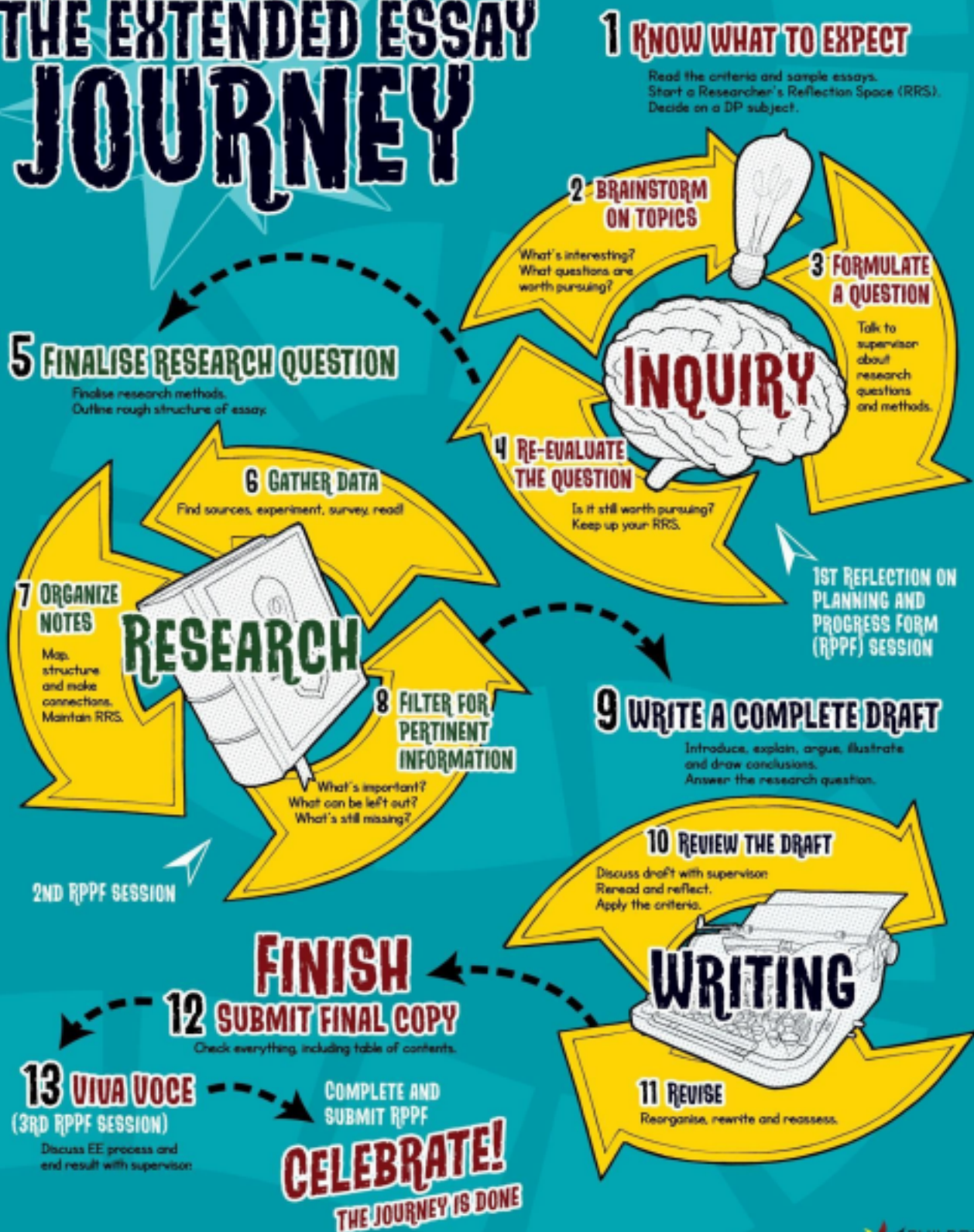


THE EXTENDED ESSAY JOURNEY



Inquiry

Stage One	Subject and topic selection	
	<p>Coordinator & Student <i>The IB Extended Essay: Managing your Research Project</i></p>	<p>Writing for research online course</p> <ul style="list-style-type: none"> ● Choosing a topic and a research question ● Finding sources ● Time and project management ● Critical thinking ● Writing effectively
<p>1, Know what to expect</p>	<p>Coordinator & Student <i>By 18th Sept</i></p>	<p>Introduction to the EE. Intro the docs: opportunities, requirements and WS to expect Set up on MB (RRS: link Google doc on MB)</p>
<p>2, Brainstorm on topics</p>	<p>Student Independent work: Initial ideas <i>By 25th October</i></p>	<p>Decide on a subject area (Indicate on MB) and consider:</p> <ul style="list-style-type: none"> ● Am I genuinely interested in this subject? ● Is this one of my stronger subjects? ● Could this lead to a university course? <p>Mind map areas of particular personal interest</p> <ul style="list-style-type: none"> ● Choose a provisional topic ● Choose a provisional Research Question
<p>3, Formulate the question</p>	<p>Supervisor & Student Topic and research question <i>By 15th November 45min</i></p>	<p>In your subject specific guidance (1 Guide Extended Essay) review:</p> <ul style="list-style-type: none"> ● Choice of topic ● Treatment of topic ● Subject specific criteria <p>Topic and research question (Indicate on MB)</p> <ul style="list-style-type: none"> ● Firm up the topic area and check whether it's viable with the subject criteria. ● Narrow the provisional research question and check whether it's viable with the subject criteria? <p>Consider these questions:</p> <ul style="list-style-type: none"> ● Might the student need a different approach and a new focus for the question? ● Will the student be able to collect sufficient resources to effectively answer the research question? ● Are there any resources you can provide or direct students to? ● Will the student need to revise the research question to ensure it promotes an analytical approach? ● How is the student planning on organizing himself or herself and managing the Researcher's Reflection Space ("RRS")? <p>Next step</p> <ul style="list-style-type: none"> ● Advise students on areas of research

