gone with the Wind</u> and <u>Pride and Prejudice</u> relative to falling in love and resisting love?
3. Literature	<u>The Adventures of Huckleberry Finn</u> vs <u>Catcher in the Rye</u> : How were the characters of Huck Finn and Holden Caulfield similarly portrayed?
4. Literature	Are there similarities between the two leading characters of <u>Beloved</u> and <u>The Color Purple</u> relative to their victimization and their journey to freedom?
5. Literature	Bradbury's <u>The Martian Chronicles</u> and Robinson's <u>The Mars Trilogy</u> portray colonizations of Mars. This essay attempts to discuss the literary aspects of the different colonizations and how they might affect our real decisions when we begin to explore our neighboring planets.

6. Literature

Their Eyes Were Watching God vs To Kill a Mockingbird: This essay will explore how both authors, through different routes, have savagely cut at the underbelly of an ever-present racism that had consumed our country.

7. Literature

How do Emily Bronte and Kate Chopin question the place of women in Wuthering Heights and The Awakening and how do they reveal these ideas in their use of themes, motifs and symbols?

8. Literature

What are the similarities and differences in the use of motifs of solitude, time, and death in Edgar Allan Poe's The Masque of the Red Death and H.P. Lovecraft's The Outsider?

9. Literature

Are there similarities between the two leading characters in Gone With the Wind and Their Eyes Were Watching God relative to three aspects of their lives: their reactions to their upbringing, their relations with men, and their behavior as widows.

10. Literature

How do the authors of two dystopian fictions, Lord of the Flies and Anthem portray the depths of their ideas in terms of their characters, setting and style?

11. Literature

This essay investigates Ernest Hemingway's A Farewell to Arms and Kurt Vonnegut's Slaughterhouse-Five to see if both authors are voicing the same opinions about war and society even though each novel involves a different war and was part of a different generation.

12. History

Was the United States' intervention in Chile a result of American Economic interests in Chile, or a fear of Communist domination in the Southern Cone?

13. History

How does the United Nations Charter's four criteria justify its lack of intervention in the Burundian Genocides in terms of its "Declaration of National Sovereignty" v. its "Threat to International peace and Security" Clause?

14. History

This paper will explore whether or not actions by the President regarding the Iran Contra Affair are included as extensions of "Executive Privilege".

15. History

How much did the United States government know about the deadly side effects of the potent Agent Orange herbicide prior to using it during the Vietnam War relative to knowledge by the military and knowledge of the manufacturers themselves and termination of "Operation Ranch Hand"?

16. History	How does the US Constitution refute or support Lincoln's Civil War in terms of "Powers of the Executive" and "Restraints of Federal and State Governments"?
17. History	This paper will research and analyze the three theories on the origin of the 1918 Spanish Influenza Pandemic, discuss the validity of each theory, and attempt to determine which theory is best supported.
18. History	The historical character known as "La Malinche" is often seen accused of being a traitor to her people and a cause for Spanish success over the Aztecs during the Conquest of New Spain. This paper will critically examine whether or not such a negative interpretation of La Malinche is justified.
19. History	To what extent has the FARC-EP deviated from its original ideologies by turning their "war for the people" into a "war against the people"?
20. History	Which most likely caused the failure to catch "Jack the Ripper", public perception, or actions of the London police?
21. Economics	This paper will clarify and analyze current trends in diesel-powered car/truck sales, and attempt to predict future buying trends so that consumers can make an informed decision when buying their next vehicle.
22. Economics	This paper will test the theory of "supply side economics" by comparing results of tax cuts in the second Bush administration with tax increases of Clinton's in terms of rising productivity and earnings statistics from selected companies during each period.
23. Economics	Foreign aid vs Foreign Trade: Which remedy would most improve the status of selected least developed countries in terms of figures on productivity and specified standards of living?
24. Biology	Which would be the best method for detecting the toxicity in shellfish? Mouse bioassay, or clay flocculation, in terms of ease of use and accuracy of measurement?
26. Biology	What are the results of crossing <i>Drosophila Melanogaster</i> in comparison with the results of the crosses done by Thomas H. Morgan to verify sex linkage?

30. Chemistry Are labels on the boxes of decaffeinated teas accurately portraying the risks to their consumers?

31. Chemistry What is the most efficient way to produce Hydrogen gas in a small scale laboratory?

32. Chemistry How much protein is there to be found in Nestle Carnation Nonfat Dry Milk using the Kjeldahl method of analysis?

33. ITGS The purpose of this essay is to attempt finding a balance in the expanding digital world regarding copyright laws protecting intellectual property, how digital rights management helps, as well as its weaknesses.

34. Visual Arts This paper investigates Bosch's painting, "Garden of Earthly Delights" by interpreting its many symbols to determine a comparison between its religious connotations and its scientific implications.

35. Visual Arts What messages are portrayed in comparing the surrealistic works of Rene Magritte, Max Ernst, Salvador Dali, and Yves Tanguy?

36. Visual Arts What is the physical appeal of Japanese Anime and how does it portray Japan's culture and history through its art?

37. Visual Arts What evidence is there of the influence of Sigmund Freud's psychological theories on the paintings of Salvador Dali as shown by recurrent themes in his individual pieces of artwork?

38. Visual Arts This paper will analyze the influences of Michelangelo's artwork on the art of Raphael and Rubens as seen through the uses of the human body in movement, expression made by the human body, and various compositional schemes.

39. Theater Arts Is there one geographical location that influenced the birth of the practices and various art forms which are entailed in a performance of puppetry?

40. Theater Arts What significance does a director's concepts show in two different productions of The Crucible, and how were these ideas used to create the overall message of the play in terms of costumes, lighting and sound?

41. Music To what extent is Stravinsky's "Rite of Spring" similar to, or different from Debussy's "Afternoon of a Faun" in terms of melody, harmony, meter, and rhythm?

PROBLEMATIC RESEARCH QUESTIONS

What do you think might lower your score if you decided to use the following questions for your investigation?

1. History

Was Hitler justified in his treatment of the Jews during World War II?

Too obvious an answer. Lacks two strong sides to the argument. No balance in historical judgment.

2. ITGS

Which has the greater impact on civilization? The advancement of technology? Or The lack thereof?

Not focused on Information Technology, (IT did not exist before 1900s.) Also, too broad if it covers civilization from ancient to modern. Finally, answer cannot be refuted or supported by evidence.

3. Literature

Would the personal expression of four female writers in a male dominated society be accepted or denied?

Too much emphasis on biographical information. Does not focus on the literature itself.

4. Biology

How does red tide affect humans and the ecosystem?

Too broad. We already know the answer. No investigation needed.

5. Biology

In what ways can we detect or monitor the effects of red tide?

Too broad. Not focusing on biology of living organisms.

6. Chemistry

What health risks are there for consumers drinking decaffeinated teas?

Focuses more on medical aspects regarding consumers rather than chemicals.

7. Literature How did the lives of Harriet Beecher Stow, and Louisa Alcott affect their points of view on the Civil War?
Too biographical. Does not focus on the literature itself.
8. Visual Arts What is the meaning of creativity?
Interdisciplinary. Too much like Psychology. Does not focus on the works of art themselves.
9. ITGS Should the Internet be Policed, and if so, how?
Could be considered too broad. Better to narrow this down to a specific problem with policing the internet.
10. ITGS Are robots a boon or burden to society?
Needs to be narrowed down. Perhaps limited to certain specified uses of robots.
11. History What factors influenced the Vietnam War?
Could be considered too broad. Better to pick two specific ones and compare them, perhaps to another war, according to some historical theory (i.e. history repeating itself.) Also, its good to incorporate some reference to historical records.
12. Biology Milk, Does it do a body good?
Dangerous, because it seems to stress the study of milk which is not a living organism. Also, it might lend itself to the tendency to focus on the medical aspects of milk's affect on the human body.

7. CREATING A MOCK-UP COPY OF YOUR PAPER:

Following are illustrations of how each section in your essay should be formatted and key material that should appear in each. In the interest of space, titles appear level with and to the left of running heads. All titles should be center justified and double spaced below running heads.

A. Title page: (See sample below)

*Running head (upper right corner):
Shortened Title (1090-000) 1
Catch phrase relating to your title; school # candidate # page #*

Title:

*(Should be center justified, not written totally in caps and not underlined. If your title is two lines or more it should be double spaced as should all text-- and of course:
All Important Words in a Title Should Start with a Capital Letter!*

Six-lined Name Box: ----- (This should also be double spaced.)

Your name

*(school/candidate #) -----> **1090-000***

**Make sure your left margin is straight.----->
* Spell out Riverview... No RHS -----> **Riverview High School***

Sarasota, FL, USA

Subject Area:

Word Count:

B. Abstract: (up to 300 words)

Shortened Title (1090 000) 2

(Center justify title and place it double spaced below running head)

(This is a synopsis of your essay.) It includes these things:

- * 1. Intro research question/ thesis statement
 - * 2. Scope of investigation: Key ideas (major points in your argument) and a listing of sources you used.
 - * 3. Conclusion: Findings indicated by your research and relationship to your original purpose for choosing the topic you did.

c. Table of Contents:

Shortened Title (1090 000) 3

(Center justify title and place it double spaced below running head)

* Introduction	4
* Argument	5
* Conclusion	6
* Bibliography	7

Note: (After draft is complete listings should increase to include sub headings)

D. Introduction:

Shortened Title(1000-000) 4

(Center justify title and place it double spaced below running head)

(This section includes)

- * 1. Purpose of essay: Statement of Purpose
Statement of research question / thesis statement
 - * 2. Specific background appropriate to your topic.
 - * 3. Explanation of all important concepts, theories, terms, etc. That are relative to your discussion.
 - * 4. Why it is important for people to know about.
 - * 5. Explanation of how you will investigate your research question

E. Argument:**Shortened Title (1090 000) 5***(Center justify title and place it double spaced below running head)*

Paragraphs structured according to the

- * main points you are making for your case;
- * supported by specific evidence;
- * and substantiated by quotes citing the source from which you found the information.

* Remember to cite, Interpret, explain (with examples and illustrations), question, argue with, and validate your sources.

*Note: Any information directly or indirectly quoted in your essay needs to be referenced. (author, page#) Lack of acknowledgements for quotations can result in penalties for malpractice and can put your diploma at risk. (See Addenda on Plagiarism Pg. 55)

F. Conclusion:**Shortened Title (1090 000) 6***(Center justify title and double space it below running head)**Include in this section:*

- * Clear statement: (In conclusion)
- * Restatement of research question/ thesis statement
- * Summary of evidence which supports the position you found to be most valid according to your research and why it does so.
- * Reference to any new questions or questions which were unresolved in spite of your research.

G. Bibliography:**Shortened Title(1090 000) 7***(Center justify title and place it double spaced below running head)*

- * Name of Author(s);
- * Title of Source;
- * Editor, translator compiler, if any;
- * Edition, If it is not the first (i.e., 2nd ed., rev. ed.);
- * Place and date of publication;
- * Name of book's publisher

***Note: Important!!!! Sources for all citations in your text must appear on your bibliography. (It is so easy for your examiner to look up the author listed in the parentheses and find that author's name is missing from your bibliography.)**

Conversely, all sources listed on your bibliography page must have actually been quoted directly or indirectly in your text. This includes sources for any examples or illustrations. For more information see: The Writer's Practical Guide to Documentation (or online-- www.mhcollege.com) Any sources not quoted, but which were important in forming the approach taken in the essay should be cited in the introduction or in a special acknowledgement.

