

Senior Project: I.B. Extended Essay

Eugene International High School

Senior Year 2009-2010

Instructors:

Amy Duncan

Jocelyn Harley

Kendall Lawless

Courtney Leonard

Joanne Moorefield

Jessica Schabtach

Steve Smith

Melodee Soczek

Understanding the Senior Project

The Senior Project 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 Senior Project.

The Senior Project (or Extended Essay in IB terminology) 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 Eugene IHS Senior Project is a 3,500-4,000 word research paper, 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 (see guidelines), 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.

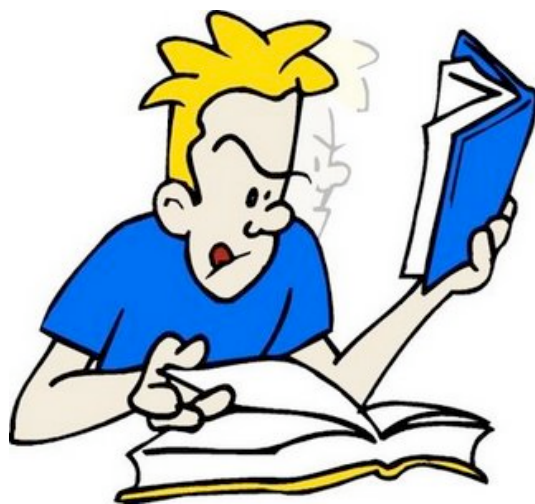
Included in the final draft of your senior paper should be a maximum one-page addendum explaining your individualized research. The page should be inserted at the very end of your paper, should not include page numbers, and is not part of the final word count. The addendum does not need to be included in the copy provided to your technical advisor.

Expectations for the Eugene IHS Senior Project include the following:

* All students will submit an electronic copy of their research paper to an online database in order to maintain academic integrity and protect the individual student’s intellectual property. The consequence for a student turning in an extended essay 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 upon graduation and must make arrangements to meet host school requirements.

* It is recommended that all students follow the MLA standards for citing sources. If a student’s T.A. expects otherwise, the individual student must get permission from their senior projects advisor.

* Final grades for 1st semester senior projects will be based on a combination of process, rough draft, and final project. 9-week progress reports (P/NP) will be based on whether a student has turned in all relevant items on time.



Library Hours in Eugene			
	Monday- Thursday	Friday - Saturday	Sunday
Eugene Public Library (downtown)	10am – 8pm	10am – 6pm	10am - 6pm
Knight Library	7:30am – 12am	7:30/11am – 7pm	11am – 12am

SENIOR PROJECT DATES TO REMEMBER!

Due Dates	Senior Project Components: Due Dates and Related Activities
September 17/18, 2009	<ul style="list-style-type: none"> • Submit Outline and Works Cited from junior year/second semester Projects packet • Submit a typed, one-page reflection discussing: <ul style="list-style-type: none"> ○ What is working well so far? ○ What are you concerned about? ○ What research have you done over the summer, including individualized research? ○ How is your work with a T.A. going? • Submit completed/signed Parent Signature Form
October 13-16, 2009 *see your projects advisor for due date*	<ul style="list-style-type: none"> • Submit word-processed working final draft. This draft is the main basis of the 9 weeks grade. Draft must include: <ul style="list-style-type: none"> ○ title page ○ abstract ○ table of contents ○ effective introduction (even though this will not be polished until the project is finished) ○ organized body sections, with all research included, as well as any charts and graphs, parenthetical references (preferred) or endnotes (acceptable) ○ effective conclusion ○ works cited, and ○ appendices (optional).
November 23, 2009	<ul style="list-style-type: none"> • Submit one (1) copy of final paper to Projects teacher. I.B. Diploma candidates will submit two (2) copies. Don't forget to keep an extra hard copy for yourself! <ul style="list-style-type: none"> ○ IB students will submit revised copy in January. • Submit copy of final paper to your T.A.; remind him or her of deadline for review and response (see below). • Submit documentation of submission of final paper to Turnitin.com. Projects advisors will give instructions. • Complete self-evaluation in class.
December 14/15, 2009	<ul style="list-style-type: none"> • Submit T.A. response to your senior project teacher.

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 used as guidance when formatting the final draft. An asterisk (*) is placed by those items that are optional.

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)

The following information (about 3 inches from the bottom and centered)

Extended Essay

Project Teacher: Courtney Leonard

Technical Advisor: Janice Berrigan, Ph.D.

November 20, 2006

Word Count: 3,989

Abstract

Table of Contents

Introduction

Titled paper sections

Conclusion

Endnotes*

(Only if you use them; remember that we recommend MLA style parenthetical documentation)

Works Cited

Works Consulted (These are works you consulted but did not end up citing. If you include it, you should 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.)