	<p>Verification Signature</p>	<p>Essentials Student: I understand the requirements for an EE in this subject. Supervisor: The topic is appropriate for an essay in this subject.</p> <p><i>I agree the work above has been addressed.</i></p> <p>Student: Supervisor: Date:</p>
	<p>Student Independent work: Resource gathering & Research proposal</p>	<p>Broaden your understanding of the EE.</p> <ul style="list-style-type: none"> ● Re-read the subject specific guidance ● Read a subject specific example ● Do preliminary research on the topic ● Start annotated bibliography <p>Research proposal</p> <ul style="list-style-type: none"> ● Review examples of topics, research questions and suggested approaches in the subject specific guidance. ● Decide on an appropriate research approach for your essay. ● Following the template Topic-Research-Approach write up your research proposal. ● Send to your supervisor well in advance of your meeting!
<p>4, Re-evaluate the question</p>	<p>Supervisor & Student First formal reflection session: By 6st December 45min</p>	<p>This initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations. Review and discuss the student's research proposal.</p> <ul style="list-style-type: none"> ● What background reading has the student done? ● Has the student developed a working research question? ● Does the student have a good grounding in the relevant theories, methodologies or findings of the subject? <p>Topics of discussion that should arise during this session include:</p> <ul style="list-style-type: none"> ● a review of the requirements and assessment criteria for the subject ● a review of ethical and legal implications, if applicable ● a dialogue about possible approaches and any potential problems that might arise ● a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form ● probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student's working research question <p>Readiness for the next step, please discuss.</p> <ul style="list-style-type: none"> ● a research and writing timeline. (link Google doc on MB) ● Subject specific considerations for primary and secondary sources ● Give guidance for collection of evidence/experiments/ primary research.

