

# Eugene IHS Senior Project, 2011-12

## IB Extended Essay (aka The Senior Paper)



### Project Advisors

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## **Welcome to the IB Extended Essay!**

The IB Extended Essay, aka the Senior Paper, is a research project that culminates in the writing of a 3,500-4,000 word extended essay, as required for the International Baccalaureate Diploma. Because all students will benefit from completing an in-depth research project, every Eugene IHS student is required to complete a paper of this scope.

The paper is an in-depth study of a focused topic. Its purpose is to provide students with an opportunity to engage in independent, meaningful research and to write an essay that communicates ideas and information in a logical, coherent, and original manner.

Although the project will culminate in a 3,500-4,000 word essay, the paper is only a reflection of the inquiry conducted over a nine month period, and thus, of secondary importance to the activity which it reflects. So, although the writing must conform to accepted research standards, the guidelines for which will be provided, it must also reflect inquiry that extends beyond that usually required for a research paper.

In other words, the Eugene IHS Senior Project must be informed by individualized research that extends beyond the library and beyond any single source. This research can include interviews with experts; responses to letters, faxes, telephone calls, surveys, or experiments conducted by the student. In addition to library research, the final product must reflect insight gained outside the library. If students write about photography, they should photograph, speak with photographers, explore museums and do research in the library. The resulting paper should reflect all of this activity. If students write about forestry, they should go to the forest, speak to foresters, and explore the library. If someone writes about children, he/she should volunteer at a nursery or preschool, get to know children and people who deal with children, as well as study research literature about children. The senior project demands involvement firsthand with the subject and also with those who might offer insight and knowledge.

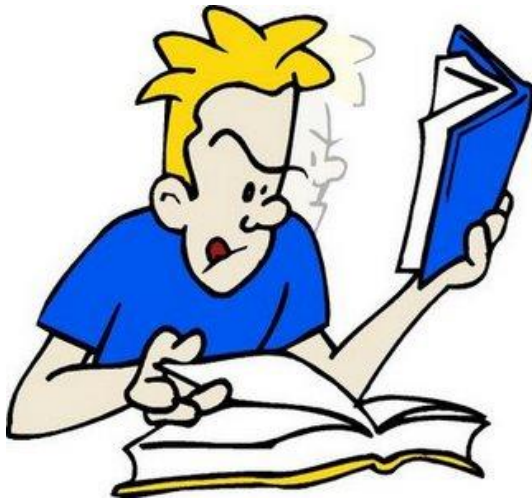
Included in the final draft of your senior paper should be a maximum one-page addendum explaining your individualized research. The page should be inserted at the very end of your paper, should not include page numbers, and is not part of the final word count. The addendum does not need to be included in the copy provided to your technical advisor. In addition, you will have an opportunity to reflect on the process and its outcome on the happy day you submit your final draft for review.

Your advisors this year for the senior paper are Steve Smith and Craig Wiebe. They will grade a majority of your papers, but other teachers will also assess student work. Instruction will occur both in your senior classes as well as during your Projects time. If you do not have Projects time available, we will use Advisory, lunch, and before and after school for meetings. Please note that the majority of meetings will be mandatory and that it is your responsibility to seek out the assistance and support you need from the advisors, your teachers, technical advisor and other community members.

Best of luck to you on your journey! Writing the senior paper can be challenging, but in the end, very rewarding.

**Expectations for the Eugene IHS Senior Project include the following:**

1. All students will submit a working final draft to [turnitin.com](https://www.turnitin.com) for the purposes of peer editing. See next page for instructions and due date.
2. All students will submit a final draft of their paper to **turnitin.com**. This will allow students to maintain academic integrity and protect their intellectual property. The consequence for a student turning in a paper which they did not write themselves is an “F” in senior Projects. An “F” in any course junior or senior year means a student will not receive an honorary Eugene IHS diploma and may jeopardize regular host school graduation.
3. It is recommended that all students follow the MLA standards for citing sources, including internal referencing. If you would rather use a different format, please discuss with your Advisor.
4. Final grades for 1st semester senior projects will be based on a combination of process (deadlines, meetings, online peer review, etc.) (20%), completion of a working final draft (20%), and the assessed final product (60%). Nine-week progress reports (P/NP) will be based on whether a student has turned in all relevant items on time.
5. In order to receive a final grade for first semester senior projects, you must show completion, approval and verification of 20 CAS hours via your ManageBac portfolio. Code your hours as “3” + the name of the activity.



