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**WAB**

Extended Essay

2019

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**HANDBOOK**
The Extended Essay is almost as much about good time management as it is about the research process. This handbook is meant to be used IN ADDITION TO the official IB Guides, and is not so much about the essay, as all the preparation for writing the essay. In other words, this guide will help you with the process of an extensive research paper, which should leave you ready to face a similar challenge in University!

In addition to the Handbook, the library offers a series of workshops exploring various aspects of writing a research paper, with assignments related directly to your own extended essay. Most of these are optional, but everyone is required (***) to attend the Resources workshop. This is offered by subject group and addresses how to research and where to find material for your subject area.

The workshops will be in the Library Study Room during SDL, and Flex blocks. Watch Yammer and ManageBac for announcements.

So let’s begin!

<table>
<thead>
<tr>
<th>E-block workshops</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Getting Organized / Notetaking</td>
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<tr>
<td>January</td>
<td>Resources / Focusing topic (by subject groups)***</td>
</tr>
<tr>
<td>February</td>
<td>Writing the Research Question</td>
</tr>
<tr>
<td>March</td>
<td>Avoiding Plagiarism / Citations</td>
</tr>
</tbody>
</table>

**F.Y.I.**

**IMPORTANT DATES 2018**

- **Fri. Nov 24**: EE: Full Introduction
- **Fri. Dec 8**: EE group sessions
- **Fri, Dec 15**: Signed EE contracts due to library.
- **Mon. Jan 26**: Annotated Bibliography of 3 sources due. Upload to Moodle.
- **26 Jan-14 Feb**: INITIAL reflection session. Arrange with your supervisor.
- **Mon 19 Mar**: Tentative RQ due on ManageBac
- **MAY**: Submit summer plan, thesis and outline to supervisor for approval. Complete INTER-IM reflection session.
- **18-22 June**: EE Camp!
- **AUG**: Rough Draft Due first Friday back
- **Mon 17 Sep**: Feedback Due
- **MON 22 OCT: FINAL DUE!**

Viva Voce should be completed within three weeks of your final EE submission.
GETTING STARTED: The RRS

Reflection. It’s something we all do all the time—when we think about better ways we could have handled difficult situations, or effective ways to approach a task; when we have a decision to make or something important has happened in our lives. It’s human nature to reflect on the intellectual, emotional and psychological impact of events in our lives.

Reflection is also an integral part of the EE process (like your process journal for the Personal Project). You are expected to keep a Research and Reflection Space (RRS) as a useful tool to develop ideas, think about your process, analyze your source material, plan your research and more. It should be used to:

• Demonstrate your planning
• Discuss your learning
• Evaluate your progress

HOW you do this is up to you and your supervisor. ManageBac is one option. But choose a medium that you can keep up with consistently. There will be a workshop on various options that might be useful for you.

The EE Guide offers helpful advice and ideas for using the RRS. It does not need to be a written journal—you can record audio or video and upload it, link to videos, upload images of your notes or sketches—whatever helps YOU think through your ideas, research and process. Ideally, the RRS will help you to better understand yourself and the way you learn.

If you’re stuck for ideas, you can find examples/inspiration here, and here.

SECONDARY REFLECTION

Believe it or not, you can even reflect on your reflections. Secondary reflection can be a powerful tool to explore connections between past and present, changes in your thinking over time, cause/effect of your actions and decision-making. Be sure to go back over past journal entries occasionally to update key entries with your current thinking. You might even want to tag especially meaningful posts for the future, or add update reminders in your calendar.
REFLECTIONS ON PLANNING AND PROGRESS FORM (RPPF)

Check-ins vs. Formal Reflection Sessions

Regular meetings with your supervisor form an integral part of your extended essay journey. Your supervisor is there to guide and support your inquiry and to help keep you on track. However, your supervisor is not your Mom, and it's not his/her job to hunt you down! Schedule regular (monthly, at a minimum) meetings with your supervisor to seek advice, ask questions or just get encouragement when you need it! You’ll have two types of meetings with your supervisor: check-ins and formal, documented sessions that will be part of your assessment (in Criteria E).

