

East Grand Rapids High School
International Baccalaureate
Diploma Programme

Extended Essay
Handbook
2016-2017

What is the Extended Essay?

The Extended Essay (EE) is an in-depth independent research and writing project that is a mandatory component to be completed by all students seeking to earn an IB Diploma. The project culminates in the formal presentation of a sustained piece of academic writing no longer than 4,000 words, plus an additional reflection of no more than 500 words. The EE is guided by a self-chosen research question within a list of approved DP Topics – normally one of the six core classes a student takes in the Diploma Programme (DP) – along with the personal guidance of an East Grand Rapids faculty member as a supervisor and mentor. The EE allows students an opportunity to engage in rigorous research and academic writing, challenging them to grow intellectually as critical thinkers and communicators, ultimately helping to prepare students for the rigors of studying at college or university. At the conclusion of the project, the student will meet with his/her supervisor to complete the *viva voce*, a final interview that allows reflection and closure on a very personal project and experience.

Once submitted, the EE is forwarded to the IB organization to be graded externally by examiners using proscribed, common criteria appropriate to each DP Topic. The final mark of the EE will be combined with TOK grades and can help students earn up to three points toward the completion of the DP. However, failing to submit an EE, or earning a failing mark on the EE will automatically disqualify a student from attaining an IB Diploma, regardless of how many points he/she has earned in other classes.

Overview of the EE

Length: The EE should be more than 3,500 words, but cannot exceed 4,000 words. Anything over the upper limit does not have to be read by the external examiner. The EE must have a title page, table of contents, the essay (including an introduction, body, and conclusion), and a bibliography. Appendices may be attached (but are not required to be read by the examiner). The 4,000 word limit applies to the introduction, body, and conclusion of the paper, quotations within the essay, and any footnotes or endnotes that are not merely citation to references. The limit does not include: the title page, the table of contents page, any charts, graphs, illustrations, or tables in the essay, any equations, formulas, or calculations in the essay, any citations to reference material (in parenthesis, endnotes, or footnotes), the bibliography, or the *Reflections on Planning and Progress Form*.

Format: IB does not have a specific format required for the EE, but relies on the supervisors to help students pick the applicable format for the discipline/topic of the EE. It is expected that the formatting be consistent throughout the entire essay, and it is generally recommended that students use MLA or APA, as those styles meet all requirements of the IB guidelines. All charts, graphs, illustrations, and other supporting material must be clear, organized, well-labeled, and easily understood. The table of contents and bibliography must be correctly and clearly organized and formatted, pages of the EE must be numbered, and the EE must be in 12 point Arial font, double spaced.

The Research Question and Topics: The topic of research must be posed as a question that appears in the introduction of the EE and guides your research toward and answer to that question. The chosen topic of research must be from an accepted field of study from the IB Diploma Programme, and it is expected that the essay reflect a familiarity with the vocabulary and methodology in that particular area of study; as such, a student is at a serious disadvantage to attempt to write an EE in subject he/she has not studied in the DP. Therefore, we recommend that students choose a topic and construct a research question from the following EE Topics which are taught in the DP program at East:

Group 1 (Literature in native language)	Classical Latin
Group 2 (Second language. EE may be on the language itself, culture and society, or literature)	Physics
Biology	Psychology
Mathematics	History
Music	Visual Arts
	Film

Grading [adapted from the 2018 IBO EE Guide]: The external examiner will assess each EE in five criteria that will result in an overall grade for the EE:

Criterion A: Focus and Method (topic, research question, and methodology)

Criterion B: Knowledge and Understanding (context, subject specific terminology and concepts)

Criterion C: Critical Thinking (research, analysis, discussion and evaluation)

Criterion D: Presentation (structure and layout)

Criterion E: Engagement (process and research focus)

The EE's quality in each of these criteria will determine an overall grade:

A: Demonstrates effective engagement in research and excellent understanding of the material, correct use of subject-specific concepts, consistent and relevant conclusions from proficient analysis, sustained reasoning strongly supported by evidence, and coherence and consistency in presentation.

B: Demonstrates appropriate research with reasonably effective engagement, good knowledge of the topic in a wider context, reasonably effective application of subject-specific concepts, reasoned argument with support, critical evaluation at times, with a clear presentation and layout.

C: Research is undertaken without proper scope, there is partial engagement in research, some discrepancies in process, an attempt at using subject-specific concepts, an attempt of synthesis in analysis using some evidence, and satisfactory presentation and layout.

D: There is a lack of research and unsatisfactory focus, discrepancy in process that interferes with the approach, some relevant understanding of the topic, inaccuracy in subject-specific concepts, irrelevant analysis, a lack of evaluation, and a presentation that hinders the understanding of the topic.

E: Demonstrates unclear focus, limited engagement, partially accurate knowledge, ineffective application of subject-specific concepts, inconsistent analysis, lack of an argument, and a presentation that lacks structural elements.

Process, In Brief

Initiation of Research

1. Choose an approved IB DP subject area.
2. Begin preliminary research to help choose a focused topic of study. This topic cannot overlap with any other work you have done in the IB Programme, or coincide with any other evaluations for your classes. Your chosen topic must be an original, new project based on your interests of study and draw on prior knowledge, but not prior work.
 - a. Read the news, look at academic journals, revisit class notes or textbooks, talk to teachers, parents, friends, or community members to decide a topic that interests you.

3. Find a faculty supervisor to mentor you.
 - a. Set up a meeting to discuss your proposed topic of exploration. This is a mandatory Reflection Meeting! Begin your *Reflections on Planning and Progress Form (RPPF)*.
 - b. With their help, create a focused, arguable/answerable *question* to guide your EE.
4. Begin more focused research, evaluating the difficulty of answering your question.
 - a. Find focused, relevant articles pertaining to your intended topic.
 - b. Create an annotated bibliography of at least three sources.
5. Evaluate the validity of continuing with your question.
 - a. If necessary, meet with your supervisor to revise or refocus your question based on the source material you have discovered in your initial research.
6. Formalize your Research Question and make your official Declaration of Intent.
7. Write an outline of your intended essay. Consider what research or experiments you will need to find or conduct in order to prove your argument.
8. Meet with your supervisor again to discuss your paper. Verify the validity of the question and relevancy of the sources. This is the second mandatory Reflection Meeting! Update your RPPF.

Formal Research and Writing

1. Continue to research, finding as many relevant sources as possible.
 - a. Expand your annotated bibliography, recording all necessary citation material. Highlight or copy important quotes, charts, illustrations, or other data you will need.
2. Conduct any necessary experiments and record your data.
3. Compile and organize all of your research and findings; revise your outline with as much relevant information as possible.
4. Begin writing the formal EE.
 - a. Revise, revise, revise!
 - b. YOU ARE THE ONLY PERSON WHO CAN EDIT YOUR DRAFT. Teachers, parents, friends, and all other individuals cannot edit or suggest edits to your work. The only individual who can make suggestions is your EE supervisor, and even he/she cannot mark/edit your actual draft!

Final Revisions and Conclusion

1. Submit your final draft to your supervisor for commentary.
 - a. Your supervisor will take a few weeks to read and comment upon your draft.
2. Meet with your supervisor to discuss possible ways to strengthen your essay.
 - a. Take notes! Your supervisor can only provide oral commentary on the structure and strength of your draft.
3. Revise your EE again.
4. Submit your final EE to your supervisor with all components, including the title page, table of contents, bibliography, footnotes and/or endnotes, and any appendices.
5. Meet with your supervisor to complete the *viva voce* interview. This is your third mandatory Reflection Meeting! Complete your RPPF and turn it in to your supervisor.

Your supervisor will add comments on your RPPF and authenticate that your EE is original and independent work. You may be asked to submit electronic copies of the EE and the RPPF.

General Schedule of Deadlines

Junior Year

- February (First Week) – EE will be discussed with all DP students in TOK.
- February (Last Week) - After having conducted preliminary investigations and deciding upon a possible topic, find a supervisor and set an appointment for your first Reflection Meeting.
- March (First Week) – Conduct the first Reflection Meeting and begin the RPPF.
- April (Second Week) – After having done more intent research, submit an annotated bibliography of no fewer than three sources to the EE coordinator.
- April (Final Week) – Declare your Research Question
- May (Final Week) – Deadline to have submitted an outline and concluded the second Reflection Meeting.
- June-August – Finish research, conduct any necessary experiments, and write your EE.