	<p>Verification Signature</p>	<p>Essentials Student: <i>I know what research methodologies I will employ and understand the relevant underpinning theories.</i> Supervisor: <i>The student has access to sufficient sources to complete the proposed essay.</i> <i>I agree the work above has been addressed.</i> Student: Supervisor: Date:</p>
	<p>Student Independent work: Enter reflection on the RPPF Student development of Refined research proposal</p>	<p>Write up your reflection (on MB) on this session, as required by the EE Guide.</p> <ul style="list-style-type: none"> ● Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process. ● These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice. <p>Review your reflection against the criteria E “Checklist for Student”</p>

Start Researching

Research

Stage Two	Development and discussion of parts of the essay	
<p>5, Finalize research direction</p>	<p>Supervisor & Student By January 24th, 30min</p>	<p>Ensure Research is on track Finalize research question (Update on MB) Finalize research methods Outline research plan (Update timeline on MB) Outline rough structure of essay</p>
	<p>Verification Signature</p>	<p>Essentials Student: <i>I have a clear research plan.</i> Supervisor: <i>Planned research methods are appropriate to the topic and sufficient to answer the research question. I agree the work above has been addressed.</i> Student: Supervisor: Date:</p>
	<p>Student Independent work: EE Café On January 29th</p>	<p>You will set up individual stations in the library to exhibit your EE proposal. Create a visual presentation such as PowerPoint or Prezi that includes;</p> <ul style="list-style-type: none"> ● Subject- Topic-RQ ● Background; explain your interest, how you came to the topic. ● What is your EE about; key issues, outline your essays “argument”, justify its worthiness in light of the topic. ● Research; present what you have done so far, outline what you plan to do. Share sources. ● Present your essay structure; possible chapter headings & subchapter if applicable. ● Describe your engagement in the EE process i.e. development of skills, problems, solutions etc. ● Works cited (to date)
<p>6, Gather Data</p>	<p>Student Independent work: Collection of evidence primary research.</p>	<p>Significantly deepen your research.</p> <ul style="list-style-type: none"> ● Recorded pertinent evidence, information or data in the RRS (MB) ● Find sources, do experiments, surveys, read! ● Engage in informal conversations with other people, such as subject teachers, the extended essay coordinator or the librarian.
<p>7, Organize notes</p>	<p>Student Independent work: Map structure and make connections.</p>	<p>In preparation for the interim reflection session, students should have:</p> <ul style="list-style-type: none"> ● Research plan (on MB) ● Essay structure (on MB) ● Formulated arguments based on the evidence that they have collected ● Add to the working bibliography for their research. (on MB) ● First draft of the introduction (on MB)

<p>8, Filter pertinent information</p>	<p>Supervisor & Student Interim reflection session: to enter on the RPPF <i>By March 21st 45min</i></p>	<p>This session is a continuation of the dialogue between supervisor and student in which the student must demonstrate the progress they have made in their research. They must also be able to discuss any challenges they have encountered, offer their own potential solutions and seek advice as necessary.</p> <ul style="list-style-type: none"> • Has the student encountered any obstacles/problems in the research process and how have you overcome them? • Is the research question clear and refined? • How has the student's understanding of the question/topic changed? • Are there any inconsistencies in the argument and analysis? • Is the argument well-structured and coherent? • Has the student provided enough evidence to support a reasoned argument? Has the student critically evaluated her or his research? • Can the student share his or her reflective space? <p>During this session the supervisor might discuss:</p> <ul style="list-style-type: none"> • A completed draft of the introduction from the student in order to ensure that they understand the academic writing requirements, including referencing formats • Looking at the draft introduction against criterion A & B in the "Checklist for Student" might be helpful. • Whether an appropriate range of sources has been accessed and how the student is critically evaluating the origin of those sources • What the student now has to do in order to produce the full draft of their essay, and ways and means of breaking down the task into manageable steps. <p>By the end of the interim reflection session both student and supervisor should feel satisfied that there is:</p> <ul style="list-style-type: none"> • A clear and refined essay structure • A viable argument on which to base the essay • A sufficient range of appropriate sources
	<p>Verification Signature</p>	<p>Essentials Student: <i>I have a clear vision for the final steps in the writing process.</i> Supervisor: <i>The student has provided enough evidence to support a well-structured and coherent argument. I agree the work above has been addressed.</i> Student: Supervisor: Date:</p>
	<p>Student Independent work: Enter reflection on the RPPF</p>	<p>Write up your reflection (on MB) on the above session, as required by the EE Guide.</p> <ul style="list-style-type: none"> • Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to challenges experienced in the research process. • These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.