8. FINDING A VARIETY OF SOURCES:

IBO recommends that you explore scholarly journals first- These will give you ideas as to how to approach a true investigation of an issue with more than one point of view.

Include citations from both primary and secondary sources.

Remember-- A primary source is like an eye witness. It may be the raw data you gather from a survey or experiment. It may be the author's work you critique. It may be a document, government record, etc.

A secondary source is like "hearsay evidence". This might be a critique or review by an expert in the field.

Include a variety of sources (See examples below.)

Scholarly journals	Documents	Government records
Interviews	Films & T.V.	Speeches & lectures
Magazines	Newspapers	Photographs/ Photocopies
Artifacts	Displays	Online sources
Books	Diaries	Music, Art, and Literature
Maps/ Charts	Tables	Graphs/ Diagrams, etc.

9. GATHERING QUOTATIONS:

Use note cards to organize your citations.

Consider creating a "quote card" for each quotation. This could be handy when you begin to draft your text. (See sample on next page.)

Source #1	Author: Page #
Quotation Any notes you may have in response.	

Note: You might also want to create a card for each source you use. You may even find it helpful to number each of your sources. Then on each of your quote cards put the source's number only. (It saves time writing all the info below over and over and makes it easier to assemble the listings for your bibliography page. See sample below.)

Source #1
Name of Author(s);
Title of Source;
Editor, translator compiler, if any;
Edition, if it is not the first (i.e., 2nd ed., rev. ed.);
Place and date of publication;
Name of book's publisher

10. DEVELOPING RESPONSES TO YOUR QUOTATIONS:

Plan ways you can respond to your quotations.

Cite and explain with examples and illustrations. Interpret and analyze by breaking the information into parts and explaining each part. Then question, argue, validate and justify why this source is a worthy choice to have used!

11. ANALYZING YOUR SOURCES:

Over and over again in the IB manual there are comments from examiners which discuss the importance of combining factual information with comments from the candidate during the extended essay. So many students quote an author and then go on to another point without analyzing the quote or the source.

Analyzing sources include explaining the meaning and importance of the content in a quote, questioning the content from another point of view, describing the background of the author which might support or question his/her qualifications, etc. Following this are information sheets with helpful suggestions on how to do this.

ANALYZING YOUR SOURCES:

PRINT SOURCES AND INTERNET SOURCES

Research Tip: Try the beta version of GoogleScholar (<http://scholar.google.com>). From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research. Google Scholar orders your search results by relevance, so the most useful references should appear at the top of the page. This relevance ranking takes into account the full text of each article as well as the article's author, the publication in which the article appeared and how often it has been cited in scholarly literature. Google Scholar also automatically analyzes and extracts citations and presents them as separate results, even if the documents to which they refer are not online. This means your search results may include citations of older works and seminal articles that appear only in books or other offline publications.

From Materials prepared by Dr. Sharon Vansickle, Riverdale High School.

Critically Analyzing Information Sources

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

I. INITIAL APPRAISAL A. Author

1. What are the author's credentials--institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise? You can use the various *Who's Who* publications for the U.S. and other countries and for specific subjects and the biographical information located in the publication itself to help determine the author's affiliation and credentials.
2. Has your instructor mentioned this author? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources.
3. Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

B. Date of Publication

1. When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.
2. Is the source current or out-of-date for your topic? Topic areas of continuing and rapid development, such as the sciences, demand more current information. On the other hand, topics in the humanities often require material that was written many years ago. At the other extreme, some news sources on the Web now note the hour and minute that articles are posted on their site.

C. Edition or Revision

Is this a first edition of this publication or not? Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs. Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?

D. Publisher

Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

E. Title of Journal

Is this a scholarly or a popular journal? This distinction is important because it indicates different levels of complexity in conveying ideas. If you need help in determining the type of journal, see *Distinguishing Scholarly from Non-Scholarly Periodicals*. Or you may wish to check your journal title in the latest edition of *Katz's Magazines for Libraries* (Uris Ref and Olin Ref Z 6941 .K21) for a brief evaluative description.

II. CONTENT ANALYSIS

Having made an initial appraisal, you should now examine the body of the source. Read the preface to determine the author's intentions for the book. Scan the table of contents and the index to get a broad overview of the material it covers. Note whether bibliographies are included. Read the chapters that specifically address your topic. Scanning the table of contents of a journal or magazine issue is also useful. As with books, the presence and quality of a bibliography at the end of the article may reflect the care with which the authors have prepared their work.

A. Intended Audience

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

B. Objective Reasoning

1. Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts.
2. Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions.
3. Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas.
4. Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?

C. Coverage

1. Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints.
2. Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. For example, if you were researching Konrad Adenauer's role in rebuilding West Germany after World War II, Adenauer's own writings would be one of many primary sources available on this topic. Others might include relevant government documents and contemporary German newspaper articles. Scholars use this primary material to help generate historical interpretations—a secondary source. Books, encyclopedia articles, and scholarly journal articles about Adenauer's role are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

D. Writing Style

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

E. Evaluative Reviews

1. Locate critical reviews of books in a reviewing source, such as *Book Review Index*, *Book Review Digest*, OR *Periodical Abstracts*. Is the review positive? Is the book under review considered a valuable contribution to the field? Does the reviewer mention other books that might be better? If so, locate these sources for more information on your topic.
2. Do the various reviewers agree on the value or attributes of the book or has it aroused controversy among the critics?
3. For Web sites, consider consulting one of the evaluation and reviewing sources on the Internet.

Learning how to determine the relevance and authority of a given resource for your research is one of the core skills of the research process. For more assistance with the research process, consult your instructor or a reference librarian. Revised 18 September 2001 Originally Joan Ormondroyd; updated, edited and Webified by Michael Engle, and Tony Cosgrave Reference Services Division, Olin-Kroch-Uris Libraries

From Materials prepared by: Dr. Sharon Vansickle, Riverdale High School

EVALUATING WEB SITES

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

AUTHORITY:

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

What are the author's credentials? Look at biographical information or the author's affiliations (university department, organization, corporate title, etc.). Can you verify the author's credentials?

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

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

Whose web site is this?

What organization is sponsoring the web page? Look at the domain (.com,.edu,.org,etc.). Look for an "about this site" link. Also look for a tilde (~) in the URL, which usually identifies a personal directory on a web site. Be careful of a web page that has a tilde in its URL. It might indicate the article has data that is not credible. Internet service provider sites- (AOL, Mindspring, MSN, etc.) and online community sites (GeoCities, Tripod, Angelfire, etc.) feature personal pages. Be careful of web pages from those sites, too. Their data could be compromised in some way.

Audience and Purpose:

What is the purpose of the page?

Why did the author create it? The purpose could be advertising, advocacy, news, entertainment, opinion, fandom, scholarship, satire, etc. Some pages have more than one purpose. For example, <http://www.dowjones.com/> provides free business information but also encourages you to subscribe to the Wall Street Journal.

Who is the target audience? Academic researchers? Kids? Buyers of competitors' products? Trekkers? Political extremists?

Look at the reading level of the page: Is it easy to read or challenging? Does it assume previous knowledge of the subject?

Currency? Is there a date at the top or bottom of the page? But note: A recent date doesn't necessarily mean the information is current. The content might be years out of date even if the given date is recent. (The last update of the page might have consisted of someone changing an email address or fixing a typo.)

Is the information up-to-date? This takes a little more time to determine. Compare the information on the web page to information available through other sources like databases or print resources. Broken links are one measure of an out-of-date page.

In general, information for science, technology, and business ages quickly. Using updated data can be very important in those areas. However, information in the humanities and social sciences ages less quickly, so old information can still be perfectly valid.

Objectivity vs. Bias:

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

Support for Evidence:

Does the author support the information he or she uses? Look for links or citations to sources. Some academic web pages include bibliographies.

Is the support respectable? Does the page cite well-known sources or authorities? Does the page cite a variety of sources? Do other pages on the same topic cite some of the same sources? The web page in question should have a mix of internal links, (links to web pages on the same site or by the same author) and external links (links to other sources or experts).

If a web page makes it hard for you to check the support, be suspicious.

Is the web the right place to do your research?

Some kinds of information are not available on the free web. Also, some kinds of information are easier to find using library resources. Examples:

- * Literary criticism: (Begin with a literature database like the Literature Resource Center.)
- * Scientific / social analysis: (An online periodical database like EBSCO or Proquest will provide you with current, peer-reviewed articles.)

USING DATABASES

When searching for information to use in an argument, knowing your databases is extremely important.

First it's essential to know what kind of information is needed to substantiate a particular point to be made in the argument. What will be most effective in a certain instance? A government record or document? A newspaper article? A critical review of a piece of literature? A good source for pinpointing two opposing points of view on a certain issue? Second it's important to know which database will contain a particular type of source.

Third it's obviously necessary to know how and where to access a certain database. The Chart on the opposite page can give you a bird's eye view of what's out there for you as you begin your research.

DATABASES FOR RESEARCH

The following are suggestions for finding specific kinds of resources as you prepare information on your research paper. Some can be accessed from your home. Others from a public library, or in the Cook Library. For specifics see below:

DATABASE:	TYPE OF RESOURCE:	AVAILABLE FROM:
Sarasota County Library Page	Look for website databases	County Library Card
Web Luis computers	Catalog of online print materials (Books, government documents with websites)	Internet connected computers
Jstor	Journals	Cook Library
Lexus Nexus	Academic Journals Newspapers	Cook Library
American History & Life	Journals (Not full texts- abstracts only)	Cook Library
Historical Resource Center	Historical newspapers & journals	USF Libraries
Biography Resource Center	Information on specific people Biographical data, Articles and books about individuals.	USF Libraries
ProQuest Historical	Newspapers i.e. New York Times (1851-Modern Times)	Cook Library
Literature Resource Center	Literary Reviews	Cook Library (Also Riverview if it has a "dial into server")
Project Muse	Literature Journals	USF Libraries
Florida Electronic Library	E Journals & E Books	Public Library
GPO Access	Government Documents (Catalog)	www.gpoaccess.gov Home computer by website
NARA	Government Documents	www.nara.gov Home computer by website
Citation Databases	Contained in Web of Science:	Cook Library
Arts & Humanities Citations Index	Journals on the Arts	Cook Library
Social Sciences Index	Social Science Journals	Cook Library
Science Citation Index	Science Journals	Cook Library

12. USING EXAMPLES AND ILLUSTRATIONS:

Examples: A general statement relative to your topic should lead to an example. (A verbal explanation of a specific concept, idea, or bit of information being discussed.) An example could be a specific event in history, a specific piece of artwork, or a specific study relative to a scientific experiment. Examples should be signaled with words like "for example" or "such as" or some similar phrase and should lead to a quote from one of your sources.

Illustrations usually will appear in some graphic form, such as diagrams, photocopies of photographs, documents, or science experiments. Whatever illustrations you use, insert each as near as possible to the place where it is being discussed, and underneath the picture, include a citation telling the source from which you got the picture or graph, etc. For example: Though Michelangelo's Pieta is actually found in St. Peter's Basilica at the Vatican, the picture of it that you are using may have come from the book, History of the World Pg. 538. So it should say that, underneath the picture of the artwork.

13. OUTLINING YOUR DRAFT:

A good first step in preparing your draft is to design a simple outline. It will give you direction as you begin the actual writing. Here is a suggested form to use in designing your outline.

