

**NORTH MIAMI SENIOR HIGH  
INTERNATIONAL BACCALAUREATE-EXTENDED ESSAY  
PROCESS GUIDE 2018-2019**

<p><b><u>August of Junior Year of DP</u></b></p>	<ul style="list-style-type: none"> <li>• IB Mission &amp; IB Learner Profile</li> <li>• Orientation to the concept of the extended essay and the process</li> <li>• The importance of Reflection</li> <li>• Guidance with exploring and picking a subject you are passionate about- brainstorm ideas for potential topics</li> <li>• Mind Set=Research, Investigate, Discover</li> <li>• Set up and begin use of Researcher’s Reflection Space (RRS)</li> <li>• Begin background reading on potential topics of interest</li> <li>• Timeline of deadlines given and explained- establish a culture of timeliness and time management</li> <li>• Extended Essay Course Companion pg. V &amp; Ch. 8, pgs. 139-142 - Academic Honesty and review of Academic Honesty Policy– all terminology must be understood</li> <li>• Extended Essay Course Companion Chapter 1, pgs.2-6 – The Basics</li> <li>• <i>Turn It In</i> shown &amp; explained</li> <li>• List of potential supervisors is provided</li> </ul>
<p><b><u>September of Junior Year of DP</u></b></p>	<ul style="list-style-type: none"> <li>• The Task of Academic Writing Introduced</li> <li>• Scholarly sources defined/explained</li> <li>• Reading the IB EE Guide for potential EE subject and subject specific criteria (Choice of Topic, Treatment of Topic, ... &amp; Grade Descriptors/Subject Specific Assessment Criteria</li> <li>• Read EE exemplars</li> <li>• “Arguability” of a topic - what makes a topic a good EE topic.</li> <li>• Guidance on choosing a supervisor – students taught how to approach and secure a supervisor</li> <li>• Extended Essay Course Companion Chapter 6 - Supervision,</li> <li>• Chapter 6, Pgs. 82-86 forms discussed &amp; distributed – <i>Student Undertaking</i> form due</li> <li>• Choice of supervisor due</li> <li>• Guidance on research skills begins</li> <li>• Begin and continue research throughout</li> </ul>

	<p>the entire EE process</p> <ul style="list-style-type: none"> <li>• Guidance on academic writing, academic sources, quoting, paraphrasing, and citing/referencing – Use Massey University Academic Writing Guide</li> <li>• Choice of preliminary subject &amp; topic due with background reading done on both</li> <li>• Annual supervisor training</li> </ul>
<p><b><u>October of Junior Year of DP</u></b></p>	<ul style="list-style-type: none"> <li>• Continue and conclude guidance with academic writing</li> <li>• Extended Essay Course Companion Chapter 2, pgs. 9-23 - Getting Started</li> <li>• Pertinent terminology – evidence, sources, relevance, coherence, stance ...</li> <li>• Guidance on writing a research question and how a research question differs from other types of questions</li> <li>• Preliminary RQ due – individually meet with EE Coordinate to ensure no duplication of RQ's</li> <li>• First official meeting with supervisor regarding the RQ and background research thus far – at least 3 pieces cited, academic evidence for &amp; 3 against your preliminary stance on RQ</li> <li>• <i>Form 1</i> due</li> <li>• Extended Essay Course Companion Chapter 3, pgs.24-48 – Locating, organizing and evaluating sources</li> <li>• Extended Essay Course Companion Chapter 4, pgs. 49-58 - Research</li> <li>• More pertinent terminology – difference between: bias/prejudice/stereotyping, neutral/leading questions</li> <li>• Recognizing bias</li> <li>• Read more EE exemplars</li> <li>• Reread subject specific criteria</li> <li>• Field trip - visit local University library for connection with their data banks and hands-on academic research process (access to library granted from this point forward)</li> <li>• Parent letter sent out (their responsibilities toward your success)</li> <li>• Continue background reading &amp; research</li> <li>• Spot check RRS</li> </ul>
<p><b><u>November of Junior Year of DP</u></b></p>	<ul style="list-style-type: none"> <li>• Teach Logic, Argumentation, Fallacious Reasoning</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding multiple perspectives, counters, response to counters</li> <li>• Revisit Timeline of deadlines (reiterate a culture of timeliness and time management)</li> <li>• Guidance on how to create an outline &amp; begin creating one for your argument</li> <li>• Revised RQ due</li> <li>• Preliminary thesis due</li> <li>• Preliminary Outline of argument due w/ at least 9 pieces of evidence for and 3-6 against thesis for each factor/section</li> <li>• Meet with supervisor regarding outline and preliminary sources, evidence and argument</li> <li>• <i>Form 2</i> due</li> <li>• Extended Essay Course Companion Chapter 5, pgs. 65-69, 77, Writing Essays</li> <li>• Extended Essay Course Companion Chapter 4, pgs. 58-60 (Literature Review)</li> <li>• “Overflow Week” – touching bases, Q&amp;A, Re”view”/re-look at process thus far - reflect openly with peers, teachers and coordinator</li> <li>• Extended Essay Course Companion Chapter 7, pgs. 133-138 Engagement (getting the most out of your reflection)</li> <li>• First Reflection due</li> <li>• <i>Form 3</i> due</li> <li>• Continue research &amp; RRS</li> </ul>
<p><b><u>December of Junior Year of DP</u></b></p>	<ul style="list-style-type: none"> <li>• Refined research question due</li> <li>• Revisit Argumentation</li> <li>• Additional research due in response to last supervisor meeting regarding Preliminary Outline</li> <li>• Revised Outline due</li> <li>• Extended Essay Course Companion Ch. 5, pgs. 62-77, Writing Essays</li> <li>• Individual candidate “check in” meetings with EE Coordinator – all of above reviewed together</li> <li>• Continue research &amp; RRS</li> </ul>
<p><b><u>January of Junior Year of DP</u></b> (Transition from Research class to TOK takes place)</p>	<ul style="list-style-type: none"> <li>• First sample of writing due (portion of essay body - cited and formatted appropriately with a bibliography)</li> <li>• Submit to <i>Turn It In</i> for authenticity report</li> <li>• Continue Research and RRS</li> </ul>
<p><b><u>February-March of Junior Year of DP</u></b></p>	<ul style="list-style-type: none"> <li>• Second official supervisor meeting for feedback and guidance on preliminary</li> </ul>