Check-in sessions are just what they sound like: informal meetings to update your supervisor, ask questions, clarify points. They may be short or extensive, but they don’t necessarily need to be documented, though it’s always a good idea to log an entry into your RRS. If it’s going to take more than a few minutes, it’s always a good idea to email your supervisor and request a meeting time.

Reflection sessions: You will have three formal, mandatory reflection sessions with your supervisor of around 20-30 minutes. You will document these sessions on the RPPF, which will be submitted to the IB with your extended essay and assessed. You need to prepare for these sessions by sending material to your supervisor in advance, or selecting material from your RRS to support your ideas and discussion. It’s perfectly fine to send a suggested agenda to your supervisor. After each session you will need to document the meeting in your RPPF and have it approved by your supervisor. Below is a short description of what each session entails. Click on the link for further information.

SESSION 1: Should take place after you’ve had a few check-in sessions with your supervisor and you’ve done enough background research to start focusing your topic and discussing your RQ. In this session you need to demonstrate your basic understanding of the topic, have a plan for further research, discuss with your supervisor any ethical or methodological considerations. You should also have a few well-chosen authoritative resources.

Tips for Completing the RPPF

- There’s a 500 word limit; be concise!
- Avoid padding like “I chose this topic because…”
- Be precise. Not, “I did a lot of research.” What were your specific, most relevant sources?
- Focus on YOUR ideas, not supervisor feedback, unless there was something specifically useful/meaningful.
- Discuss unexpected outcomes/findings
- Refer to ATL or Learning Profile qualities
- Be personal! Show why your topic fascinates you.
- Show how you handled problems or challenges.
- Refer to important details from your RRS
- Read the model planners in Moodle and in the EE Guide.
- Suggested word counts: 150/150/200
**SESSION II:** The interim reflection session should demonstrate the progress you’ve made in both your research and developing your argument. By the end you should have a clear, focused RQ, a good argument on which to base your essay, a sufficient variety of resources and a strong sense of where you need to go to complete your draft.

**SESSION III:** The Viva Voce takes place AFTER submission of the final essay. It is a chance to celebrate and reflect. Choose extracts from your RRS and your essay that demonstrate your interest, increased understanding the the journey you’ve taken. Share personal experiences and insights you’ve gained by completing the essay. CELEBRATE! (and thank your supervisor!)

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### Preparing for check-ins / reflection sessions

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Questions to ask yourself</th>
<th>Possible evidence from RRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immerse / Explore</strong></td>
<td><strong>Check-in sessions</strong></td>
<td></td>
</tr>
<tr>
<td>First reflection session</td>
<td>• What am I interested in researching and why?</td>
<td>• Mind map</td>
</tr>
<tr>
<td></td>
<td>• Is my chosen topic appropriate for the subject?</td>
<td>• Annotated section of the Extended Essay guide</td>
</tr>
<tr>
<td></td>
<td>• What questions do I have?</td>
<td>• Possible research sources, annotated</td>
</tr>
<tr>
<td></td>
<td>• Do I have access to appropriate sources?</td>
<td>• Annotated photographs, newspaper article, and so on</td>
</tr>
<tr>
<td></td>
<td>• Are my research methods appropriate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are there any ethical issues I need to consider?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is there sufficient focus to my research area?</td>
<td></td>
</tr>
<tr>
<td><strong>Identify / Gather</strong></td>
<td><strong>Interim reflection</strong></td>
<td>Notes</td>
</tr>
<tr>
<td></td>
<td>• What have I learned about my subject area so far?</td>
<td>Annotated articles</td>
</tr>
<tr>
<td></td>
<td>• What questions are emerging? Are these similar or different to my initial questions?</td>
<td>Brainstorming</td>
</tr>
<tr>
<td></td>
<td>• Is my research question manageable?</td>
<td>Source evaluations (CRAAP)</td>
</tr>
<tr>
<td></td>
<td>• Are there any challenges that I need to overcome?</td>
<td>Timeline</td>
</tr>
<tr>
<td></td>
<td>• Do I have sufficient data/information to begin formulating an argument?</td>
<td></td>
</tr>
<tr>
<td><strong>Put It All Together</strong></td>
<td><strong>check-in sessions</strong></td>
<td>Outline</td>
</tr>
<tr>
<td>Feedback review</td>
<td>• Do I have a reasoned argument that can be sustained throughout the essay?</td>
<td>Working bibliography</td>
</tr>
<tr>
<td></td>
<td>• Have I answered my research question?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can I justify my choice of sources?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Am I able to make coherent links between different points made and the evidence presented?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have I fulfilled the criteria?</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td><strong>Viva Voce</strong></td>
<td>Examples from RRS</td>
</tr>
<tr>
<td></td>
<td>• Has my thinking changed as a result of my research?</td>
<td>Examples from essay</td>
</tr>
<tr>
<td></td>
<td>• What strategies were useful?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What skills have a developed/improved?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What could I have done better?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What did I learn about myself as a learner?</td>
<td></td>
</tr>
</tbody>
</table>

