Juniors in 6th Period Advanced Music and Study Hall will meet in the Conference Room for five sessions of Research Seminar with Susan Trower. NOTE: Bring your laptop and your copy of *Oxford IB Diploma Programme: Extended Essay Course Companion* to all Research Seminar classes.

**CLASS #1, Wednesday, September 18, 1:15 - 2:00 p.m.**
- Introduction to Extended Essay (EE) by Susan Trower, EE Coordinator
- Introduction to Senior Project (SP) by Barrie Hillman, SP Coordinator
- NoodleTools essentials:
  - Creating EE or SP projects, sharing with Susan or Barrie
  - Citations, notecards, outlines in NoodleTools
- Reflection in EE: RRS (Researcher's Reflection Space) and RPPF (Reflections on Planning and Progress)
- EE assessment criteria
- WSA EE and World Studies Extended Essay (WSEE) LibGuides
- IB subjects available for doing Extended Essays at West Sound Academy
- Details on assignment due at the end of 6th period on December 3, 2019: (see details on CLASS #3 HOMEWORK)
- Read in class: *Chapter 1: 'The Basics', pp. 2-6 and EE quiz.*

**CLASS #1 HOMEWORK:**
- Read Chapter 2: 'Getting Started', pp. 9-21
- Complete *Proposed Subject and Topic Form - Preliminary*

**CLASS #2, Friday, October 4**
- Exercise: Identifying keywords for search
- WSA resources available through Library LibGuides - databases, links
- Read in class: Chapter 3: 'Locating, Organizing and Evaluating', pp. 24-40.
  - NOTE: On subject-specific charts, only read the ones applicable to your chosen EE subject(s).
- Due at end of class:
  - NoodleTools citations list, emailed to Susan, with (1) primary and (3) secondary sources on your topic
  - Each citation should have a descriptive annotation that summarizes the content (e.g., the main idea, content, and plot) and explains its value to your research. When relevant to your research, concisely include the following information:
    - What is the scope of this source? Is it an overview, a manual, a critical analysis of one point of view, an in-depth explanation of a phenomenon?
- How is the **time and place** of this publication relevant? Is it a primary source (e.g., written by an observer of events, a report of the author’s original research)?
- Why are the author’s **credentials** or expertise related to my research topic? What is the author’s **reputation** among other experts?
- What is the **purpose** of this source? Is the author's intention to persuade, to inform, to analyze, to inform, or to argue for a point-of-view?
- What is the **writing genre and format**? Is it an essay, a Web page, a peer-reviewed journal article, a reference work, a blog entry, a video clip? Are there distinctive design features that enhance the communication?
- What **knowledge level** is expected of the reader? Has it been written for a general reader, a scientist, a high school student, an instructor? Is the writing style and information appropriate to that audience?
- How did it help you **understand** your topic? How did you use it? Did its bibliography lead you to new sources?

**CLASS #2 HOMEWORK:**
- Read Chapter 3: 'Locating, Organizing and Evaluating', pp. 45-48
- Complete ‘Formulating Well Focused Research Questions worksheet.

**CLASS #3, Friday, October 18**
- Organizing your research with notes and headings / tags
- Time for research! Use class period to add sources and notes to your project
- **Due at end of class:**
  - NoodleTools citations list, emailed to Susan, with (1) additional primary and (3) additional secondary sources on your topic; total should be at least 2 primary and 6 secondary sources
  - Each citation should have a **descriptive annotation** (see explanation for Class #2)

**CLASS #3 HOMEWORK:**
- **Student Undertaking Contract** (DUE at start of class on December 3)
- **Proposed Subject and Topic Form - Final** (DUE at start of class on December 3) with a printed copy of your NoodleTools Sources / Works Cited list, annotated, attached. Please put your name and the date at the top of the Works Cited list.
  - Read the sources you have found so far in your research, so that you can complete the...**Feasability and Viability Assignment**
    - Complete 5 Notecards in NoodleTools for at least 5 sources
    - Each Notecard should answer this question: **What information does the source contain that is relevant to your project (i.e. some important details about the topic that you have learned about from this source)?**
    - This section must include at least 10 bulleted notes on relevant factual data and include corresponding page numbers FOR EACH NOTECARD.
- DUE at end of class on December 3
- The goal is to prove viability of the proposed research question

CLASS #4, Tuesday, December 3
- Turn in Student Undertaking Contract and Proposed Subject and Topic Form, with a printed copy of your NoodleTools Sources / Works Cited list attached. Please put your name and the date at the top of the Works Cited list.
- Work on adding notecards to at least five of your sources
- Read Chapter 3: 'Evaluation' section, pp. 45-48
- Read Chapter 4: Research Literature Review, pp. 58-59
- Values and limitations of your chosen sources and research methodology
- Literature review and Conclusions/research findings activities

CLASS #4 HOMEWORK:
- Read Chapter 5: 'Writing Essays', pp. 62-73 and 'Plagiarism', pp. 138-139

CLASS #5, Tuesday, January 7
- EE Supervisors are assigned
- Review expectations for meetings with supervisors, reflections, Researcher's Reflection Space
- Review format and expectations for Extended Essay Café presentations in the spring during the week of April 14-17

CLASS #5 HOMEWORK:
- Schedule an appointment with your supervisor and meet for the first time.
- Remember: it is YOUR job to contact the supervisor and schedule meetings that are at a convenient time for him or her. It is NOT the job of the supervisor to take the initiative. The EE is supposed to be a student-driven project.
- Be prepared to discuss the following:
  - The subject-specific assessment criteria for your topic
  - Your research question:
    - Narrow your topic/question down to a manageable scope
    - Investigate the viability of your topic.
    - If you have a wildly interesting but impractical question: be prepared to heed the advice of your supervisor!
  - Exemplars: ask for exemplars in your chosen subject from the EE coordinator or your supervisor.
  - Structure: Work with your supervisor to devise a plan as to how your research question could be structured or go to the session with a proposed structure you have in mind for review.
  - Time Management: If you are finding it difficult to plan your time due to other assessment pressures or extra-curricular demands, then it may be useful to speak to your supervisor with regards to creating a structured research timeline or more specific timetable to help you to see exactly what is required and when.