## SENIOR PROJECT DATES TO REMEMBER

Due Dates	Senior Project Components: Due Dates and Related Activities	Location/Recipient
<p><b>Week of September 19, 2011</b></p>	<ul style="list-style-type: none"> <li>• Submit your research question and Works Cited page from junior year</li> <li>• Submit a typed, one-page reflection discussing the following questions:               <ul style="list-style-type: none"> <li>○ What is working well so far?</li> <li>○ What are you concerned about?</li> <li>○ What research have you done over the summer, including individualized research?</li> <li>○ How is your work with a T.A. going? What are your plans to continue work with this person?</li> </ul> </li> <li>• Submit completed/signed Parent Signature Form</li> </ul>	<ul style="list-style-type: none"> <li>• Advisors will collect work during Projects meetings, times and dates TBA during this week</li> <li>• You will be contacted via email/phone if we have questions or concerns about your work</li> </ul>
<p><b>Week of September 26, 2011</b></p>	<ul style="list-style-type: none"> <li>• Instruction during class time:               <ul style="list-style-type: none"> <li>○ ToK: question/argument</li> <li>○ Lit: intro/conclusion</li> <li>○ 2CWH: citation/abstract</li> </ul> </li> </ul>	
<p><b>Week of October 10-14, 2011</b></p>	<ul style="list-style-type: none"> <li>• Required Projects meetings with Advisors to introduce new components of turnitin.com</li> <li>• Receive peer editing information and assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Advisors will also go over the grading rubric at this time and answer process questions at this time.</li> </ul>
<p><b>Week of October 17-21, 2011</b></p>	<ul style="list-style-type: none"> <li>• <b>Submit working final draft to turnitin.com.</b></li> <li>• Draft must be 3,500-4,000 words and should include:               <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Table of contents</li> <li>○ Effective introduction</li> <li>○ Organized sections, with all research included, as well as any charts and graphs, parenthetical references</li> <li>○ Effective conclusion</li> <li>○ Works pages, appendices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Advisors will collect work during Projects meetings, times and dates TBA during this week.</li> <li>• You will be contacted via email/phone if we have questions or concerns about your work.</li> </ul>

<b>Friday, November 4, 2011</b>	<ul style="list-style-type: none"> <li>• Peer editing assignment due</li> </ul>	<ul style="list-style-type: none"> <li>• To be completed online. Advisors will contact you if you haven't completed the work.</li> </ul>
<b>Week of November 7-11, 2011</b>	<ul style="list-style-type: none"> <li>• Advisors will be available for small group/individual meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Look for sign-ups in your classrooms</li> </ul>
<b>November 21, 2011</b>	<ul style="list-style-type: none"> <li>• Submit one (1) copy of final paper in accordance to the guidelines.</li> <li>• Don't forget to keep an extra hard copy for yourself!</li> <li>• I.B. Diploma candidates will submit two copies of their revised paper to the IB coordinator in January.</li> <li>• Submit copy of final paper to your T.A.; remind him or her of deadline for review and response</li> <li>• Submit documentation of submission of final paper to turnitin.com. You will get directions when you turn in your final draft.</li> <li>• Complete self-evaluation in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will turn in papers during regularly scheduled Eugene IHS classes</li> <li>• <b><u>No late papers will be accepted. There is no exception to this requirement.</u></b></li> </ul>
<b>Week of December 12, 2011</b>	<ul style="list-style-type: none"> <li>• Submit T.A. response to the Advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisors will collect during class time, dates and times TBA.</li> <li>• <b><u>No late TA responses will be accepted. The TA form is part of the process grade for the senior paper.</u></b></li> </ul>
<b>By January 11, 2012</b>	<ul style="list-style-type: none"> <li>• Show completion of 20 CAS hours on your ManageBac portfolio. Hours must be completed, approved and verified.</li> </ul>	

## Final Draft Checklist

Detailed instructions for the following sections will be given in senior classes during September and October. Students are expected to keep handouts given in class to be used as guidance when formatting the final draft. Your final paper should be professionally presented with scrupulous attention to all detail.

### 1. Title Page

- **Title of your essay** (about 2 inches from top, centered, and in all caps; this can take two lines if that looks best)
- **Your name** (about 1½ inches below the title and centered)
- **IB number** (immediately beneath name, IB Diploma candidates only)
- **Additional information** (about 3 inches from the bottom and centered)

Extended Essay

Project Advisor: Steve Smith/Craig Wiebe

Technical Advisor: Janice Berrigan, Ph.D.

November 21, 2011

Word Count: 3,989

### 2. After the Title Page are the following components—the Introduction to the Conclusion is how you measure your word count:

- **Abstract.** 150-200 words, an effective synopsis of your essay
- **Table of Contents.** Titles of sections on left, page numbers on right
- **Introduction.** 3-4 paragraphs and start word count here
- **Titled paper sections.** Give each section a title and do not start on a new page
- **Conclusion.** 3-4 paragraphs and end word count here
- **Works Cited.** Every single source you referenced internally in your paper
- **Works Consulted.** These are works you consulted but did not end up citing. List only works that influenced the paper by providing general background. Use the same form as for Works Cited.
- **Individualized Research Addendum**
  - The addendum should include the following:
    - A description of your individualized research and how you were able to personalize your investigation and/or create original research.
    - An explanation of how your individualized research influenced and became incorporated in your final paper.
    - An examination of ways in which the individualized research is not apparent in the final paper but was helpful in the process.
- **Appendices.** These are to be supplemental in nature and not part of the argument of your paper. Any maps, charts, etc. that help form the argument belong right in the text of the paper. Appendices are not considered in the word count. Number appendices with Roman numerals i.e., Appendix I, Appendix II and add them to your Table of Contents.

## *Resources for Writing Your Senior Paper*

Many books and websites provide excellent instruction on the research process. Please consult the following resources first when you have questions, then consult with a teacher or TA.

### **Research Books:**

Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*.

Ellison, Carol. *McGraw-Hill's Concise Guide to Writing Research Papers*.

Hubbuck, Susan. *Writing Research Papers Across the Curriculum*.

Lester, James. *Writing Research Papers*.

Weidenborner, Domenick Caruso. *Writing Research Papers*.

### **Websites:**

Diana Hacker Handbooks: <http://www.dianahacker.com/student.html>

Purdue Online Writing Lab: <http://owl.english.purdue.edu/>

Cornell Library: <http://olinuris.library.cornell.edu/ref/research/skill1.htm>

Modern Language Association: <http://www.mla.org/style>

## IB Extended Essay Evaluation Rubric

Student name: \_\_\_\_\_

Project title: \_\_\_\_\_

Evaluation Criteria			
<p><b>A. Thesis Question</b></p> <ul style="list-style-type: none"> <li>Does your Research Question lend itself to an <u>investigation</u>, rather than imply a <u>report</u>?</li> <li>Is the focus of the essay clearly expressed? (This need not be in the form of a question; an acceptable alternative form is a hypothesis.)</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing
<p><b>B. Approach to the Research Question</b></p> <ul style="list-style-type: none"> <li>Does your essay appropriately address and develop your research question?</li> <li>Have you <u>consulted</u> a wide variety of timely, relevant, authoritative sources to answer your Research Question?</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing
<p><b>C.* Analysis/Interpretation</b></p> <ul style="list-style-type: none"> <li>Does your essay appropriately <u>consider</u> relevant materials, sources, data and evidence?</li> <li>Are your sources <u>used</u> effectively?</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing
<p><b>D.* Argument/Evaluation</b></p> <ul style="list-style-type: none"> <li>Does your essay develop an <u>argument</u> relevant to the Research Question?</li> <li>Is your paper a scholarly investigation, rather than a report? I.e., does your essay make thoughtful links among issues and does it consider opposing or alternative viewpoints?</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing
<p><b>E. Conclusion</b></p> <ul style="list-style-type: none"> <li>Does your essay incorporate a conclusion logically consistent with its argument, not necessarily in the form of a separate section?</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing
<p><b>F. Abstract</b></p> <ul style="list-style-type: none"> <li>Is your abstract an effective synopsis of your essay?</li> <li>Does your abstract clearly introduce your topic, state your Research Question, describe your research methods, and summarize your conclusion</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing
<p><b>G. Formal Presentation</b></p> <ul style="list-style-type: none"> <li>Is your essay carefully assembled and presented, with scrupulous attention to its layout, table of contents, title, quotations, illustrations, references, and appendices, where appropriate?</li> <li>Have you correctly and consistently cited all sources, including parenthetical references, works cited and works consulted?</li> <li>Is your essay within word count range?</li> </ul>			
Excellent	Good	Satisfactory	Poor/Missing

<p><b>H.* Holistic Judgment</b></p> <ul style="list-style-type: none"> <li>• Overall does your essay demonstrate personal engagement, initiative, depth of understanding, insight, inventiveness, and flair?</li> </ul> <p>Excellent                      Good                                      Satisfactory                                      Poor/Missing</p>	
<p><b>I. Individualized Research</b></p> <ul style="list-style-type: none"> <li>• Does your essay show evidence of original research and thought?</li> <li>• Does your Individualized Research demonstrate personal and unique involvement in the project?</li> <li>• Have you included an addendum explaining your Individualized Research?</li> </ul> <p>Excellent                      Good                                      Satisfactory                                      Poor/Missing</p>	
<p><b>J. Quality of Writing</b></p> <ul style="list-style-type: none"> <li>• Does your essay show careful proofreading, overt structure, clear use of language, standard grammar and punctuation, good paragraphing and effective transitions?</li> </ul> <p>Excellent                      Good                                      Satisfactory                                      Poor/Missing</p>	
<p><b>Final grade and commentary:</b>  <b>To receive an A, you must score “excellent” in Criterion H and “excellent” in Criterion C or Criterion D</b></p>	

## Parent Signature Form

Due Week of September 19: Return to Advisor during Projects meeting

**Please fill this form out neatly and in blue or black ink.**

Student name \_\_\_\_\_

Paper topic \_\_\_\_\_

Research question \_\_\_\_\_

Working thesis \_\_\_\_\_

I have read and understand the requirements for the IB Extended Essay.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

### For Parents:

Parents, please indicate by your signature that you are aware of the requirements for the senior project including the deadlines, your student's independent responsibilities, the name of your student's technical advisor, and the serious repercussions of any plagiarism. If plagiarism is discovered at any point in the review of the project, the project will receive a failing grade. Students are clearly taught what constitutes plagiarism, and we will maintain a high standard of academic integrity.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Telephone contact \_\_\_\_\_

Email address \_\_\_\_\_