Outline
<p>I. Introduction</p> <ul style="list-style-type: none">Background informationResearch questionThesisExplanation of how you will investigate your research question
<p>II. Argument:</p> <ul style="list-style-type: none">List main points to be presented.A. Point<ul style="list-style-type: none">Substantiating Evidence, Examples, Illustrations:<ol style="list-style-type: none">1.2.3.B. Point<ul style="list-style-type: none">Substantiating Evidence, Examples, Illustrations:<ol style="list-style-type: none">1.2.3.
<p>(And so forth)</p>
<p>III. Conclusion: ("In conclusion")</p> <ul style="list-style-type: none">(Restatement of research question, and thesis statement.Summary of information highlights, accompanied by concluding statements on how they support or refute your initial thesis. Also unanswered questions and new questions that emerged from your research.)

14. PREPARING YOUR FIRST DRAFT:

BEGINNING YOUR ROUGH DRAFT: Check pgs 15-16 for specific things to include in the draft of your introduction, argument and conclusion. This should get you started on actually writing your ideas down. Assuming you have done your research and gathered your quotations, there are two basic ways to approach a draft. Either write your ideas down first as they occur to you and organize them later, or organize them first—by “fleshing out” your proposal outline or checking the form on pg. 25—Then write them down later. Whichever organizing method you choose, start writing based on your notes and quotes. Draft your intro by matching your notes and quotes with ideas listed under “Intro” page 15. For your argument, if you have included “terms of measurement” in your research question (see page 67), then you should have at least two or three main ideas, or main points to start with. Begin matching those quotes that support or refute each of your “terms”. Follow this by presenting specific examples or illustrations that can help explain the factual information you have found in your research. (See page 25) Watch for places where you can include at least two opposite points of view for each “term of measurement” or point to argue. Consider following one view on a particular point right away with its opposite idea. IB examiners like this because it shows flexibility of thinking when you constantly switch back and forth with various opinions on your topic. Sooner or later you may need to consider your “order of ideas”—especially in your argument. Resequencing your writing may involve printing out your argument and actually cutting paragraphs apart with scissors and moving them around a table top to see what order seems best. As you continue to develop the draft of your essay, consider the following:

INSERTING YOUR QUOTES: Don’t forget that your quotes are like guests in a late night talk show. They need to be introduced, presented and cited, then commented on.

KEEPING THE MOOD OF INVESTIGATION: This can be done by using words that avoid presenting ideas as “true facts”. Examples: May, seem, appear, probably, apparently, evidently, this suggests that, from this one might conclude that— etc.

PRESENTING MULTIPLE POINTS OF VIEW: Look over your various “terms of measurement”. Consider including ideas from the point of view of: an author, a reader, a source, a critic or other expert, and of course don’t forget to add your own point of view.

KEEPING IN MIND THE “EIGHT WONDERS OF ANALYSIS AND EVALUATION”: Interpretation (explaining what the source of a quote may be trying to say); Substantiation (Citing a source for a piece of factual information); Limitation (Considering points that the source may not have accounted for); Reliability (Judgment about the quality of information based on the quality of its source and the qualifications of its writer. See pages 20-23); Consistencies (Cases where two sources appear to agree); Discrepancies (Cases where sources appear to disagree); Assumptions (Cases where a source presents information based on an opinion or belief rather than fact); and Bias (A situation in which a source presents something as fact based primarily on his/her own opinion.)

USING SUBHEADINGS: IB urges us to use subheadings for any subject area (Except Language arts as these disturb the flow of writing). Such sub headings can come from your “terms of measurement” in your research question, and other points that arise from your research. Set your sub headings apart from your text like sub titles in a textbook, and include them (as expanded listings) in your Table of Contents.

REREAD YOUR DRAFT AND MAKE CORRECTIONS: (See Page 27 for things to check.)

15. EVALUATION: A PROFILE CHECK LIST

One way in which to achieve a successful essay is to use the "Evaluation Profile Check List" which can be found below. This list includes criteria similar to that your examiner will be using to score your essay. It gives you a chance to practice scoring your own essay so that you can make any necessary changes while you are still working on it. This check list may also be used by your coach to conduct an initial evaluation of your first draft after you hand it in on the first day of school in August.

The exercise below is designed to indicate whether or not a particular item is present in your essay. Any items for which the answer is no should be corrected prior to handing in your first draft in August.

EVALUATION PROFILE CHECK LIST

CHOICE OF SUBJECT:

Yes No

- ____-____ Topic is focused specifically
- ____-____ Topic requires personal research
- ____-____ Topic relies on both primary and secondary sources

TITLE:

- ____-____ Title is concise and not wordy
- ____-____ Title does not indicate specific research
- ____-____ Title is not in question form

FORMAL PRESENTATION / GENERAL LAYOUT: (Criteria I)

- ____-____ Check: Sentence structure, verb tenses, caps and punctuation
Run spell check and grammar check
- ____-____ Word Count: 3000-4000 words. Includes: The introduction, body and conclusion of the essay, plus any quotations.
Does not include: Citations/ references, footnotes, illustrations, abstract, contents page, bibliography, appendices or acknowledgements.
- ____-____ Paper used is white 20 lb. 8 1/2" x 11" (Not erasable)
- ____-____ One inch margins: Left, right, top, bottom

- Paragraphs indented 1/2"
- Quotes of more than four lines "set off" one inch from left margin
- All text double spaced, (including title, quotes, notes, and listings on your bibliography.)
- Double space headings and titles as well as all text
- Caps for first, last, and principle words in titles and sub-titles
- Titles never typed in "all caps"
- Each page consistently and consecutively numbered
- Each page number always one inch from right edge of page
- Double space from page number to first line of text
- Never use "p" or "pg" before page number
- 10-12 sources (Listed on bibliography at end of paper)
- Factual information in text is referenced through in text citations (20-30) One citation method used throughout book, (i.e. MLA or footnotes. Choose one- don't do both.)

RESEARCH QUESTION / THESIS STATEMENT: (Criteria A)

- Research question contains: Special aspect of topic, 2 points of view, and terms of measurements.
- Thesis contains a guess at the answer to research question.
- Topic can be explored within the constraints of length, time, and resources

ORDER FOR SECTIONS OF PAPER:

TITLE PAGE: (Criteria I)

- Running head upper right.. Page numbered 1
(Sample running head: Short Name for Title (1090 000) 1)
- Title is center justified
- Bottom right: Double spaced, including:
 - Name
 - Candidate #
 - Riverview High School (Name written out)
 - City, ST, (USA)
 - Subject
 - Word Count

ABSTRACT: (To be written in the fall after your First Draft is complete) (Criteria J)

- --- **Typed and attached immediately after Title Page**
 - --- **Reflects whole essay**
 - --- **Explains topic in synopsis form, but is not a summary of paper.**
 - Tells how topic is narrowed to a problem or controversy**
 - Includes key points or sub topics covered in the essay**

ABSTRACT CONTAINS: (Criteria J)

- --- 300 words or less. Word Count listed at end of Abstract
 - --- Includes Research question
 - --- Thesis (Answer to research question)
 - --- Nature of sources, (Variety, Primary & Secondary)
 - --- Scope of investigation (Key points covered)
 - --- Mention of appendices (if needed)
 - --- General statement about findings

CONTENTS PAGE: EXPAND TO INCLUDE SUBHEADINGS (Criteria I)

- --- Appears at beginning of essay (Listings double spaced)
 - --- All pages numbered
 - --- Candidate # upper right for each page
 - --- Includes all major topics or concepts presented

THE BODY OF THE ESSAY

INTRODUCTION: (APPROACH TO RESEARCH QUESTION) (Criteria B)

- — — Has clear statement of purpose
Includes research question (SAT+2PV+TOM, see p. 67)
 - — — Has specific background information
 - — — Places topic in “academic context”
 - — — Defines and explains relevant terms, concepts and theories

--- --- Has statement of thesis (Answer to question) and explains how essay will investigate the research question.

BODY DEVELOPMENT: (ANALYSIS/ INTERPRETATION) (Criteria E)

--- --- Shows systematic development of an argument in persuasion of the thesis statement

--- --- Includes understanding of problems of knowledge and analysis

ANALYZING SOURCES: (Criteria F)

--- --- All facts are substantiated. Includes examples of interpretation, consistencies, and discrepancies

--- --- Points out cases of reliability, limitations, assumptions, and bias

QUALITY OF ANALYSIS: (Criteria F)

--- --- Includes main ideas supported by examples and / or illustrations

--- --- Treats both sides of a question (Claims and counter claims)

--- --- Recognizes a valid or invalid argument (and gives reasons)

BREADTH AND LINKS: (Ways of knowing linked with areas of knowledge)

--- --- Links causes and effects

--- --- Compares and contrasts ideas

ARGUMENT / EVALUATION: (Criteria E) CLARITY, AND LOGICAL COHERENCE: (How clear is your argument? Include sub headings)

--- --- Concise intro leads smoothly to a valid reasoned argument

--- --- Argument is logically developed with orderly series of main points

--- --- Main points are substantiated by statements of cited evidence which are concise and clear

--- --- Statements are explained, interpreted, analyzed, and evaluated

--- --- Statements build smoothly to an effective conclusion

EXAMPLES: (EXAMPLES ARE SIGNALLED-- FOR EXAMPLE, etc.) Criteria C

(How well is your argument supported by VERBAL examples)

- --- Examples are relevant to the research question and that relevance is explained.
- --- Examples are clearly described and signaled.
- --- Examples are drawn from a wide variety of sources (Including the candidate's personal experience)
- --- All main points of the argument are explained by some example(s)
- --- The relationship between an example and the main point it illustrates is clearly explained.

ILLUSTRATIONS: (Photos, Graphs, tables, charts, maps, etc.) Criteria C

- --- Illustrations show overall neatness
- --- Are well set out
- --- Are thoroughly labeled
- --- Can be interpreted with ease
- --- Directly related to text, and placed where information is discussed
- --- Each illustration is acknowledged where appropriate

FACTUAL ACCURACY AND RELIABILITY Criteria D

- --- Facts are accurately stated
- --- Sources are correctly quoted
- --- Sources are consistently cited according to a recognized convention, (i.e. MLA or footnotes)

CONCLUSION: (WITH A SUB HEADING) (Criteria H)

- --- Conclusion is clearly stated
- --- Relevant to research question
- --- Substantiated by evidence presented
- --- Indicates issues which are still unresolved, questions, and new questions that have emerged from the research.

BIBLIOGRAPHY: Listings in ABC order all sources used according to author's last name (Criteria I)

--- --- Includes works quoted either directly or indirectly

--- --- Specifies:

Author/s, title, date and place of publication,
name of publisher

--- --- Follows one consistent standard of citation (One method only)

--- --- Listings include all citations, and no citations
refer to listings not included in bibliography

Problems Essays Have Had with General Criteria in the Past:

A. Research question: As one examiner put it: "Problems with the essay begin here with the lack of a clear research question stated explicitly in the introduction. Then these problems snowball!" Too many times research questions were not presented in the form of an investigation--making them hard for the examiner to identify.

For many essays, this error leads to an elementary or mediocre score. A carefully and exactly defined research question is the key to a successful essay. Without such a research question-- analysis, interpretation, argument and evaluation are nearly impossible to score. For this reason, as much as 75% of your overall score can be lost.

B. Introduction: IB urges you to make sure you select information that is relevant to your research question. Ideally more candidates should break their research question down into its component parts, or outline what information they need to cover their question thoroughly before they actually begin to draft their rough copy.

Also, many students did not explain how they would investigate their chosen issue.

C. Investigation: This is a major area of weakness for many essays. Frequently candidates neglect analysis and concentrate instead on a narrative or descriptive style of writing-- telling information about an event or issue. Often they do not comment on, or question, the information put forth and their essays do not include a thesis, hypothesis, or clear guiding argument. Such things prevent essays from being true investigations.

Again, narrowing down the investigation enables you to sharpen your argument and helps you select and use materials more efficiently. Lack of sufficient usage of materials prevents you from carrying out your analysis with depth and effectiveness.

The IB manual suggests that candidates should present a wider variety of possible interpretations in their research. And these interpretations need to be presented in the main body of the paper within the argument. Unfortunately some candidates wait until their conclusion to discuss their analysis and various points of view.

D. E. F. Analysis/ Argument/ Evaluation: According to one examiner: "Some candidates still seem to feel that their task is largely done with accumulating information, rather than seeing that the argument is the framework which makes sense of the information. To use a homely analogy-- a collection of bits of wood is not a ship."

Too many essays presented points in their arguments which were not backed up by some sort of authority or recognized expert. (i.e. lack of direct, referenced quotes). Many essays relied on simply repeating facts from secondary sources as if these facts were their own. (In numerous papers this was done without appropriate citations, and without expanding on the information derived from these sources).

In other cases, arguments appeared incomplete, for their authors concentrated only on presenting their favored positions, while forgetting to weigh alternatives or evaluate the evidence they discussed.

Organization and structure was another problem. Often facts were strewn sporadically throughout essays, making it difficult to comprehend their trains of thought. Many examiners suggest that separating your major points into sub-headings would do much to clarify your ideas and make your argument easier to follow.

Finally, most candidates neglected to interpret and evaluate their sources, which can cost dearly if one wishes to score in the upper half of the rankings.

H. Conclusions: Unfortunately conclusions come at the end, when the candidate has run out of steam and fallen victim to the temptation of throwing a few ideas haphazardly together in hopes that the examiner will fail to notice.

More times than not, the examiner has a hard time even recognizing a conclusion if one has been attempted. For this reason the IB manual

suggests that your conclusion be set apart from the rest of the paper under the clear heading, "Conclusion". Frequently candidates only summarized the content presented, stopping short of addressing the research question and explaining how their argument has supported or refuted the hypothesis set forth at the beginning of the paper.

I. Formal presentation: Word processors have yielded essays of basically good quality regarding this section. Some candidates needed to be more careful about creating bibliographies according to a widely accepted procedure. IBO urges all candidates to be sure to use their spell checks, and watch capitalization. Best essays made excellent use of illustrations, taking care to label and acknowledge sources for illustrations and locate them close to the places in the text where they are discussed. Happily there was little in the way of pointless decoration.

J. Abstract: Though this has improved, there are still a distressing number of essays which lose marks on this straightforward exercise. Many candidates treat this section as a simple summary. These authors forget that there are several things which must appear in the abstract. Most frequently these abstracts are missing a listing of sources used, presentation of the key ideas that will be discussed, or the findings garnered through the process of research.

Other dangers that should not be overlooked include the possibility of going over the word limit of 300 words, and introducing ideas that are not covered in the main body of the essay.

K. Holistic judgment: Essays which showed a personal engagement, investigating the topic because it was interesting in itself are easily rewarded here. The introduction is a good place to express why the topic was chosen, or why it is important to you.

In closing, it is hoped that these remarks can alert you to pitfalls that lay ahead as you begin to structure your essay, and can prevent you from making the same mistakes that others have made before.

NOW YOU ARE READY TO START REFINING YOUR ESSAY FOR THE FINAL COPY!!!! SEE YOU IN THE FALL!!

In the meantime, Proof read for spelling, word usage, capitalization, and punctuation. Reading it aloud to someone else, (a friend or relative) can help you eliminate technical errors.

PROBLEMS FROM THE PAST AT RIVERVIEW

Below are are excerpts from an assignment written by Riverview seniors in which they were asked to discuss problems they had while drafting their Extended Essays. It was thought maybe a collection of these problems would help those upcoming seniors as they prepared to start on their essays.

PROBLEMS CLUSTERED IN AREAS OF CONCERN LISTED IN BOLD PRINT:

I. Getting Started--

1. "The most difficulty I had beginning my EE was motivation. I lacked the necessary drive to sit down and begin the paper."
2. "...Since the essay was assigned as summer work, I don't feel I've put forth my best effort."

From the help desk: The hardest part of a new task is getting started. Ironically the best solution is the act of starting. Start simple- even if you only force yourself to work for fifteen to twenty minute periods a day at first. Set a simple goal- like reading material from one source and getting two, or three good quotes. You'll find that once you've actually accomplished some things the task begins to seem less problematic.

3. "The main problem for me was keeping myself motivated to finish such a large assignment. If I'd started earlier and broken the work up better, I would have had an easier time, and not felt so rushed at the end of the summer."

From the help desk: Starting the first week of summer and getting into a routine is a great idea. Breaking down the work into separate tasks on a written list also can help. Check off items as they are completed. Olympic athletes help themselves get through long boring training routines by visualizing themselves performing a final program. For the EE it might help sustain motivation to visualize bringing in the final paper at the end of the summer. (or visualizing getting it done early and celebrating the fact that it's all over.)

4. "I did not know where to begin. I knew what I wanted to do and what points I wanted to include in my essay, but not how to form them in words."

From the help desk: Write something-- anything! You can always edit it later. Often part of this writing problem comes from an unconscious fear of not being perfect the first time. Ask yourself questions and write down the answers. Walk around a room and talk to yourself about your topic. Pretend you're giving a report in class. What would you say? Then write it down.

II. Organization of materials:

5. "The biggest problem I encountered was organization. For about three weeks my bedroom floor was covered in so many papers I couldn't even turn on the fan to sleep in fear that the papers might become blown out of order. If I could have changed something, I would have made folders with general topics to put papers in and make sure all the articles were stapled so as not to lose pages."

6. "I also would have made sure I had an accurate account of the source information for each article because when I was doing my works cited, I had trouble finding the correct articles and the source information that went with them."

From the help desk: Good suggestions for solutions here. Check out section on organization of source systems in the Guide, Pg. 17.

III. Forming a research question:

7. "I wanted to do something on Imperial Russia. At first I wrote a question that was too specific and could not find enough research material on that specific bit of information. I had to rewrite my question in a way to make it more general so that I could find more information."

From the help desk: Research questions often must be adjusted-especially during the early stages of research. Seeing your coach as soon as this sort of problem arises can help. Also, doing good general research on background information may give you alternative ideas for better questions based on research that is readily available. Check the section, "From Choosing a Topic to Writing a Research Question" on Pg. 61.

8. "The main problem I had was how to create a direct focus and stick to that topic. Art in the High Renaissance is a very broad topic. The way I solved this was by narrowing my focus to only two artists of this era and focusing on how they used symbols in specific pieces that had withstood the test of time."

From the help desk: Terrific solution! This is a great example of narrowing the focus of a research question.

9. "I knew music was the topic I wanted, but finding a question pertaining to music was the hard part. Finally I selected one on the topic of MTV. I just barely found ten sources pertaining to MTV and its history and place on the music scene. Most sources only discussed the history of music in general, rather than the specific time period of the early 1980s".

From the help desk: One of the great pitfalls for all the areas of the Arts is selecting topics on trends. Narrowing the focus to some modern trends can be problematic when there has not been enough time to study them sufficiently. Unfortunately, with a contemporary subject like MTV there may not be a great amount of scholarly information on these artists. Help from a coach may bring results. Again, before making a commitment to a topic, early searches on background information should be done to see if enough information is out there. If not, a change of topic may be in order.

IV. Collecting background information:

10. "I discovered that I would have made my essay on the 1918 Spanish Influenza Pandemic even better had I looked for more knowledge on World War I because this coincided with the pandemic and caused a huge impact on my essay. I learned that the war is one of the major reasons why the pandemic was so deadly."

From the help desk: Here is an excellent reason for doing good general background research before you begin drafting the Essay. One area to check in history is causes for an event. Your coach may be able to help you add key words to your search that can result in bringing up specific information like this.

11. "Knowledge issues for me included my lack of knowledge about the era in which my chosen novels took place. I should have researched the 1920s for *The Great Gatsby* and the late 1800s for *Wuthering Heights*. Many of my sources referred to the political and social situations at the times of the novels."

From the help desk: In Literature, good background information can make certain concepts more clear regarding analysis of a literary work. Make sure you avoid including this as a focus of your argument. Keep any of this material in the introduction, if you used it in the actual Essay.

V. Exploring varying points of view:

12. "The most common problem I found was the availability and adequacy of a variety of sources. I could find very few books in New College library that related to my topic and so I was forced to get my material from online databases. While using these databases I was able to find a plethora of information that was related to my two books."

From the help desk: There are several possible causes for the above problem. First, consider your choice of topic. Make sure your research question and/or thesis relate(s) to academic issues. Lack of studies done by university personnel could mean your branching into unknown territory, or it could mean that your issue is perhaps too sensational or geared more for the general public. Second, look at the type of online databases you're drawing from. Again, if they are academic journals you're in fine shape. Make sure these articles are peer reviewed, and that they give author's credentials. Third, check database chart on page 24. Databases such as these are excellent places to go to for academic research.

13. "For me the sources from Questia or the New College Library seemed more reliable than sources straight off the Internet. Sometimes it was hard to distinguish where one source was better than another. One way I could have done this is to research the author of the source to see what his credentials are."

From the help desk: Great idea! Check Analyzing Sources on Pg. 18.

14. "All the information I found basically said the same thing. My sources seemed very shallow as they stated or proposed something but did not back it up or explain it so I was left simply to believe it."

From the help desk: Good Point! Catching a fault like this in a source can earn you points on your score! However, consider also using new keywords to vary your search. This strategy might bring out new and different information. If you feel a source has ideas that merit inclusion in your argument, sometimes it becomes necessary for you yourself to explain what the writer might have meant or question the information in such a way that indicates a basic weakness in the source itself.

On the other hand, if there seems to be no conflict in your issue, this may be a sign you should alter your research question or select another topic. Finding this out early in the research process during the general background research stage can help you make any necessary changes in the direction you need to follow.

15. "My topic dealt with three different theories from which I was to choose the best based on logic and validity. Suddenly I realized that these three theories were extremely similar and I was having difficulty differentiating between them."

From the help desk: Check with your coach ASAP! Sometimes researching so many different points of view can cause you to loose your mind set, and suddenly nothing makes any sense. You need to revisit your original premise and running ideas past someone else can help clear things up. Needless to say, something like this is the prime focus of your research question and needs to be thoroughly defined and explained in the introduction, not to mention the importance it will be to the center of your argument and the basis for analyzing your sources.

VII. Validating Sources:

16. "Some of the knowledge issues that I found regarding sources were ones that seemed bias and overly emotional with interpretation of the works in question. I found many derogatory or dismissive articles. What the critics had to say also did not sound very intelligent and I did not want to lower my own writing by including theirs."

From the help desk: While it is usually good to discriminate against bias displayed by a source, it may not always be best to eliminate such material on that account alone. Presenting such sources may allow opportunities for you to point out examples of bias that exist as part of your main issue.

17. "Other sources were merely inaccurate in that they actually misquoted the book. I decided to weed out such bad sources as these. Admittedly, I am afraid that my essay might be viewed as biased itself, since I do not have any critics from the opposition."

From the help desk: If you can show substantial evidence that a source has misquoted a literary work, than actually, it may be more beneficial to include the apparently faulty material. Precious credit can raise the score for a candidate who can formulate an effective case for an invalid argument due to inaccuracy on the part of a critic.

Finally, when it appears too difficult to find adequate sources supporting an author's initial thesis, a flag should go up for the candidate. If the critics dismissing a certain point of view are credible in the academic community, then one should be ready to recognize the possibility that the initial thesis might be problematic and perhaps even have been successfully refuted. It may not be necessary to trash your whole topic. Such points can be brought

out in the conclusion in the interest of raising the essay's score-- rather than being proven "right".

18. "It was hard to find any sources that were completely free of bias, so I tried to use equal amounts of information from each view."

From the help desk: *In truth no writing by any human being can be completely free of bias. Don't throw a source out just because it seems biased. Show the examiner you are aware of this bias and why.*

Juxtaposing points of view is an excellent solution so long as they relate to a specific point in your argument. Follow one point of view directly with its opposite counterpart. Specify the likenesses and differences in the two views and explain how each might or might not be justified. If possible, break down points into their component parts. Argue with any aspects which seem weak or invalid and give reasons.

VII. What about the sciences?

19. "My paper was on Biology. Since our spring sessions mostly talked about history and literature, I was unsure of what exactly was required of a biology paper. Also, I did not get in touch with my mentor-- so some of my problems were my own fault."

20. "I knew the format for a Biology topic differed in that it was the same as an IB biology lab. I knew the structure should follow the major components: Introduction, hypothesis, variables, materials, procedure, data collection, raw data, data analysis, conclusion and evaluation. I feel that there should be a separate more detailed guide sheet for biology since it didn't follow the same format laid out in the general Guide."

From the help desk: *There is, in fact, a subject area guide in every field of the sciences. Each of these guides discusses in detail all the specific requirements, suggestions on formats, and criteria for whatever topic you may be considering. Make sure you have a copy of the guide you need.*

Still, there is no substitute for meetings with coaches whose expertise is specifically in the sciences. Talk with your coach early in your research process. Arrangements may have to be made for any lab work that might be needed as the work on your Essay proceeds. Make sure you get your coach's phone number before the summer recess.

VIII. Drafting the introduction, argument, and conclusion:

21. "I realized that I had developed the problem of expressing different interpretations than my own on the literature. I had to think creatively in order to come up with different perspectives on the novels. Then I had to find ways to back up these viewpoints and work all this into my introduction argument and conclusion."

From the help desk: Extended Essays challenge us to extend our knowledge and processes of thinking. The creative thinking referred to above is right on the mark for the early stages of drafting. It's a painful process. Imagining opposite ideas while researching and outlining an argument can definitely help. Write down all points of view you can think of pertaining to each major point you plan to make. Then look over your list and pick the most plausible ideas. Note common threads as well. Talk to your coach if you really get stuck. Taking some time to think in terms of variety can reap great rewards when drafting your Introduction, Argument, and Conclusion. (For more ideas, see sample essay Pg. 45)

22. "In my introduction I didn't know if I was supposed to describe in detail what I was going to be talking about, or if I was just supposed to briefly state the information necessary for the reader to understand what I was talking about."

From the help desk: Ideally your introduction should not be more than about 5 pages. You should be very selective about the details you include. You're right that it should contain only the concepts and specific background information directly relevant to the argument you will present. The details should be substantive, explicit and succinct. The ideal introduction may evolve after a good bit of editing, but it is a standard to which you should aspire. (See sample introduction Pg. 45)

23. "While researching background information I collected tons of research from 10 sources before the summer started. When developing my argument I wasn't sure if I should keep all ten sources or use others."

From the help desk: Nothing is etched in stone until you submit your final copy to Dr. Gallagher's office. As you begin actually drafting your essay, create a written list of points you want to make in your argument. Then review the quotations that you've gathered with discrimination. Match your quotations with the points on your list. You may find that you don't need all the quotes you have collected. Conversely, you may find that some points on your list have no quotes to substantiate them. So you'll need to look for more.

NOTE: A number of students expressed concerns that related to drafting introductions, arguments and conclusions, and suggested it would helpful if some sort of sample essay could show by example how to go about the actual writing process, creating the flow of words. Of course, every essay is different. So using a sample is a limited solution.

These seniors seemed to have no trouble expressing themselves when addressing the questions included in this assignment. So below is a list of suggested questions for an introduction, argument and conclusion on a sample topic. Generating a series of questions may furnish a good way to start the flow of words for your first draft. (For another version of this topic without questions see pg. 45)

IX. SAMPLE RESEARCH QUESTION: Should the UN have intervened in the Burundian Genocides?

First break down the research question into its componant parts. (NOTE the words above in bold print, and think of questions pertaining to each.) Keep in mind that every organization, governmental or not has some set of rules that define how the organization operates. (By-laws, charters, constitutions, etc.)

Questions for drafting an introduction: What set of rules did the UN have? (A charter) According to the UN Charter, what is the definition of intervention? Why do they not always choose to intervene in international affairs? What is meant by national sovereignty? Why is national sovereignty important to consider? What parts of the UN Charter pertain to intervention? What criteria does the UN use to guide it in deciding whether or not to intervene?

According to the UN Charter, what is a Genocide? What are some events in which the UN did intervene in situations of genocide? What were some events in which they did not intervene? What were the specific events in the genocides that took place in Burundi between 1966-94? Why were these events called "genocides"? What caused these genocides to happen?

How will I investigate whether or not the UN should have intervened in the genocide in Burundi?

Questions for drafting an argument: What do newspaper or magazine articles say about this issue? Did they interview leaders or UN members from different nations on whether UN intervention was necessary or advisable? What are these people's opinions? Are there articles from scholarly journals, past or present, that discuss issues

involved in deciding whether or not to intervene in these or any other genocides? What criteria were used to identify situations in which a genocide required intervention? (NOTE: The UN takes action as a result of passing a "resolution".) Were any resolutions passed regarding the Burundian Genocides? If so, what ones?

What other genocides met necessary criteria to warrant UN intervention? What other genocides did not meet such criteria? What aspects did Burundi have in common with those other genocides? How did these situations differ? Were these situations in which the UN intervened or not? How were the interventions performed? Were there different ways in which intervention occurred in differing genocides? What possible causes could there be for the times the UN intervened in other genocides? What possible reasons might account for the fact that in Burundi, no UN intervention occurred?

Questions for drafting the conclusion: First reiterate your research question. How does the data discussed relate directly to your research question? What is the strongest evidence that supports UN intervention in the Burundian genocides? Why? What evidence supports lack of such intervention? Why? Did you discover any areas of uncertainty during your research?

What issues of knowledge did you encounter regarding your treatment of this topic? What were some of the knowledge issues regarding your sources? What about the reliability of your sources? Did your research bring out any cultural, political ideological or personal biases? How did your paper address these?

Reiterate the approach your paper took in investigating this issue? Were there any problems regarding your approach? What changes might you have made that could have produced better results? Basically, how did your work change your understanding of this issue? What further questions might be prompted by your research and conclusions?

X. Keeping within the word limit:

24. "I thought it was going to be very hard to get 4000 words on my paper. Then as I began my research I realized that there was too much information and the challenge became making the essay short but substantial."

25. The first and most significant problem I had involved the two musical pieces I was trying to compare. "Rite of Spring" by Igor

Stravinsky was significantly longer than "Afternoon of a Faun" by Claude Debussy. Therefore, due to the 4000 word maximum, I had to speak more vaguely about each piece which took away from a deeper analysis I could have had.

From the help desk: Avoid vagueness at all costs! As soon as you see yourself in danger of exceeding the word limit stop and look at your research question. How can you narrow it down? Can you look at two specific aspects instead of analyzing the entire pieces. In music, think of musical elements the pieces may have in common, such as melody, harmony, rhythm, dynamics, phrasing, use of musical instruments, mood or style of the artist's performance. In art, think of elements such as line, color, perspective, light and shade, shapes, composition, etc. In literature, think of elements such as plot construction, characterization, symbolism, figurative language, recurrent themes, etc. In history, think of ways to focus on one aspect of the event or events from differing points of view, such as primary vs secondary sources; a local issue vs a similar national one, events that end well vs similar ones that don't. In the sciences, economics and ITGS, remember that your experiments and/or interviews and surveys are at the center of your argument. Focus on the process involved with your lab work or study. That usually keeps focus on the range of material to be discussed.

A FINAL THOUGHT:

"It seems bad when the instructions are longer than the paper! Yet still some of it is unclear or contradictory. Why can't a crisp and clear set of instructions be written in less than 68 pages?"

From the help desk: Basically the Extended Essay is a college level assignment. It's tough. It's complicated. It's understandably frustrating!

The Guides (both general and subject areas) are a compilation of assorted materials from the IB Manual and comments from numerous examiners over the last several years. They include suggestions from a number of different individuals attempting to help many different students doing work in various subject areas and an infinite amount of topics. As students reported new problems new sections were added to the Guide. It's hard to apply one set of instructions to so many different situations.

For those who prefer brevity, a crisp set of instructions is on page 2 in the general Guide. It tells what the assignment is (and isn't) and basically what to do. The rest of the Guide tells how to do it well. A more specific, yet brief set of instructions can be found on pages 14-16 in the general Guide.

Summer can be very lonely-- especially if you don't have someone to talk to! If after a careful read of the guide(s), some things still seem unclear-- call your coach. (Or as a last resort, call Ms. Tyler 924-0406. If I'm there I'll pick up. If not, say your name clearly and spell your last name. Leave your phone number and tell me a good time to call back. GOOD LUCK!!

ORGANIZING SECTIONS OF YOUR PAPER: A SAMPLE ESSAY

Below are some thoughts to help you see how you might go about writing the drafts of your Introduction, Argument, and Conclusion using the subject of the Burundian Genocides. The following is based on an actual student's extended essay which scored an "A" several years ago. Here's how you might start:

I. INTRODUCTION: (Keep to about 5 pages. Editing may be necessary.)

Background: First you might open with a brief liturgy of the most horrendous facts about the Burundian genocide itself. This description might include cruel and brutal acts performed, attempts of the people to defend themselves, their attempts to escape, their appeals for help, and responses from their governments and those of the international community-- perhaps with quotes from newspapers or government documents of the times. Get the examiner emotionally involved in the horror of the situation.

A possible comment might follow: There seems to have been no apparent support for these people on the part of the rest of the world. It seems unthinkable that some country or international organization (like the UN) didn't intervene.

As is the case of any organization, the UN has created a Charter which guides its members in any action they decide to take regarding a crisis arising anywhere in the international community. The purpose of this paper is to analyze this charter's effect on the UN's actions here.

Proceed with your question: How does the UN Charter support or refute its lack of intervention in the Burundian Genocides regarding a nation's right to rule itself vs the consequences of possible threats to world peace and security?

Present your thesis: This paper suggests that indeed, there should have been intervention on the part of the UN, and seeks to investigate why intervention did not take place. If such inhumane events are allowed to occur routinely without consequences, any of us could become subject to similar brutality with no hope of recourse.

Tell how you plan to approach your research question: (Think about these ideas:) There must be some way in which people in a national crisis like this can go about obtaining help from the UN. To investigate whether or not the UN should have intervened in the Burundian genocides, this paper will first look at the UN Charter to analyze the decision making process in terms of the regulations that pertain to genocides and UN intervention. What criteria, were used to measure whether or not the UN should intervene? (A brief list might follow with citations from the Charter.)

This paper proposes to explore these criteria and relate them to Burundi as well as other examples of genocide, such as those that took place in Yugoslavia, Somalia, Haiti, and Rwanda. Information found will be discussed in light of the above criteria, and in terms of the causes and specific events that occurred and responses to these from the international community. Several examples of genocide will then be compared and contrasted to that in Burundi to see if it can be determined whether the actions the UN actually took in this case were consistent with established procedures executed in previous kinds of similar circumstances.

In the interest of historical balance, the issue of national sovereignty must also be considered. Research into the Charter should establish what references there are to national sovereignty-- so as to better understand the balance between a nation's right to rule itself, and the rights of a people to protection from brutal and inhumane treatment by others within its realm.

Before further discussion, it would be well to clarify certain basic terminology as it is defined by the UN Charter. (Here the terms genocide, national sovereignty, and intervention might be defined, as well as the concept of "national sovereignty" in relation to the "threat to international peace and security" clause.

Next, explore briefly the causes and main progression of events as they occurred in Burundi, ending with the fact that the UN did not intervene.

Some concluding statement could be made in closing. For example: This paper will investigate possible reasons as to why UN intervention did not occur in Burundi.

II. GENERAL POINTS TO BE DISCUSSED IN ARGUMENT: (About 10 pages.)

1. Consider legal basis for intervention as determined by the UN Charter:
Discuss the creation of Chapter VII. Include quotes from the actual text itself and interpretations of these quotes by you or others. Discuss the value of referring to the text to establish its reliability. Present any limitations you or other sources might perceive in forming conclusions that cannot be determined by reading this text alone.

Introduce the criteria by which UN intervention is allowed or considered necessary. Include methods of intervention, and reasons for intervention. List cases in which intervention was allowed and cases other than Burundi, in which it was not. Quote any opinions by national leaders or members of the UN which support or question any of the above criteria, or any legal contradictions in the wording of the articles themselves. Make reference to their value, limitations ,and reliability (Especially draw comparisons between these ideas and the concept of "national sovereignty".)

2. Discuss limitations on intervention which might restrict instances of intervention and point out why. Quote from any articles in the charter which specifically restrict the UN's right to intervene. Also quote any secondary sources which present opinions

pro or con regarding these restrictions, and interpret your quotes. Evaluate the reliability of these sources in relation to the Charter itself.

3. Compare and contrast specific cases of intervention with that of Burundi.
Present quotes by newspapers, etc. reporting on positions by members of the UN, or quoting comments by governments of member nations as they apply to the incidents themselves, "national sovereignty", "the threat to international peace and security" clause, and each of the four criteria or any of the other specific articles of the Charter.

III. POINTS TO BE MADE IN THE CONCLUSION: (Should be at least a page.)

- 1. Reiterate your research question and thesis.**
- 2. Briefly summarize how you carried out your initial approach as laid out in your introduction. Specify various points of view presented in your argument as well as various interpretations of national sovereignty vs human rights of all nations' citizens.**
- 3. Review the four criteria discussed during the argument and compare examples of other cases you presented with the situation in Burundi. Refer to ways in which they all met these criteria. Discuss any possible reasons why other cases received intervention, while Burundi did not?**
- 4. State your findings. What is the strongest evidence that supports UN intervention in the Burundian genocides? Why? What evidence refutes such intervention? Why?**
- 5. Analyze your approach and data: Any knowledge issues? Any areas of uncertainty? Discuss your sources. Their value. Explain why you selected the sources you did. Any problems with reliability? Any limitations? Biases?**
- 6. Any problems with your approach? Any changes that might have produced better results? What further questions could be prompted by your research and conclusions?**

A SAMPLE TIME LINE FOR COMPLETION OF TASKS FOR YOUR EXTENDED ESSAY:

IB suggests that to save stress it's best to pace yourself. Below is a sample list of tasks and space for writing the date for completion.

<u>LIST TASK:</u>	<u>DUE DATE:</u>
Choose a subject	1-1-07
Choose a topic	1-15-07
Write a statement of purpose	2-1-07
Gather preliminary background research	12-11-06
Determine that the topic is interesting and workable	2-1-07
Formulate your research question	12-18-06
Create an outline for your central argument	1-15-07
Draft a general description of your essay	1-15-07
Generate a list of sources (Primary and secondary)	1-15-07
Assemble your proposal	1-15-07
Begin taking notes and quotations	
Record your thoughts and responses	
Check pages 15-16 for items to include in each section	
Draft your introduction	
Draft your argument	
Draft your conclusion and assemble your bibliography	
Check guide pgs. 5 and 6 and 27-32 evaluation profile (To see if you have included all necessary criteria.)	
Make necessary corrections	
First day of school: Draft due (At least 3000 words)	
Write your abstract	
Final draft due to advisor two copies not over 4000 wds	

IB EXTENDED ESSAY PROPOSAL WHAT TO INCLUDE:

- 1. Brief description :** (One and one half to two pages) Describing your proposed essay including its specific discipline to be focused on; statement of purpose; research question; and central argument and thesis. (Also any theoretical methodology (theories, concepts, and terms you tend to employ), plus lab investigations, interviews or surveys, formal critical analysis, art explorations, etc.)
- 2. Outline:** Preliminary MLA style outline of the Extended Essay, presented in complete sentences, (not bullet points).
Include sections on: Introduction, Argument and Conclusion.
- 3. Bibliography:** At least 10 sources. (Include: Full bibliographic reference, a four sentence synopsis of each source, and one paragraph (At least four sentences) summary of each source's value to your thesis. Your sources should be recent, and if possible, should include at least one pertinent professional journal article.

Hand in your proposal to your teacher. Ms. Tyler will give feedback when she returns to class.

JUNE, JULY & AUGUST: Work independently on your paper. If possible, sign up for any available summer research seminars for additional help.

MAJOR DEADLINE!!!! FIRST DAY OF SCHOOL: FINAL OUTLINE AND FIRST DRAFT DUE: Turn in your final outline and preliminary draft, (Typed, formatted, and at least 3000 words in length)

MAJOR DEADLINE!!!! LAST WEEK IN OCTOBER: FINAL COPY DUE!!
Turn in your completed essay, including Abstract- (2 copies that are IBEX ready)

PLEASE NOTE:

- (1) Students not meeting the August due date will be placed on probation.**
- (2) Students not meeting the October due date will be dropped from the IB program and that could impact your ability to graduate!**

YOUR SUBJECT AREA GUIDE AT A GLANCE

**NOTE SPECIFIC SECTIONS ON YOUR SUBJECT AREA GUIDE
EVERY GUIDE INCLUDES INFORMATION ON:**

- 1. General content and focus**
- 2. The examiner will be looking for-**
- 3 You will be graded on-**
- 4. Choosing your topic**
- 5. Examples of topics**
- 6. Range and variety of sources
(Examples of Primary and Secondary sources)**
- 7. Treatment of topic**
- 8. Subject Area Assessment Criteria
& Problems candidates have had in the past.**

Subject Area:	Specific Focus
LITERATURE:	Analysis of language (Reading Books and critiques)
HISTORY:	Analysis of written records (Research and analysis skills)
BIOLOGY:	Living organisms, and the scientific process (A related experiment)
CHEMISTRY:	Chemicals & experimental procedures (Performance of an experiment)
ECONOMICS:	Testing of economic theories (Performance of a study relative to topic)
MATH:	Numerical systems with respect to practices and procedures in fields related to mathematics; (Work with formulas, and other computations)
MUSIC:	Specific musical compositions in terms of some element(s) of music, (Attendance at live concerts)
VISUAL ARTS:	Specific pieces of artwork in terms of lines, shapes, color, texture, historical & socio-cultural context; (Personal experience with exhibitions at museums etc.)
WORLD RELIGIONS:	Effects of specific beliefs, values, and practices on people's everyday lives (Comparisons of the above using concrete artifacts and materials)
INFORMATION TECHNOLOGY: (ITGS)	An example of IT and its effects on individuals, institutions, organizations and communities. (Conducting a local study on IT issues)
PSYCHOLOGY:	Human experience and behavior (Performance of a psychological study)
THEATER ARTS:	Effects of various practices, arts and crafts on the quality of a performance (Hands on experiences with Theater)

COMMON EXPECTATIONS ACROSS SUBJECT AREAS

There are certain concerns which are mentioned over and over in all the extended essay reports from IB-- regardless of the subject area. As you prepare to begin work on your extended essay, keep this list of reminders to check during the organization, research process, and writing stages of producing your essay. Refer to them frequently to make sure your essay reflects reference to each item below:

1. Your topic should be narrowed down.
2. Avoid interdisciplinary essays- that is, essays incorporating a focus on content from 2 or more subject areas.
3. A sharply focused research question should be clearly stated early in your essay (specifically your introduction).
4. Test basic theories relative to your subject.
5. Make references to specific underlying concepts and terms. Define and explain these, preferably in your Introduction.
6. Your abstract should include: purpose of essay, key points covered, explanation of the range and variety of sources used, and findings from the research. Include word count.
7. An argument should show multiple points of view. Make sure you have explained, interpreted, analyzed, questioned, argued with, and verified data you have gathered throughout your research. Evidence of all this should be in the body of your essay. (Argument and Conclusion)
8. Divide the main body of your essay into sub-headings to help your examiner follow your argument.
9. Extensive data collection should include at least 10-12 sources, and 20-30 cited quotations.
10. Data collection should not be the end of your work on the body of your essay-- but should lead to interpretation, justification of the author and source, and in depth analysis of the content throughout.
11. Avoid exclusive reliance on published materials, (internet or other). Include your own ideas and experience.

12. Plan your own personal research. Get personally involved!
13. Include verbal examples and graphical illustrations to support all points you make in your argument.
14. Cite sources for all published material you use, (including graphs, charts, photos and computer software programs). List reference numbers, publisher, and origin of material.
15. Title and label all graphics materials. Explain general purpose--(what a particular graphic is designed to show). Place illustrations near appropriate text where you mention the information. Include keys, labels on graphs, (horizontal and vertical axes). Orient to scale if appropriate.

Note: Sole use of photocopied maps, graphs, tables, and diagrams provides little evidence of personal research skills.

16. Arguments should be composed of points you are making and be supported by specific evidence cited in text and listed on your bibliography page.
17. Descriptive essays do not generally score well. Good essays present detailed analyses.
18. A conclusion, should be easily recognizable. It should be clearly labeled, relate specific findings to the research question, and explain how these findings support or refute the thesis put forward at the beginning of the essay.
19. Question your findings. Remember-- A thesis or hypothesis that has not been fully validated or proven can be modified in the conclusion.
20. Good research unearths new evidence, new questions, details that are not fully explained, and new avenues for further investigation. Make sure you point these things out in your conclusion.

ADDENDA

PLAGIARISM

IN-TEXT CITATIONS

AND

**WEBSITE LISTINGS ON
BIBLIOGRAPHY PAGE**

Riverview Media Center

Avoiding Plagiarism

Definition

Plagiarism: using someone else's words, works, ideas, and opinions without giving credit.

Types of plagiarism

- Using another's exact words without using quotes and without giving credit to the author
- Putting someone else's words, ideas, or opinions into your own words (paraphrasing) without giving credit to the author
- Using facts or statistics that are not common knowledge without giving credit to the author or the researcher
- Buying or using someone else's paper and taking credit for the work yourself

Strategies for avoiding plagiarism

1. Careful note-taking

- record where you got the information
- put direct quotes in quotation marks
- learn to paraphrase correctly:
 - read the passage
 - close the book
 - write notes on the text in your own words
 - double-check the information in the book against your notes

2. Always document your sources!

You MUST document:	You do not need to document:
<ul style="list-style-type: none">➤ Someone else's words, ideas, opinions (even if they are paraphrased)➤ Someone else's exact words (must be enclosed within quotation marks)➤ Someone else's art, music, charts, diagrams, etc.➤ Facts and statistics that are not *common knowledge	<ul style="list-style-type: none">➤ Your own personal opinions, observations, experiences, conclusions, beliefs➤ *Common knowledge or generally accepted facts <p>*Common knowledge: information that is found in numerous sources or known by a lot of people</p> <p>ex: The Declaration of Independence was written in 1776.</p> <p>ex: Cocaine is an illegal drug in the U.S.</p>



Avoiding Plagiarism

Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

Academic writing in American institutions is filled with rules that writers often don't know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes can lead to charges of *plagiarism* or the unacknowledged use of somebody else's words or ideas. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This handout, which does not reflect any official university policy, is designed to help writers develop strategies for knowing how to avoid accidental plagiarism.

The Contradictions of American Academic Writing

Show you have done your research	---But---	Write something new and original
Appeal to experts and authorities	---But---	Improve upon, or disagree with experts and authorities
Improve your English by mimicking what you hear and read	---But---	Use your own words, your own voice
Give credit where credit is due	---But---	Make your own significant contribution

Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

Choosing When to Give Credit

Need to Document	No Need to Document
<ul style="list-style-type: none">When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other mediumWhen you use information gained through interviewing another personWhen you copy the exact words or a "unique phrase" from somewhereWhen you reprint any diagrams, illustrations, charts, and picturesWhen you use ideas that others have given you in conversations or over email	<ul style="list-style-type: none">When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subjectWhen you are using "<u>common knowledge</u>" — folklore, common sense observations, shared information within your field of study or cultural groupWhen you are compiling generally accepted factsWhen you are writing up your own experimental results

Deciding if Something is "Common Knowledge"

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Exercises for Practice

Below are some situations in which writers need to decide whether or not they are running the risk of plagiarizing. In the Y/N column, indicate if you *would* need to document (Yes), or if it is *not necessary* to provide quotation marks or a citation (No). If you do need to give the source credit in some way, explain how you would handle it. If not, explain why.

Situation	Y/ N	If yes, what do you do? If no, why?
1. You are writing new insights about your own experiences.		
2. You are using an editorial from your school's newspaper with which you disagree.		
3. You use some information from a source without ever quoting it directly.		
4. You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
5. You mention that many people in your discipline belong to a certain organization.		
6. You want to begin your paper with a story that one of your classmates told about her experiences in Bosnia.		
7. The quote you want to use is too long, so you leave out a couple of phrases.		
8. You really like the particular phrase somebody else made up, so you use it.		

(Adapted from Aaron)

Sources used in creating this handout:

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Gefvert, Constance J. The Confident Writer, second edition. New York: Norton, 1988.

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Lester, James D. Writing Research Papers, sixth edition. New York: HarperCollins, 1990.

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Swales, John, and Christine B. Feak. Academic Writing for Graduate Students. Ann Arbor, MI: University of Michigan Press, 1994.

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The following information must remain intact on every handout printed for distribution.

This page is located at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

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Making Sure You Are Safe

	Action during the writing process	Appearance on the finished product
When researching, note-taking, and interviewing	<ul style="list-style-type: none"> Mark <i>everything</i> that is someone else's words with a big Q (for quote) or with big quotation marks Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) Record all of the relevant documentation information in your notes 	<p>Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged in some combination of the ways listed below:</p> <ul style="list-style-type: none"> In-text citation Footnotes Bibliography Quotation marks Indirect quotations
When paraphrasing and summarizing	<ul style="list-style-type: none"> First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases. 	<p>Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i></p> <p>Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... "savage inequalities" exist throughout our educational system (Kozol).</p>
When quoting directly	<ul style="list-style-type: none"> Keep the person's name near the quote in your notes, and in your paper Select those direct quotes that make the most impact in your paper – too many direct quotes may lessen your credibility and interfere with your style 	<p>Mention the person's name either at the beginning of the quote, in the middle, or at the end</p> <p>Put quotation marks around the text that you are quoting</p> <p>Indicate added phrases in brackets ([]) and omitted text with ellipses (...)</p>
When quoting indirectly	<ul style="list-style-type: none"> Keep the person's name near the text in your notes, and in your paper Rewrite the key ideas using different words and sentence structures than the original text 	<p>Mention the person's name either at the beginning of the information, or in the middle, or at that end</p> <p>Double check to make sure that your words and sentence structures are different than the original text</p>

Riverview Media Center Writing a Paper Using MLA Format

Citing Sources Within the Paper (In-Text or Parenthetical Citation)

Anytime you use someone else's words, works, ideas, or opinions in your paper, you must acknowledge the source of that information. Not giving credit to someone else's work is known as plagiarism and is a serious academic offense (the media center has additional handouts and information on plagiarism located in notebooks in the reference section.)

MLA format requires that you cite your source of information in the body of the paper each time you use someone else's work. You must cite the source of any quotes AND you must cite the source of any information that you have summarized or paraphrased from your research.

The purpose of the in-text citation is to indicate to the reader where you found the information. The citation directs the reader to the specific source listed on your Works Cited page. Therefore, the in-text citation need only include enough information to lead the reader to the correct source listed on the Works Cited page.

The sample paper located at <http://www.dianahacker.com/resdoc/humanities/pdf/Hacker-Daly-MLA-Title.pdf> may assist you in understanding the use of in-text citation.

Source	Information needed	Examples of In-Text Citations	
		Using a "signal phrase" to alert the reader	No signal phrase; all information is included in parentheses
Book, article, document, etc. with author(s) listed	Author name(s) Page no. in the source where the information is located	According to Adamson, the aerospace industry uses titanium extensively because it withstands shock and heat (32). Hershey and Johnson's study indicated that there is a link between sun exposure and bone density (146). <i>Do not include the word "page", or p., etc. The page number is placed in parentheses immediately following the sentence. Note that the period is placed outside the last parentheses.</i>	The aerospace industry uses titanium extensively because it withstands shock and heat (Adamson 32). There is one study that indicates a link between sun exposure and bone density (Hershey and Johnson 146). <i>There is no comma between the author's name and the page number.</i>
Website, article, document, etc., with no author listed	Title of website, article, document, etc. Page number where information is located	As stated in the article "Cocaine by Any Other Name," there are more than twenty different names for the street drug cocaine (32). <i>If you are using a signal phrase, include the full title of the article.</i>	There are more than twenty different names for the street drug cocaine ("Cocaine" 32). <i>If you do not use a signal phrase, you only need to include the first word in the title.</i>
Website, article, document, etc., with no page nos.	Author(s)	Jacobs states that he has eyewitnesses to the fact that the evidence in the court case may have been mishandled by the law enforcement agencies.	There are eyewitnesses to the fact that the evidence in the court case may have been mishandled by the law enforcement agencies (Jacobs).

"Works Cited" Examples for Online Sources

Note concerning online references:

You may not be able to find all the information listed in the columns below for each webpage you cite. Include *all* the information you are able to determine.

However, In order to cite an online source, you **MUST** have at a *MINIMUM* the following information:

- title of website*
- date you accessed the website*
- URL address of the site.*

SOURCE	INFORMATION NEEDED	FORMAT	EXAMPLES
15 O N L I N E	author title of webpage date of creation, revision, or update name of institution, organization, etc. responsible for the content of the page date you accessed the webpage URL address	<u>Author's Last Name, First Name. Title of the Website.</u> <u>Underlined. Day Month year site was created, revised,</u> <u>or updated. Name of Institution, Organization,</u> <u>Company, etc., responsible for the content of the site.</u> <u>Day Month year page was accessed</u> <u><URL address enclosed in angle brackets>.</u>	Davis, Timothy. The Roaring Twenties. UCLA, 24 Oct. 2003 <http://www.ucla.edu/deptshistory/twenties.htm>. The Rise and Fall of Jim Crow. 15 June 2000. PBS. 24 Oct. 2003 <http://www.pbs.org/jimcrow.htm>. Victorian Women Writers Project. 14 July 2001. Indiana University. 24 Oct. 2003 <http://www.indiana.edu/vwwp.html>.
16 O N L I N E	title of the article name of the database version, edition, etc. if given date site was posted, last updated, or revised name of publisher, company, etc., sponsoring or publishing the site date you accessed the website URL address of the main page	<u>"Title of Article In Quotes. " Name of Database Underlined.</u> <u>Version or edition, Day Month year site was created,</u> <u>revised, or updated. Name of Institution, Organization,</u> <u>Company, etc., responsible for the content of the site,</u> <u>Day Month year page was accessed</u> <u><URL address in angle brackets>.</u>	"DNA." Britannica Online. 2002. Encyclopaedia Britannica. 24 Oct. 2003 <http://www.bn.com>. "Genetics." Merck's Health Encyclopedia Online. 1 Dec. 2002. Merck. 24 Oct. 2003 <http://www.merck.com/health/gen.html>.

FROM CHOOSING A TOPIC

TO

WRITING A RESEARCH QUESTION

FROM MATERIALS PREPARED BY DR. SHARON VANSICKLE OF RIVERDALE HIGH SCHOOL

**PORTIONS OF WHICH WERE DEVELOPED BY DUKE UNIVERSITY LIBRARIANS AND APPEAR ON
THE WEB AT <http://www.lib.duke.edu/libguide>. Permission was sought to modify web
documents for use in this manual on 1/10/05.**

CHOOSING YOUR TOPIC

GATHERING PRELIMINARY IDEAS:

1. Think about units studied in class, things you've been reading, or discussing, conversations you've had in class or with friends or relatives or T.V. programs.
2. Check out essay ideas from the past.
3. Check out topic ideas in your subject area study guide.
4. Browse reference shelves in the library.. (both school and public, and university)
5. Think in terms of broad ideas at first.
 - ie. (History) general periods of history... The Americas, Europe, Asia, Africa.... Or events: The Cold War, Vietnam War, World War II, Or countries: Guatemala, Chile, Germany, Korea, South Africa.
 - ie. (Literature) Examples of books, plays, and poems that have interested you. (Arts) Check out examples of specific artistic works that interest you.
 - ie. (Sciences) lab experiments or activities referred to or preformed in class. (Surveys, interviews, Graphs, charts, or Tables)
6. Browse periodical databases at school, and public or university libraries.
 - ie. Gale Research Group' JStor, Proquest, Lexus Nexus
7. Generate a list of Academic Journals with articles on issues of interest relative to your chosen broad idea. Browse these articles to see if they discuss an idea from more than one point of view.
8. Check out the works cited, or list of references included in the articles for other possible sources to browse.
9. Check out sources that include critical reviews of literary or other artistic works.
10. Generate a list of possible topic ideas and choose based on interest and/or availability of information.

Now you're ready to gather background information on your chosen topic.

FINDING BACKGROUND INFORMATION

A good way to begin your research is to locate and read articles (or book chapters) that will give you a broad overview of a topic. You can find background articles in a variety of reference materials—books, encyclopedias, journals and magazines. Also, these resources often provide bibliographies—lists of books and articles that will allow you to discover what else is available on a subject. These bibliographies can also provide additional resources for your research.

Research Tip: Once you've settled on a subject area for your extended essay, it's a good idea to keep copies of all the articles that you read. First of all, having a copy—whether its printed from a periodical database or the Internet or photocopied from a print resource—will allow you to highlight as you read and give you a place to make notations in the margins. Whenever you make a copy of an article or chapter in a book, make sure you have page numbers and all reference documentation that you'll need for a works cited page. You never want to go back and reconstruct a reference citation after the fact. It is too difficult and time consuming and often like trying to find a needle in a haystack!

Sources for Locating Background Information

General Encyclopedias: Since they are designed to cover all branches of knowledge, general encyclopedias are likely to have some information on every topic. They are often good sources to consult first, since they introduce the main concepts about a subject and suggest other sources that may be helpful. A few free general encyclopedias are available online at the Librarian's Index to the Internet at <http://lii.org/pub/topic/reference>. Finding information in general encyclopedias requires only that you do a subject heading search. Be aware that general encyclopedias can only be used to gather background information—they are not to be used cited sources in your extended essay.

Specialized / Subject Specific Encyclopedias: Specialized or subject-specific encyclopedias provide more detailed articles written by experts in a field. There are hundreds of specialized encyclopedias. Bibliographies in these sources tend to be more comprehensive than bibliographies in general encyclopedias. To locate encyclopedias on specific subjects, do a subject search in the online catalog for your subject followed by the word "encyclopedias." You should consult the index of any specialized encyclopedia—it will cover topics and list keywords in more detail than any table of contents. If the encyclopedia is part of a set, often the index for the whole set can be found in the very last volume. Be aware that specialized encyclopedias are often located in a library's reference collection and are not available for checkout. You should be prepared to photocopy articles. The Librarian's Index to the Internet (<http://lii.org/pub/topic/reference>) also has a sizable listing of specialized online encyclopedias.

Almanacs and Handbooks: Almanacs are filled with up-to-date answers to all kinds of questions. Whether you are looking for basic statistics on state funding of welfare programs or recent winners of the Stanley Cup, you are likely to find the information in an almanac. Even from a retrospective or historical standpoint, almanacs can be valuable resources. They provide figures, charts, tables, and statistics. Handbooks supply comprehensive, concise factual information on a particular topic. Generally handbooks will contain charts, formulas, tables,

statistical data, and historical background. Because they are updated frequently, handbooks include information about new developments and references to other resources. Be aware that any "fact" book containing current data is already out-of-date by the time it is published. Almanacs in particular are based on the previous year's statistics.

Articles from Periodical Databases: Sometimes articles in newspapers or general interest magazines (Newsweek, Time, National Geographic, etc.) can provide a quick overview on a subject. These articles are typically meant for the everyday reader and do not contain references to other resources. However, you can use your library's full-text periodical database to find these articles and peer reviewed articles written by professionals in a particular field. Journal articles—those written by specialists in a subject area—do often contain bibliographical references to other sources. To give your own research credibility, it is best to cite articles written for peer-reviewed journals.

Biographical Sources: Your research may require that you learn something about a person without having to read a full-length biography. Most libraries own several biographical reference works that provide relatively brief articles about thousands of people. You can always expect to find something about the most famous people, but it may be possible to find something about fairly obscure people as well. Searching "biographical dictionaries" in an online catalog should help you locate a list of those resources. Typically, these resources are arranged in alphabetical order; however you may need to consult the index for a full listing of persons contained in a set of biographical dictionaries.

Other Resources via the Online Catalog: You can also find background information through a keyword search in most online catalogs. Search for your broad topic with keywords like latin-american history, or history latin america. (Note that online searching does not require the use of capital letters.)

Research Tip: Pay attention to the copyright of print resources. Consider the date of publication in relation to your chosen topic. If you are writing about a topic from an historical viewpoint, a copyright from the 60s or 70s may be appropriate. All libraries have books in their collections that need to be "weeded" out, but many are still on the shelves. Just because a book is in the collection doesn't mean it's the best resource to use. On the other hand, an older copyright date does not necessarily mean outdated information. You will need to evaluate resources as you research. You will also find that many, many, many of the best resources are only available in print, so don't ignore books! Not everything is available on the Internet! Remember—copyrighted material is not freely distributed via the "public" Internet.

How to Use These Resources Most Effectively

- As you read about a subject, take note of distinctive and unique words used to describe the topic. These will be the keywords that you can use to search for additional information in other sources.
- To save yourself time and trouble, write down the author, title, and publication information for every source you consult. You will need this information when you write your bibliography or if you need to find the publication again.

- Locate the publications listed in the bibliography at the end of articles. These ready-made reading lists are sources that a published author used, and you may also find these same sources helpful for your research.

REFINING YOUR TOPIC

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

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

Narrowing a Subject to a Manageable Topic: A topic that covers too much material is a common problem for students. Depending on your interests, a general topic can be focused in many ways. For example, if you want to write a paper on government funding for the arts, consider the following questions:

- What do you already know about this subject?
- Is there a specific time period that you want to cover?
- Is there a geographic region or country on which you would like to focus?
- Is there a particular aspect of this topic that interests you? For example, public policy implications, historical influence, sociological aspects, psychological angles, specific groups or individuals involved in the topic, etc.

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

General Subject	Government funding of the arts
Time Span	1930s
Place	USA
Event or Aspects	New Deal, painting, art, artists
Narrowed Topic	Federal funding of artists through New Deal programs and the Works Progress Administration contributed to the country's sense of well being during the Great Depression.

Topics that are too narrow: Sometimes it may be hard to find enough information on a topic because the topic may be too narrow, or it may be too new and sources for it may not exist. In cases like these you need to broaden your topic idea. Think of parallel or broader ideas for your subject. For example, if you want to do a paper on the effect on Colombia's long-term ability to feed its citizens, consider the following questions:

- *Could you examine other countries or regions in addition to Colombia?
- *Could you think of wider topics like agriculture and sustainable development?
- *What are some alternative persons or groups to consider? The government? Citizens? International Organizations?
- *What other issues are involved in this topic? For example, how can natural resources be allocated most economically to sustain the populace of Colombia?

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

Building a Statement of Purpose

Once you have found a topic that you find both interesting and workable, you are ready to begin the process of searching out sources and collecting information. However, you want to avoid simply reporting facts and the best way to do this is to determine a general purpose for your research. This is best expressed in statement form. (General example: The purpose of this paper is to _____) In order to establish a statement of purpose, you may want to think about some possible approaches in order to finish the previous statement. Purposes for a research paper may include any of the following:

1. Define a problem and state your opinion about it (As compared with experts)
2. Discuss the current state of an issue or problem and suggest/predict how it can be resolved. (Relative to a "professional study" done by experts)
3. Offer a possible solution to a problem (Relative to a professional study)
4. Offer a new perspective on an issue or problem. (Relative to present perspective)
5. Theorize or propose how a situation should be changed or viewed differently
(From established experts' opinions)
6. Compare or contrast. (Opposing opinions from sources, details of content, theories concerning artistic pieces of work, or specific historical events.)
7. Offer your ideas on how something has been influenced to be the way it is or was
(Compared with the ideas of experts).
8. Propose to test a specific theory through a lab experiment or personal study.

The preceding examples of purposes for research can vary with a chosen subject area. Below are suggestions as to which numbered ideas might be best for specific subject areas:

The Arts (Visual, Music and Theater): #s 1,4,5,6,7.

Literature: #s 4 and 6.

History: #s 4,5,6,7.

The Sciences (Economics, Biology, and Chemistry): #s 2,3,4,5,6,8

ITGS: #s 1,2,3,8.

Examples of Statements of Purpose:

- 6 * This paper will compare and contrast the sinking of the *Titanic* and the sinking of the *Lusitania*.*
- 6 * This paper will compare and contrast the way Emily Dickinson uses themes of "death" in several of her poems.*
- 2 * This paper will analyze the current state of uncontrolled growth in Sarasota.*
- 6 * This paper will explore likeness and differences between JK Rowling's novels Harry Potter and the Sorcerer's Stone and Harry Potter and the Chamber of Secrets.*
- 1 or 5 * This paper will investigate the evidence supporting and refuting the "single bullet theory" of John F. Kennedy's assassination.*
- 2 * This paper will present an analysis of the current problem of phosphate mining regarding the preservation of water sources in Sarasota County.*
- 4 * This paper will present a new theory on the true identity of the ancient city of Atlantis.*
- 3 * This paper will offer a possible solution to the problem of red tide in Sarasota's waters*
- 7 * This paper will explain the influence of Greek and Roman democracy on democracy as it exists today in the US.*
- 8 * This paper will test the theory of "supply side economics" by comparing results of tax cuts of the 2nd Bush administration with tax increases of Clinton's.*

From Statement of Purpose to Research question: Once you have established a "statement of purpose" you have a foundation on which to build your research question. A good research question is the central element of a well-written extended essay. A thoroughly developed research question should offer you direction for finding evidence to support the ideas you want to present. Once you have a good research question, you should be able to break it down into its component parts. In order to do this, you must have included three component parts within your question. Following is a shorthand formula for constructing a thoroughly developed research question: **RQ = SAT + 2PV + TOM**

Translation: Research Question equals

Specific Aspect of your Topic

+ 2 Points of View

+ Terms Of Measurement.

Example: To what extent is Stravinsky's "Rite of Spring" similar to, or different from Debussy's "Afternoon of a Faun" in terms of melody, harmony, meter, and rhythm?

Do you see the three component parts listed above in this example?

Stravinsky's "Rite of Spring" and Debussy's "Afternoon of a Faun" are the two specific aspects of this musical topic. The words, "similar to" and "different from" indicate the two points of view this writer will present. And the words "melody, harmony, meter, and rhythm" indicate ways in which the writer intends to measure the similarities and differences.

(For more examples of research questions, see Pgs. 8-11 in this Guide)

Using your research question as a springboard to generate ideas for gathering research:

Once you have determined a thoroughly developed research question, you will be ready to begin the process of searching out specific sources and collecting appropriate information. The components of your research question should lead you to general areas of research. However, you want to avoid simply reporting information. IB considers this kind of writing unsuitable for the extended essay. Rather, candidates are expected to examine a problem or issue in depth, adding both analysis and evaluation to the research. Therefore you want to keep the atmosphere of "investigation" present throughout your essay. The best way to do this is to ask questions. "Questions are critical because the starting point of good research is always what *you do not know or understand but feel you must*" (Booth, 1995, p.39). Generating a good set of questions will keep you from getting off tract as you search for information to answer your questions.

1. A good place to start is with the famous "5 Ws" that newspaper reporters use. Who, What, When, and Where, and Why. The first 4 of these questions are basically factual. Though they are necessary, they will not lead to great depth of analysis which is also expected in an extended essay.
2. Therefore, the addition of the fifth W, "Why" and the added analytical question, "How" will start the process of analysis that will earn you the more difficult points in your essay's score.

Examples of Questions you might ask:

- * What role does the cold war play in world history? What role does it have in US history? Who told the stories? Who listened? When were these stories told? How do the facts differ in each account? Why might this be?
- * When and where were the *Titanic* and *Lusitania* when they were sunk. How were they sunk? Why? Who was to blame? What evidence supports where blame should be placed? What evidence refutes these points?
- * What are the different parts of the story of the Alamo, and how do they relate to one another? Who was involved and why?

(For more questions see pages 42-43 in this Guide)