Source: EE Guide
**QUICK LOOK: The Research Process**

<table>
<thead>
<tr>
<th>Immerse/Explore</th>
<th>Identify/Gather</th>
<th>PUT IT ALL TOGETHER</th>
<th>Create/Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide your topic</td>
<td>Identify / Focus your topic/research question</td>
<td>Connect ideas—find your point of view</td>
<td>Outline your argument</td>
</tr>
<tr>
<td>Generate ideas</td>
<td>Go broad and deep in your research</td>
<td>Think through dissenting information</td>
<td>Draft the essay (citations AS YOU GO!)</td>
</tr>
<tr>
<td>Explore a wide variety sources</td>
<td>Choose meaningful resources, including 1-3 KEY sources</td>
<td>Analyze / interpret your findings</td>
<td>Submit to supervisor</td>
</tr>
<tr>
<td>Develop background knowledge</td>
<td>Record / document information</td>
<td>Build your argument / construct thesis</td>
<td>Self-evaluate, according to criteria</td>
</tr>
<tr>
<td></td>
<td>Ask questions!</td>
<td>Evaluate: Do I need more information?</td>
<td>Revise and edit for final draft.</td>
</tr>
</tbody>
</table>

Like any multi-dimensional task, good research is a circular process. Following this process will increase the likelihood of not only finding useful, relevant information, but of using it in meaningful ways.

**Immerse / Explore**

A key element to good researching is spending the time to do background / preliminary exploration of your general topic BEFORE you worry about fact gathering and research questions.

Take the time to learn the scope of your subject and generate ideas. Once you feel you understand the basics, THEN begin to focus your topic.

A well-defined topic is limited in scope, allowing you to analyze it from multiple angles. Your supervisor will help you with this, of course!

But see the example on the left to get an idea of how to focus your topic.

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**Focusing Your Topic**

**General Topic:** European Politics  
**Narrower:** WW I  
**More Narrow:** Russian politics and WW I  
**Focused:** Russian involvement in WWI and its effect on the revolution.

**NOTE:** This is still not a research question; it is just your TOPIC.

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**FYI: Keys to a Great Extended Essay**

- Well-focused and arguable research question.
- An argument you need to prove.
- Lots of curiosity and interest in your topic.
- 40+ hours of work (mostly the plus!)
- A steady, organized approach.
- Two or three primary sources.
- 5-10 great secondary sources (not your textbook; not wikipedia!)
- Keeping in touch with your supervisor.
- An open mind to suggestions and feedback.
- A sense of humor!
IDENTIFY/GATHER

Now that you’ve focused your topic, it’s time to write the **Research Question** and identify some key resources.

The research question lies at the heart of any extensive research project. The question guides everything you do, from finding information to writing your thesis statement, so it’s important to spend the time it takes to write a good one. It’s also important to remember that the EE is an ARGUMENT—it has a point of view that you defend through your research findings and your own analysis. Thus, the RQ is KEY to developing a thoughtful essay.

The research question is not the same as your topic. For example, your topic might be Nicholas II and the Russian Revolution. The research question is what you want to find out about that topic. It asks for analysis, and usually has more than one answer. A good research question also asks you to do more than just list your answers. It forces you to take a stand, develop an argument and defend your position.

Thus, “What were the effects of WWI on Russia?” is NOT a good research question. It may require analysis to determine what those effects were, and you may even argue over that, but in the end, all you have to do is list them.

A better question would be, “Did entering WWI hasten the Russian Revolution and the downfall of Nicholas II?” Still a bit clunky, but you can see the difference. Now you not only have to analyze, you have to decide whether the war **DID** contribute to the Tsar’s fall, then prove why you’re right. You must defend your position with reason and evidence (See the box for further examples.)

<table>
<thead>
<tr>
<th>WEAK QUESTIONS</th>
<th>STRONGER QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What caused the Cold War?</td>
<td>Was containment an effective US policy to prevent Soviet expansion?</td>
</tr>
<tr>
<td>What is the process of glycolysis?</td>
<td>Is heat or cold more effective in slowing the rate of glycolysis?</td>
</tr>
<tr>
<td>How does Shakespeare develop the theme of madness in <em>Hamlet</em>?</td>
<td>Is there really a “method” in Hamlet’s madness, or have circumstances overwhelmed him?</td>
</tr>
</tbody>
</table>

**FAAR = A Good Research Question**

**FOCUSED:** The question is broad enough to give you plenty to discuss, but narrow enough to allow you to do a thorough job.

**ARGUABLE:** There is more than one side to the issue. You could argue for or against, and still have good points to make.

**ANALYTICAL:** Answering it requires you to prove a point and provide evidence, not just answer yes or no.

**RESEARCHABLE:** You can find enough good, authoritative material to material to be able to do a good job on your final product.

EE TIP #2

“Read the exemplars to get a feel of what a high quality EE should be like. Read as many as you can get your hands on.”

--Mr. Abrahams
SUPPORTING QUESTIONS

Of course, your research question is not the only question you’ll be asking! You will need to develop support questions to develop your understanding. Research Guru Jamie Mackenzie describes types of questions that help you answer the research question.

DATA-BASED QUESTIONS

These questions move past the broad range of your research question to zero in on important information. These look for specific answers. “What kind of machines will I use?” “How many reps at which weight?” “Which menu items contain over 25% fat?” “Which of Nicholas II policies had the worst economic effects?”

ANALYTICAL QUESTIONS

Whatever you’re reading, it’s important to ask “How?” and “Why?” Good analytical questions look for patterns, connections, contrasts or dilemmas. They consider the implications of your findings and develop them. “If this policy was so economically disastrous, why did Nicholas II employ it? Why didn’t he do X instead?” (Be careful not to get into supposition with this kind of questioning. Ground your research in specific details!) “How does the cooking process improve nutritional value?” Is grilling better than frying?”

ELABORATING QUESTIONS

These questions look at the information and make sense of it. Typical questions might be “What does the author mean by...?” Or “What does this statement imply?” “What effect would this have on the average person?” More importantly, you should always ask: “How does this connect with other information I’ve found?” “What information is the author NOT discussing?”

How To Flunk the Extended Essay in 10 Easy Steps!

✓ Don’t follow the criteria
✓ Change your topic halfway through
✓ Write a research question that’s too broad
✓ Write a “been there/done that” research question, or one with an obvious answer.
✓ Ignore your supervisor’s suggestions and advice
✓ Procrastinate! Start it three weeks before it’s due.
✓ Play “Hide-and-Seek” with your supervisor.
✓ Let the internet write it for you! Copy and Paste is your friend!
✓ Find all your sources on Wikipedia.
✓ Choose a subject not taught at WAB.

Ways to Focus your RQ

Look at:
A specific author, work, title
A specific time period
Accuracy of methods?
Specific features or aspects
Processes or methods
Specific theories/movements

EE TIP #3

"As an examiner I can only encourage you to work with the assessment criteria from the beginning of the process."

--Mr. Brookes
**PLAN YOUR SEARCH**

Nothing is more frustrating than typing a search into Google and staring at the resulting 3,650,483 results! That’s why PLANNING your search before you begin will make your life a lot easier.

It will definitely help your organization if you use the RESEARCH PLANNER later in this packet.

**KEYWORDS:** Use the nouns and verbs in your research question to start a list of keywords. From our Hamlet question above, you would choose “Hamlet” “madness” “method” “circumstances” and “overwhelmed” for example.

Then, for each of those, generate a list of similar or alternative words. For example, for “madness” you might list “insanity” “psychological problems” “deranged” “mental illness”, etc.

As you research, you can add other words and terms to your list. Using a variety of search terms helps you find a wider selection of sources.

**SOURCES:** Think of all the places you can find high-quality information: books, databases, websites, interviews, etc.

The GreenSky Library offers a variety of databases with peer-reviewed content. You should definitely search JSTOR, Project Muse, ProQuest Journals and Questia. There are also subject specific databases for History, Science and Language. You can find all of them on the Extended Essay PATHFINDER.

Remember, too, that research is social now, and everyone curates! Check resource-sharing sites such as Scoop.It, Delicious, Twitter, Slideshare, Scribd and others. In fact, you should find experts in your field and follow both their blogs and their Twitter feeds.

Just remember, that on these sites, you need to be very aware of the source of the information, and to verify their credibility.
GreenSky Studio Resources
QUICK GUIDE

I Need Books

Destiny: Search books in the WAB library
Questia: Online library with millions of books/articles. See the librarians for your login info.
Google Books: Look for books that offer a FULL-TEXT or PREVIEW of their content.

I Need Scholarly Articles

GENERAL
JSTOR, Project Muse, ProQuest and DOAJ all provide peer-reviewed articles across the disciplines.

ISSUES-BASED
Opposing Viewpoints
Global Issues in Context

SUBJECT-SPECIFIC
World History in Context
AAAS: Science Journals
Science in Context
Bloom’s Literature Online

I Need the WWW

Try these academic search engines:
Scholar.ly
BiologyBrowser
RefSeek
InfoMine
Google Scholar
EVALUATE YOUR SOURCES

Forgive the acronym, but everything you read should pass the CRAAP test!

☑️ Currency: How recent is the information? Has it been updated or revised? Will older resources work as well, or do you need recent information?

☑️ Relevance: Does the information fit your topic and research question? Who is the audience? Is it at an appropriate level (not too easy or advanced). Is it appropriate to cite in your paper?

☑️ Authority: Who is the author or publisher? What are his/her credentials? Affiliations? Is this person qualified to write about the topic? Can you find contact information?

☑️ Accuracy: Is the information supported by evidence? Is this a peer-reviewed source? Can you verify the information elsewhere? Is it unbiased? Are there spelling, grammar or typographical errors?

☑️ Purpose: Why was this source created? Is it informational? Persuasive? Entertaining? Does the author make his/her purpose clear? Is the information fact, opinion or propaganda? Are there any biases, whether political, cultural, religious or personal?

Try to collect both primary and secondary sources. Include YOUR evaluation of the source as part of your notes, as this analysis will help with Criteria B.

ORGANIZE YOUR INFORMATION

1) SOURCES: Use EasyBib or RefMe to keep track of your sources. See the pathfinder for links and information to create a school account that gives you access to all the tools.

2) NOTES: Don’t just copy/paste material into one long Word document! Take the time to choose the most relevant phrases/sentences to support your argument. This will help demonstrate solid analysis and focus on the RQ for Criteria C. Create a selection of topical headings (tags) to assign to your notes as appropriate. This will make it easier to group your research by topic later. See the pathfinder for more information.
START DRAFTING!

Anatomy of an Extended Essay

See the checklist in the appendix for a full list of requirements in your essay. Talk to your supervisor about specific requirements for the different subject areas, and review the Subject Guide and the EE Criteria. There is a generic outline in the appendix that may be helpful, but remember you may need to adjust it to fit YOUR analysis.

THE INTRO

State your research question. It should match the question as stated in your abstract.

Briefly explain the significance of the topic or your interest in it. Establish the groundwork or background information.

End the intro with your thesis: What argument are you going to make?

THE BODY

Develop a clear, organized argument and analysis. This will look different in the different subject areas, but in Group I you might look at a poet’s diction and symbolism, while in Chemistry you might look at the results of an experiment.

Present the results of your investigation, citing your sources appropriately. DO THIS IN THE DRAFT! It’s difficult to try and add them in at the end.

You may include subsections, but don’t go crazy! Two to five is usually enough.

CONCLUSION

A good conclusion may be the hardest part of the essay. It requires you to synthesize your arguments, not just restate them. Think of the conclusion as a “So what?” Why is this all important? What does it mean? What new understanding does all of your evidence provide?

On the other hand, be careful not to present any NEW information that may need support or analysis!