Start writing

Writing

Stage Three	Completed extended essay	
<p>9, Write a complete draft</p>	<p>Student Independent work: Introduce, explain, argue, illustrate and draw conclusions. <i>By May 2nd 7:00</i></p>	<p>Review the subject specific "Treatment of the topic" Follow your essay structure Analyze your research Answer the Research Question Ensure your essay meets the subject specific requirements for presentation. Please check sections 5.5, 5.6 and 5.7 in the guide. Test your essay against the "Checklist for Students" found below Run your complete draft through turnitin. Give to your supervisor</p>
<p>10, Review the draft</p>	<p>Supervisor & Student Review the draft <i>By May 30th 45min</i></p>	<p>Discuss draft with supervisor Give feedback on subject specific criteria. Does the student have adequate feedback to:</p> <ul style="list-style-type: none"> ● Make amendments ● Do further research if applicable ● Restructure if applicable ● Rewrite sections if applicable
	<p>Verification Signature</p>	<p>Essentials Student: <i>I understand the weaknesses in my draft and know how to fix them. Supervisor: I have given the student adequate feedback (see above).</i> <i>I agree the work above has been addressed.</i> Student: Supervisor: Date:</p>
<p>11, Revise</p>	<p>Student Independent work: <i>By August 25th 7:00</i></p>	<p>Based on your review</p> <ul style="list-style-type: none"> ● Reorganize ● Rewrite ● Reassess ● Reproof <p>In light of the "Checklist for Students" reread and reflect. Format your essay against the "Requirements" found below. Ensure you're following "MLA 9 Referencing" and "In-text Referencing and Footnotes" found below. Indicate changes and give to your supervisor</p>

	<p>Supervisor & Student Review changes only. By September 1st, 30min</p>	<p>Ensure amendments are done Does the student have adequate feedback to:</p> <ul style="list-style-type: none"> ● Make amendments ● Do further research if applicable ● Restructure if applicable <p>Make any final comments.</p>
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	<p>Verification Signature</p>	<p>Essentials Student: <i>I am clear about all amendments needed to successfully complete my final version.</i> Supervisor: <i>I have given feedback on all amendments needed to successfully complete the final version.</i> <i>I agree the work above has been addressed.</i> Student: Supervisor: Date:</p>
<p>12, Submit your final EE</p>	<p>Student Independent work: By Sep 25th 7:00</p>	<p>Make final amendments Proof read Ensure all IB EE requirements are met Check everything –Send to your supervisor and the EE coordinator.</p>
	<p>Student <i>Viva voce</i> prep</p>	<p>Students should bring the following to this session:</p> <ul style="list-style-type: none"> ● Extracts from their RRS that illustrate how they have grown as learners through the process of reflection ● A willingness to share their personal experience and to discuss the skills and development of conceptual understandings that they have acquired through the completion of the extended essay.
<p>13, Viva voce</p>	<p>Supervisor & Student Final reflection, <i>viva voce</i>: Completion of the RPPF By October 16th 45min</p>	<p>Pursuant to the EE Guide the <i>viva voce</i> is:</p> <ul style="list-style-type: none"> ● an opportunity to ask the student a variety of open-ended questions to elicit holistic evidence of the student’s learning experience. ● an opportunity for the supervisor to confirm the <u>authenticity</u> of the student’s ideas and sources ● an opportunity to reflect on successes and difficulties encountered in the research process ● an aid to the supervisor’s comments on the <i>Reflections on planning and progress form</i>. <p>Possible points of discussion;</p> <ul style="list-style-type: none"> ● Can the student give examples from the Researcher's reflection space to show how they have grown as a learner through the process? ● What research skills and/or conceptual understanding has the student acquired through the completion of the EE? ● What other skills such as time management, decision-making or thinking skills has the student learned? ● What has the student learned about the topic, the research process and their own learning and any new questions they have uncovered?