	<p>writing sample</p> <ul style="list-style-type: none"> <li>• Revisit Extended Essay Course Companion Ch. 7, pgs. 133-138 - Engagement</li> <li>• Second Reflection due</li> <li>• Revisit EE Assessment Criteria &amp; Grade Descriptors – What grade would you assign to your writing so far?</li> <li>• Revisions on original sample of writing, continue research &amp; writing process</li> <li>• Honing down RQ &amp; thesis for any changes that may need to be made</li> <li>• Revisit time management and responsibility/self-motivation</li> <li>• Continue all of the above processes on your own</li> <li>• Connections made between TOK thinking/analysis and EE Process</li> </ul>
<b><u>April of Junior Year of DP</u></b>	<ul style="list-style-type: none"> <li>• Completed body of essay (argument) due for feedback from supervisor</li> <li>• Submit to <i>Turn It In</i> for authenticity report</li> </ul>
<b><u>Summer between Junior &amp; Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>• Continue research, revise body of essay</li> <li>• Submit to <i>Turn It In</i> for authenticity report</li> </ul>
<b><u>August of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>• Revised EE Body due day 1</li> <li>• Submit to <i>Turn It In</i> for authenticity report</li> <li>• Revisit IB Mission and IB Learner Profile</li> <li>• Revisit creating a culture of timeliness and self-motivation</li> <li>• Senior Year Timelines/Deadlines given and explained</li> <li>• Introduce concept of “2 mindsets” &amp; balance (Explain completing TOK requirements while finishing EE)</li> <li>• Guidance on writing the Extended Essay’s <i>Introduction</i></li> <li>• Extended Essay Course Companion Chapter 5, pgs. 62-64 &amp; Chapter 7, pgs. 101-105</li> <li>• Supervisor verification due</li> <li>• Continue research and RRS as necessary</li> </ul>
<b><u>September of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>• Read Exemplars of EE Introductions &amp; “Grade” them based on Course Companion’s standards</li> <li>• Preliminary <i>Introduction</i> due</li> <li>• Revisit Extended Essay Course Companion Chapter 5, pgs. 65-71 – Writing the Main Body as a source of comparison to what you have written thus far</li> <li>• Guidance on writing the Extended Essay</li> </ul>

	<p>Conclusion</p> <ul style="list-style-type: none"> <li>Extended Essay Course Companion Chapter 5, pgs. 71-73 Writing the Conclusion</li> <li>Read Exemplar EE Conclusions &amp; “Grade” them based on Course Companion’s standards</li> <li>Preliminary <i>Conclusion</i> due</li> <li>Guidance of Essay’s format – title page, table of contents, introduction, body, conclusion, bibliography, headings, citing, page numbering, name not allowed on document, etc.</li> <li>Extended Essay Course Companion Chapter 7, pgs. 111-132 – Assessment (Maximizing Mark – Presentation)</li> <li>Continue research and RRS as necessary</li> <li>Annual supervisor training</li> </ul>
<b><u>October of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>Revised <i>Introduction</i> and <i>Conclusion</i> due</li> </ul>
<b><u>November – December of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>First draft of the completed Extended Essay in proper format due</li> <li>Submit to <i>Turn It In</i> for authenticity report</li> <li>Draft conference - feedback from supervisor for revision prior to grade prediction</li> <li>Reflection #3 (Viva Voce) due</li> <li>Revise essay after Draft Conference as needed</li> </ul>
<b><u>January of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>Final completed Extended Essay due for grade prediction</li> <li>Submit to <i>Turn It In</i> for authenticity report</li> <li>Feedback meeting regarding grade prediction</li> </ul>
<b><u>February of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>Supervisor comments due</li> <li><i>Reflections on Planning and Progress</i> form (PDF) due typed and emailed to EE Coordinator</li> <li>Above submitted to IB Coordinator</li> </ul>
<b><u>March of Senior Year of DP</u></b>	<ul style="list-style-type: none"> <li>Submit the Extended Essays to the IBO</li> </ul>