You might also discuss what further investigation might reveal, or whether you are left with additional questions. This is your chance to be reflective, and think about the process.

EE TIP #6

PROCRASTINATION IS DEATH!!!

—Mr. Knight
Works Consulted


Why bother with an outline?
Outlines help you organize your ideas and ensure your argument works, BEFORE you start writing. They are flexible and can certainly be changed as you go (in fact, probably WILL be changed), but they’re a way to figure out what you want to say, and when you want to say it. If you spend time on the outline, the paper all but writes itself.

Different ways to Organize:
Your subject, your research question and your thesis all help determine the most effective way to organize your essay. Content and organization affect each other. Thus, we can’t just say “Do it this way!” Be sure to check this with your supervisor about the best way to approach this. The key is remembering you are building an ARGUMENT, not just explaining or listing. Here are some of the possibilities:

**Cause: Effect**--This can either explain the causes, then their effect; or, explain the effect, then develop the causes.

**Compare/Contrast**: Showing how two (or more) items are similar or different. A good essay avoids the obvious and ensures that similar traits are examined (e.g. if you’re comparing apples and oranges, don’t talk about smell and taste for apples, but texture and nutrients for oranges).

**Order of Importance**: This is the most common pattern you’ll need for Humanities and Group 1 or Group 2. You’ll probably feel that some of your arguments/reasons are stronger than others, or that you have more to say about them. In general, you want to put this in order from weakest to strongest. In fact, this is true even if you’re using other structures (such as comparison/contrast); you want your argument to grow more and more convincing, not less and less!

**Science Essays**: These are different. Talk to your supervisor about how to organize YOUR essay, but the link gives you a good general, guideline
**INTRODUCTION:**
- Your interest in or importance of topic
- Brief background info
- Research Question--how was it focused?
- Thesis statement: What will you prove?

| The internet and digital formats made downloading and sharing music very easy. |
| 70 million people engage in file sharing, only 16% think it’s wrong. |
| Music industry is cracking down, but laws were written over several years ago and didn’t envision current technology. |

**Research Question:**
Is downloading music without permission theft?

**Thesis:**
Downloading copyrighted music for free is equal to stealing.

**BODY:** (depends on your subject how you approach this)
- For Science, this will be your methods and results.
- Context for your argument (historical background, past scholarship, etc)

| Background: |
| 1. Current state of illegal downloads |
| 2. Current laws (DMCA) |
| 3. Arguments for |
| You can’t stop it |
| Generates interest and makes people buy |
| Most of money goes to company, not artist. |

**Develop your Argument**
- Divide into sections, each with a clear focus
- Present your argument
- Each paragraph or section should make or further develop a point and be supported by your research

| Reason 1: **Downloading is a legal issue.** |
| A. Definition: taking something from owner w/o permission. |
| 1. Examples from DMCA |
| B. Artists own the rights to their own music. |
| C. Music is under copyright—it’s intellectual property. |
| Everyone is doing it is not an argument. |

| Significance: Whether you think you have a right to do it or not, you are still breaking the law. |

| Reason 2: **Downloading is also an ethical issue.** |
| A. Right vs. wrong |
| B. No ethical difference between taking off internet and stealing CD from store. |
| 1. “There’s a philosophy that the Internet should be free, but the reality is that piracy will destroy the music industry as an art form because it’s expensive to produce music” (Mirren) |

<p>| Significance: We need to treat intellectual property the same way as tangible property. |</p>
<table>
<thead>
<tr>
<th>Reason 3: Downloading not only impacts artists’ income, it disincentivizes their work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Artists have a right to financial rewards for their work.</td>
</tr>
<tr>
<td>1. “I work hard for my music, but find it difficult to make a living. I estimate I lost over $3,500 last year, just due to piracy.”</td>
</tr>
<tr>
<td>B. If artists can’t make a living off their work, why should they keep creating?</td>
</tr>
<tr>
<td>1. Devalues their work</td>
</tr>
<tr>
<td>2. If they don’t get paid, they’ll stop creating</td>
</tr>
<tr>
<td>3. Stops new talent from entering market</td>
</tr>
</tbody>
</table>

Significance: Everyone has a right to make a living, and we don’t have a right steal someone else’s ideas.

<table>
<thead>
<tr>
<th>Rebuttal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I’m just testing it to see if I want it</td>
</tr>
<tr>
<td>1. If you then go on and buy it, OK. But most don’t.</td>
</tr>
<tr>
<td>B. I wouldn’t buy it anyway.</td>
</tr>
<tr>
<td>There is a case that people are more careful about what they buy, and some of what is downloaded probably wouldn’t be bought. But if you wouldn’t buy it, why are you downloading it? Stealing is still stealing.</td>
</tr>
</tbody>
</table>

Significance: Most reasons are just excuses, trying to justify bad behavior.

**CONCLUSION:**
- This is a “So what”? |
- Do NOT just summarize |
- What is greater significance of your findings?

Just because it’s easy, doesn’t mean it’s right. It’s more than about money, it’s about ensuring artists have motivation to continue creating.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Advanced Search Options:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Words:</td>
</tr>
<tr>
<td>Research Question</td>
<td>Phrases:</td>
</tr>
<tr>
<td>Supporting Questions</td>
<td>Do Not Include</td>
</tr>
<tr>
<td></td>
<td>Domains (circle) .edu, .gov, .org, .com</td>
</tr>
</tbody>
</table>
RESEARCH PLANNER

Books/Call Numbers (Search)

Specialized Search Engines
- Google Books
- Google Scholar
- BiologyBrowser
- Scholr.ly
- Infomine.ucr.edu
- Scirus.com (science specific)
- Technorati.com (blog search)
- search.creativecommons.org

#Twitter Hashtags

Databases:
- JSTOR
- Project Muse
- World History
- Global Issues
- Opposing Viewpoints
- Questia
- Science in Context
- Health and Wellness

Primary Source Collections
- memory.loc.gov (U.S.)
- eudocs.lib.byu.edu (Europe)
- fordham.edu/Halsall/Index.asp
- avalon.law.yale.edu/

Alternative Sources
- Images/Video:
  - Flickr
  - YouTube
  - Vimeo
  - Google Images
  - TED.com
  - Big Think
  - iTunes U
  - TopDocumentaries.com

Pre-Curated Information
- Scoop.it
- Paper.li
- Twitter
- De.licio.us/Diigo
- Scribd.com
- Slideshare.net
- LibGuides.com

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## Criterion A: Focus and Method (6)

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>My essay meets the criteria in my subject area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My question merits in depth research and is well focused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I explained why I chose my methodology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I explained how my RQ fits my chosen subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I refer to my RQ throughout the essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sources in my Works Cited are mentioned in my essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can thoroughly answer my question in 4,000 words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Criterion B: Knowledge and Understanding (6)

This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question; or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied; and additionally, the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have used subject-specific vocabulary and concepts and explained them where necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sources are clearly relevant and appropriate to my RQ.</td>
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<td></td>
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<tr>
<td>I've briefly outlined all necessary background information, putting my research into context</td>
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</tr>
<tr>
<td>I have a wide range of sources. If I don't, I justify this.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Criteria C: Critical Thinking (12)

This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gathered data in an organized manner, and my essay includes evidence of that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have critically evaluated my chosen methodology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make clear connections between my data and my RQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have evaluated my RQ in relation to my findings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My argument is clear, easy to follow, supported by my evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have analyzed the materials in my essay, justifying or criticizing their points of view and reliability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My conclusions are supported by my data.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Criterion D: Presentation (4)

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

- **My essay is 4,000 words or less.** My title and RQ are on the cover page.
- **My essay is in 12 pt font and double-spaced**, with 1 inch (2.5 cm) margins.
- All pages are **numbered**. I have **not** included my name or school anywhere (including the title page).
- I have **cited all sources** using correct MLA style (both in-text and works cited).
- All figures, tables, images and charts are **correctly labeled** according to MLA format.
- I have **proofread** for spelling and grammar.
- I have a correct **Table of Contents**

### Criterion E: Engagement (6)

This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s RPPF.

- I have shown my **interest** in my topic and why I believe it’s **significant**
- I clearly demonstrate growth in my **skills, intellectual understanding and creativity**.
- I’ve mentioned/discussed any **assumptions** I made in my argument or conclusion.

Source: EE Guide