		<ul style="list-style-type: none"> ● What does the student think were successes in this process? ● What was the most rewarding aspect of the entire process? ● How will this experience prepare the student for future work of this nature (in college or employment)? ● What is the personal significance of the work they have done? ● Subject specific guidance for Criterion E ● Criterion E in “Checklist for Students” found below <p>In conducting the <i>viva voce</i> and writing their comments on the <i>Reflections on planning and progress form</i>, supervisors should bear in mind the following.</p> <ul style="list-style-type: none"> ● The form is an assessed part of the extended essay. The form must include: comments made by the supervisor that are reflective of the discussions undertaken with the student during their supervision/reflection sessions; the student’s comments; and the supervisor’s overall impression of the student’s engagement with the research process. ● An incomplete form resulting from supervisors not holding reflection sessions, or students not attending them, could lead to criterion E (engagement) being compromised. ● In assessing criterion E (engagement), examiners will take into account any information given on the form about unusual intellectual inventiveness. This is especially the case if the student is able to demonstrate what has been learned as a result of this process or the skills developed. ● Examiners want to know that students understand any material (which must be properly referenced) that they have included in their essays. If the way the material is used in context in the essay does not clearly establish this, the supervisor can check the student’s understanding in the <i>viva voce</i> and comment on this on the <i>Reflections on planning and progress form</i>. ● If there appear to be major shortcomings in citations or referencing, the supervisor should investigate thoroughly. No essay should be authenticated if the supervisor believes the student may be guilty of plagiarism or some other form of academic misconduct. ● The comment made by the supervisor should not attempt to do the examiner’s job. It should refer to things, largely process-related, that may not be obvious in the essay itself. ● Unless there are particular problems, the <i>viva voce</i> should begin and end positively. Completion of a major piece of work such as the extended essay is a great achievement for students.
	<p>Verification Signature</p>	<p><i>I agree the work above has been addressed.</i></p> <p>Student: Supervisor:</p> <p>Date:</p>
	<p>Student Independent work: By October 23rd</p>	<p>Following the final reflection session, the following steps should be followed:</p> <ul style="list-style-type: none"> ● The student must complete the last candidate comment section of the RPPF and send to the supervisor. ● The supervisor adds the final comment to authenticate the process by signing and dating the form. <p>The extended essay and RPPF are now ready for submission to the IB.</p>

CELEBRATION

Checklist for students

The table below is designed to help you think about the assessment criteria and whether you have addressed the expectations within your essay. You do not need to address all of the questions posed, but they do provide some guidance in terms of what to consider.

Criterion	Unpacking the criteria
<p>Criterion A: 6 Focus and method</p> <p>i. Topic ii. Research Question iii. Methodology</p>	<p>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.</p> <ul style="list-style-type: none"> • Does this essay meet the requirements for the subject for which you are registering it? • Is your research question stated as a question in the introduction? • Have you explained how your research question relates to the subject that you selected for the extended essay? • Have you given an insight into why your area of study is important? • Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague? • Did you refer to your research question throughout the essay (not only in the introduction and conclusion)? • Did you explain why you selected your methodology? • Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research? • If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them? • Are there any references listed in the bibliography that were not directly cited in the text?
<p>Criterion B: 6 Knowledge and understanding</p> <p>i. Context ii. Subject specific terminology and concepts</p>	<p>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.</p> <ul style="list-style-type: none"> • Have you explained how your research question relates to a specific subject you selected for the extended essay? • Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research? • Is it clear that the sources you are using are relevant and appropriate to your research question? • Do you have a range of sources, or have you only relied on one particular type, for example internet sources? • Is there a reason why you might not have a range? Is this justified?

<p>Criterion C: 12 Critical thinking</p> <p><i>i. Research</i> <i>ii. Analysis</i></p>	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ul style="list-style-type: none"> • Have you made links between your results and data collected and your research question? • If you included data or information that is not directly related to your research question have you explained its importance?
<p><i>iii. Discussion and evaluation</i></p>	<ul style="list-style-type: none"> • