



**WEST HALL HIGH SCHOOL**  
International Baccalaureate  
Diploma Programme

**Extended Essay Manual**  
**IB Class of 2010**

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## Extended Essay Calendar

As you meet each deadline, Mrs. Dunn, Mrs. Ecke or your mentor will sign; each deadline is also a grade in TOK.

Activity	Date Due	Mrs. Dunn / Mrs. Ecke	Advisor/Mentor
Read Extended Essay Manual	Feb. 4, 2009	_____	_____
Submit Extended Essay Subject Area Choice Worksheet	Feb. 4, 2009	_____	_____
Submit EE Preliminary Meeting Worksheet	Feb. 12, 2009	_____	_____
Extended Essay Boot Camp I	March 9, 2009		
Submit specific research question	March 16, 2009	_____	_____
Submit Annotated Bibliography (At least 3 background info sources)	March 16, 2009	_____	_____
Extended Essay Boot Camp II	April 3, 2009		
Submit outline of paper	April 3, 2009	_____	_____
Submit research / notes	April 3, 2009	_____	_____
Extended Essay Boot Camp III	April 22, 2009		
<b>Submit first draft of paper</b> (typed, fully cited, bibliography, table of contents, and abstract; turn in typed hard copy to Mrs. Ecke or Mrs. Dunn and upload paper to Turnitin.com)	<b>May 1, 2009</b>	_____	_____
Meet with mentor to discuss	May 13, 2009	_____	_____
Meet with Mrs. Dunn or Mrs. Ecke to discuss	Sept. 16, 2009	_____	_____
Meet with mentor to discuss	Sept. 23, 2009	_____	_____
<b>Submit FINAL DRAFT of paper!</b>	<b>Oct. 14, 2009</b>	_____	_____
Extended Essay Presentation Night	Nov. 2009 (TBA)	_____	_____

## IB Extended Essay Assessment Objectives

**The aims of the extended essay are to provide students with the opportunity to:**

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery.

**In working on the extended essay, students are expected to:**

1. Plan and pursue a research project with intellectual initiative and insight
2. Formulate a precise research question
3. Gather and interpret material from sources appropriate to the research question
4. Structure a reasoned argument in response to the research question on the basis of the material gathered
5. Present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. Use the terminology and language appropriate to the subject with skill and understanding
7. Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

Note: “material” has different meanings in different subjects. It may be data or information; it may be arguments or evidence.

# IB Examiners Advice to IB Students

## Recommended: things to do

Examiners' reports frequently emphasize the following positive steps.

### Before starting work on the extended essay, students should:

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

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

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

### After completing the essay, students should:

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

## Recommended: things to avoid

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

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

In addition, students **should not**:

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

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

## WHHS Media Center Resources

Go to [www.hallco.org/whhs](http://www.hallco.org/whhs) and click on media center to access these links online.

### WHHS Card Catalogue

- You may be surprised how many books the library has on various topics. Students can access the online card catalogue "InfoCentre" from any WHHS computer.
- Use InfoCentre to look-up books by using Key Words, Titles, Subjects, or Authors

### Great Research Websites

- Galileo: [www.galileo.usg.edu](http://www.galileo.usg.edu)
- **Questia:** [www.questiaschool.com](http://www.questiaschool.com)  
Login name: ID# without the "0" or the "9", first initial of first name, first initial of last name, whhs  
Example: 12345hdwhhs  
Password: westhall
- World Book Online: <http://www.worldbookonline.com/wb/Login?ed=wb>  
Login name: hallco  
Password: schools
- **Nettrekker:** <http://school.nettrekker.com/frontdoor/>  
Login name: hcwesthallhs  
Password: student
- Georgia Career Information Center: [www.gcic.edu](http://www.gcic.edu)  
Username: whallhs  
Password: gcis348

### Research Tips Websites

- The Big 6 - <http://www.big6.com/kids/7-12.htm>
- Library Help: <http://www.cwpost.liu.edu/cwis/cwp/library/libhome2.htm#getting>
- The Owl - <http://owl.english.purdue.edu/owl/>
- **UGA:** <http://www.libs.uga.edu/researchcentral/process.html>

### MLA Formatting Tips

- <http://owl.english.purdue.edu/owl/resource/557/06/>
- <http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm>

### How to Evaluate Websites Tips

- Remember to always use valid and authoritative sources for your research.
- <http://library.lib.binghamton.edu/search/evaluation.html>
- <http://eduscapes.com/tap/topic32.htm>
- [Checklist for Evaluating Website Sources \(PDF\)](#)
- [Teaching Tips for Evaluating Research Sources \(PDF\)](#)

**West Hall High School  
International Baccalaureate Program**

**Extended Essay Subject Area Choice**

The extended essay is an independent, self-directed piece of research. As a required component, it provides practical preparation for undergraduate university research and an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject. The research process emphasizes formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument. Participation in this process develops the capacity to analyze, synthesize, and evaluate knowledge. Students are supported throughout the process with advice and guidance from a supervisory mentor teacher.

Student's printed name: \_\_\_\_\_

Student's e-mail address: \_\_\_\_\_

Subject Area Requested: \_\_\_\_\_

The essay is a requirement of the International Baccalaureate Program. Failure to submit a completed extended essay at the appropriate time means that a student is ineligible to receive the IB Diploma.

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

**Extended Essay Preliminary Meeting**  
(Completed by student and brought to meeting with mentor)

Name: \_\_\_\_\_

Subject Area: \_\_\_\_\_

Topic of Interest:

Questions you might answer:

Preliminary Research Plan:

Who might you consult?

Resources you might use?

Where will you conduct your research?

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

Advisor Suggestions:

Advisor: \_\_\_\_\_ Signature: \_\_\_\_\_

Date of meeting: \_\_\_\_\_ (must be BEFORE February 12, 2009)

## Annotated Bibliography Information

In order to help you develop a precise, researchable extended essay topic, it is important that you do some background reading first. There are several reasons why:

- You will get an idea of the resources actually available, and you will have a chance to evaluate them before deciding to use them
- You will have a chance to investigate your subject in some depth to help you decide if it is what you really want to research
- It will be easier for you to narrow the focus of your topic if you have investigated how others have approached it.

### Instructions:

Search libraries (WHHS, Gainesville State, Hall County Libraries, etc) and other resources (Questia) on subjects related to your area of interest. Examine the resources you find to determine whether or not they will be useful to you. Select **at least 3** SUBSTANTIAL references (not encyclopedias or informal websites) and complete the following information about each of them. Present each source typed in Arial or Times / 10 or 12 font. Attach this sheet to the front of your sources.

1. In MLA format, include:  
Title, Author, Publisher, Date of Publication, Number of Pages, URL (if appropriate)
2. Write a brief synopsis of the information you found related to your topic
3. Write a brief evaluation of the source – include information that will allow you to evaluate the credibility or point of view of the author(s).

Essay Mentor's Signature after discussing the Annotated Bibliography sources:

\_\_\_\_\_

Comments/Notes:

## Rough Draft Discussion Worksheet

*(Take This To Your Meeting With Your Mentor. The student does all the writing for this meeting)*

1. Go through the rubric together. Discuss strong and weak points of the paper.

Notes:

2. The advisor is not an editor, they are not going to write anything for you...but what are you going to work on for the final draft?

3. Checklist:

\_\_\_\_\_ Title Page

Title of Essay

Subject Area

Your name

IB Candidate Number (Leave blank for now)

West Hall High School 3340

May 2010

Word Count (limit for intro, body and conclusion = 4000)

\_\_\_\_\_ Name, Candidate Number and page number on each page

\_\_\_\_\_ Abstract of not more than 300 words, typed on one page and placed immediately after Title Page

\_\_\_\_\_ Table of Contents – sections of essay indicated and pages numbered. Placed **after** the abstract and **before** the rest of the essay. More precise divisions are preferred and make the essay much easier to read and assess.

\_\_\_\_\_ Bibliography – begin on a separate page at the end of the essay and be sure to use COMPLETE and CORRECT MLA format.

\_\_\_\_\_ Appendices, if any – after the Bibliography

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Signature of Mentor