Writing Research Papers Across the Curriculum: Quick Reference

Your Projects textbook, *Writing Research Papers Across the Curriculum*, provides an excellent introduction to the research process. Please consult this resource first when you have questions—then ask your Projects teacher or technical advisor if you can't find the answer. Some frequently-needed information is indexed below. For other questions, check the index of the book. Your Projects instructor may also give you specific reading assignments and exercises from this book.

For information about...

...check these pages:

Formatting the paper (general information; your Projects teacher will give you more specific information about the formatting expectations for your senior paper	201
Interviews: How to conduct an interview	362-370
Library: Using the library	52-77
MLA citation of	
—an interview <u>you</u> conducted	275
—an interview <u>someone else</u> conducted	273 <i>(example only; consult MLA Handbook for rule)</i>
—a web site	83-86, 270-273
—a journal, magazine, or newspaper article	267-270
—films, performances, audio recordings, misc.	274
MLA style: Parenthetical (in-text) citations	258-261
MLA style: Formatting the Works Cited page	257-258, 262-276
Notes: Using and taking notes on sources	89-127
Organizing your paper/arguments	145-158
Quotations: Smoothly incorporating evidence and quotations; avoiding unintentional plagiarism	170-193
Research question	22-25
Thesis statement	26-35
Web sites: Evaluating online sources	78-83

Senior Project/IB Extended Essay Evaluation Rubric

Student name: _____

Project title: _____

Project teacher: _____

Evaluation Criteria	
<p>A. Research Question</p> <ul style="list-style-type: none"> • Does your Research Question lend itself to an <u>investigation</u>, rather than imply a <u>report</u>? • 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.) <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	
<p>B. Approach to the Research Question</p> <ul style="list-style-type: none"> • Does your essay appropriately address and develop your research question? • Have you <u>consulted</u> a wide variety of timely, relevant, authoritative sources to answer your Research Question? <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	
<p>C.* Analysis/Interpretation</p> <ul style="list-style-type: none"> • Does your essay appropriately <u>consider</u> relevant materials, sources, data and evidence? • Are your sources <u>used</u> effectively? <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	
<p>D.* Argument/Evaluation</p> <ul style="list-style-type: none"> • Does your essay develop an <u>argument</u> relevant to the Research Question? • 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? <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	
<p>E. Conclusion</p> <ul style="list-style-type: none"> • Does your essay incorporate a conclusion logically consistent with its argument, not necessarily in the form of a separate section? <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	
<p>F. Abstract</p> <ul style="list-style-type: none"> • Is your abstract an effective synopsis of your essay? • Does your abstract clearly introduce your topic, state your Research Question, describe your research methods, and summarize your conclusion <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	

<p>G. Formal Presentation</p> <ul style="list-style-type: none"> • Is your essay carefully assembled and presented, with scrupulous attention to its layout, table of contents, title, quotations, illustrations, references, and appendices, where appropriate? • Have you correctly and consistently cited all sources, including parenthetical references, works cited and works consulted? • Is your essay within word count range? <p>Excellent Good Satisfactory Poor/Missing</p>	
<p>H.* Holistic Judgment</p> <ul style="list-style-type: none"> • Overall does your essay demonstrate personal engagement, initiative, depth of understanding, insight, inventiveness, and flair? <p>_____ Excellent _____ Good _____ Satisfactory _____ Poor/Missing</p>	
<p>I. Individualized Research</p> <ul style="list-style-type: none"> • Does your essay show evidence of original research and thought? • Does your Individualized Research demonstrate personal and unique involvement in the project? • Have you included an addendum explaining your Individualized Research? <p>Excellent Good Satisfactory Poor/Missing</p>	
<p>J. Quality of Writing</p> <ul style="list-style-type: none"> • Does your essay show careful proofreading, overt structure, clear use of language, standard grammar and punctuation, good paragraphing and effective transitions? <p>Excellent Good Satisfactory Poor/Missing</p>	
<p>Final grade :</p> <p>* to receive an A, you must score “excellent” in Criterion H and “excellent” in Criterion C or Criterion D</p>	

Parent Signature Form

Due September 17/18, 2009: Student returns this form to the project teacher.

Student fills out this portion *in ink*:

Student's name _____

Topic and research question (as clearly as you can now define it)

Parent Signature:

Parents, please indicate by your signature that you are aware of the requirements for the senior project including the deadlines, the names of your student's project teacher and technical advisor, and the serious repercussions of any plagiarism in senior projects. 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 our expectations in this regard are, of course, very high.

Parent Signature _____ Date _____

Phone _____ Email _____