Senior Year

- September (First Week) – Submit your EE draft to your supervisor.
- October (Second Week) – Meet with your supervisor to discuss possible revisions to your EE.
- December (First Week) – After having revised your EE, submit your final draft to your supervisor.
- January (First Week) – Have the final Reflection Meeting, the *Viva Voce*.
- January (Last Week) – Submit a finished, SIGNED RPPF for the supervisor to add final comments and validate authenticity.

Conducting Research

Academic integrity is a critical component of all academic work, the EE being no exception. As such, students must provide the exact sources when using a quote, chart, graph, summary, or paraphrase from any work used in support of their research or argument. Citation must be made in the EE, either through parenthetical reference, footnotes, or endnotes, and must correspond to the bibliography provided at the end of the EE.

Bibliography

A bibliography, simply put, is a formatted list of all of the sources used to gain insight or information on the work being presented. These sources include, but are not limited to: books, articles, journals, websites, interviews, documentaries, films, and visual or audio depictions such as sculpture, songs, paintings, or performances. The entries for all consulted references must be listed alphabetically and formatted in a standard, acceptable format for the field of study in which your EE resides. While your supervisor will help you to choose the appropriate format, relevant information will always include:

For books:

Author(s), Title, Place of Publication, Publisher, Copyright Date

For Articles from Databases or Periodicals:

Author(s), Title of the Article, Title of the Original Work (the Journal in which the article appears), Volume and Issue, Date of Publication, Pages of the Article, Database Name, Database URL, Date of Access

For Web Sites:

Author(s) or Organization's Name, Title of the Website, Title of the Article or Entry on the Website (if applicable), Web Address, Date of Access

Annotated Bibliography

An annotated bibliography is the formatted list of references with additional summary/explanation of the reference material. It will have the formatted bibliographic entry, followed by a paragraph including:

- The author(s) and his/her/their qualifications
- The scope of the work and any inherent bias
- A summary of the methodology and findings of the work (in a few, concise sentences)
- The possible implications or uses in your work (how it will contribute to your EE)

Appendices, Footnotes, and Endnotes

External examiners are not required to read any relevant information contained within these elements, therefore it is imperative that you provide all necessary, relevant information within the body of the paper while still remaining under the 4,000 word limit. Students should not rely on referring to material in these sections too frequently, as it will detract from the focus on the argument being made. These elements should be present to cite references or provide valid data if the examiner were to call a conclusion into question, not to provide primary argument or necessary data relevant to the analysis being made in the body of the EE.

Viva Voce

[Adapted from the 2018 IBO EE Guide]

The *viva voce* is the last meeting between student and supervisor, designed to celebrate and conclude the process of writing and submitting the EE. The *viva voce* is conducted once the final draft of the EE has been submitted, and no further revisions can be made. Because it is a mandatory element, students who do not complete the *viva voce* and turn in their RPPF are at a serious disadvantage, as they will lose points under Criterion E (Engagement) on the external assessment of the EE.

The *viva voce* should last between 20-30 minutes, and is designed to:

- Allow the supervisor to ask open-ended, holistic questions to evaluate the student's experience of and growth during the process of writing his/her EE.
- Provide evidence of student growth to strengthen comments made by the supervisor on the RPPF.
- Allow the student an opportunity to reflect on his/her experience and how it has shaped his/her education in the DP.

- Provide an opportunity for the supervisor to verify the authenticity of the student’s sources, ideas, and conclusions. Students may

be asked questions like:

- “In your paper, you cited X, but I did not see the reference to that in your bibliography. Can you tell me more about that source?”
- “What were your difficulties in researching and writing your EE, and how did you deal with them?”
- “What do you think your biggest successes were in this process? Why?”
- “What did you learn in this process that you think will be most helpful to you later in your academic or personal pursuits?”
- “What advice would you give next year’s class about writing the EE?”
- “Is there anything you think I should add to my comments on the RPPF; is there something that may not be as evident in the process that you believe is truly valuable or important?”

Tips on Writing the EE

[adapted from the 2013 IBO EE Guide]

Advice to students from examiners

Recommended:

Before starting work on the EE, students should:

- Read the assessment criteria
- Read previous essays to identify strengths and possible pitfalls
- Spend time working out the research question
- Work out a structure for the essay

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

- Start work early and adhere to deadlines
- Maintain a good working relationship with their supervisors
- Construct an argument that relates to the research question
- Use the library and consult librarians for advice
- Record sources as they go along (rather than trying to construct a list at the end)
- Choose a new topic and research question that can be answered if there is a problem with the original topic
- Use appropriate language for the subject
- Display interest and enthusiasm
- Check and proofread the final version carefully

Things to avoid:

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

In addition, students should not:

- Forget to analyze the research question
- Ignore the assessment criteria
- Collect material irrelevant to the research question
- Use the internet uncritically
- Plagiarize
- Merely describe or report (there must be an argument with evidence)
- Repeat the introduction in the conclusion
- Cite sources that are not used

Responsibilities of the Student

It is required that the students:

- Choose a topic that fits into one of the subjects on the approved extended essay list
- Observe regulations relating to the extended essay
- Meet deadlines
- Acknowledge all sources or information and ideas in an approved academic manner

It is strongly recommended that students:

- Start work early
- Think carefully about the research questions for their essay
- Plan how, when, and where they will find material for their essay
- Plan a schedule for both researching and writing their essay, including extra time for delays and unforeseen problems
- Record sources as their research progresses
- Have a clear structure for the essay before they begin to write
- Check and proofread the final version carefully
- Make sure that all the basic requirements are met (for example, completing the *viva voce*)

East Grand Rapids High School
International Baccalaureate Diploma Program
Extended Essay Contract

I, here undersigned, acknowledge that I have read and understood the expectations and requirements of the International Baccalaureate Diploma Programme Extended Essay at East Grand Rapids, and that I will adhere to the deadlines of the project as they have been explained. I also commit to this Extended Essay with the greatest of integrity, and guarantee that the product of my labor will reflect my work and my work alone, culminating in an Extended Essay which best displays my efforts, intelligence, and interests.

Student Name _____

Signature _____ Date _____

I, as a parent or guardian, acknowledge that I have read and understood the expectations and requirements of the International Baccalaureate Diploma Programme Extended Essay at East Grand Rapids, and pledge that I will help and support my student in this undertaking. I understand that I cannot, under any circumstance, edit, mark, or otherwise alter the student's Extended Essay throughout the duration of the process.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

East Grand Rapids High School
International Baccalaureate Diploma Programme
Extended Essay Declaration

Student Name _____

Supervising Teacher _____

Area of Study

(circle one)

- | | |
|--|--|
| Group 1: Language and Literature
Category 1
Category 2
Category 3 | Group 4: Experimental Sciences
Biology
Physics |
| Group 2: Acquired Language
Spanish
French
Classical Latin | Group 5: Mathematics
Mathematics |
| Group 3: Individuals and Societies
History
Psychology | Group 6: The Arts
Film Music
Visual Arts |

The Extended Essay Question

(If you decide to change or alter this question in any way, you must submit a new Declaration!)

Rationale

Signature _____

Date _____

EGRHS EE Student Timeline

YEAR ONE

1. Picking a Topic
 - Pick a field of study
 - Pick an idea in that field that interests you
 - Begin doing some research on your own to see how much information is available on that topic
 - Decide which faculty member would be a good mentor for this project, and ASK them if they are available and willing to help you with this project
 - Set up an appointment to conduct your first Reflection Meeting

2. The First Reflection Meeting [Deadline: First Week of March]
 - Discuss your topic with your supervising teacher and attempt to find a direction from which to approach your investigation
 - Discuss possible resources that are available to help you research your topic
 - Discuss any problems or issues that may pertain to your topic and how best to deal with them
 - If necessary, discuss the experiment you will need to conduct for your research
 - Attempt to focus your topic into a specific Knowledge Question
 - Take notes on this meeting, and use them to complete the first section of your RPPF and submit it to the EE Coordinator

3. Annotated Bibliography [Deadline: Second Week of April]
 - Search notable and reputable sources, including academic journals, for the research currently available on your topic of investigation
 - Read the sources carefully. Take notes. Evaluate if the source will help you in your EE.
 - Construct an Annotated Bibliography of at least three sources explaining the relevancy of the source to your EE.
 - Evaluate if you should continue with your current EE Knowledge Question, or whether you need to modify or change your current question.
 - Submit the Annotated Bibliography for review of the EE Coordinator and your Supervising Teacher.

4. Formalize your EE Research Question
 - If necessary, meet with your Supervising Teacher to alter your EE Question before you declare your EE.

5. Declare your Intent [Deadline: Final Week of April]
 - Fill out and submit the Declaration of Intent Form for your EE. Remember if you decide you need to alter your EE after this, you will need to discuss this with the EE Coordinator, your Supervising Teacher, and fill out a new Declaration.

EGRHS EE Student Timeline

6. Draft a Formal Outline [Before the Final Week of May]
 - Continue to research. You should have at least five or six valid sources for your outline.
 - Include the methodology with which you will explore your EE Knowledge Question
 - Include any necessary terminology as it applies to your study
 - Organize your thoughts of evaluating and analyzing your topic of study
 - Include any notable quotes, pieces of data, or other elements of research in your outline with a quick parenthetical citation
 - (If necessary, place the experiment in the outline, and projected results. You will, of course, alter this once the experiment is concluded and you have actual data)
 - Provide a conclusion to your question to whatever extent you currently can, or at least an estimate of what conclusion you will reach [Remember to ANSWER your Knowledge Question in your EE!]
 - Submit your outline to the EE Coordinator and your Supervising teacher
 - Schedule a meeting with your Supervising Teacher before the end of May
7. Second Reflection Meeting [Deadline: Final Week of May]
 - Discuss your outline with your Supervising Teacher and ask for feedback in your organization, methodology, and overall scope of argument
 - Fill out your RPPF and submit it to the EE Coordinator
8. Write Your EE
 - Finish any research necessary
 - Conduct any necessary experiment
 - Write a first draft of your EE, integrating your research, focusing on the analysis of your Knowledge Question and resulting in a substantive conclusion which answers it
 - Revise, Revise, Revise!
 - Have a Final Copy ready to submit the first week of September. This copy should be as polished as you can possibly make it on your own!

YEAR TWO

9. Submit your EE [Deadline: First Week of September]
 - Submit your EE to the EE Coordinator and the Supervising Teacher for constructive critique
10. Revision Meeting [Deadline: Second Week of October]
 - Check with your Supervising Teacher and schedule an appointment when he/she has read and commented upon your EE
 - Be prepared to take copious, exact notes.
 - Pay careful attention to what the Supervising Teacher tells you. He/She cannot instruct you directly what to alter or how to alter it
 - Ask follow up questions and offer possible ways to revise your EE for your Supervising Teacher to think about and discuss with you

EGRHS EE Student Timeline

11. Revise and Submit your EE [Deadline: First Week of December]
 - Make the EE the best you possibly can
 - Be sure to create a table of contents and bibliography
 - Be sure to have a cover page with the EE question on it, as well as all other necessary information
 - Attach any appendices
 - Check it one last time
 - Submit your EE to the EE Coordinator and Supervising Teacher

12. *Viva Voce* [Deadline: First Week of January]
 - Schedule your last Reflection Meeting with your Supervising Teacher
 - Answer your Supervising Teacher's Questions as thoroughly and thoughtfully as possible
 - Finish your RPPF

13. Submit your RPPF [Deadline: Last Week of January]
 - Make sure that all the RPPF reflections are completed
 - Sign the Authenticity Statement
 - Submit your RPPF to the EE Coordinator and your Supervising Teacher

CONGRATULATIONS. YOU ARE DONE WITH YOUR EXTENDED ESSAY.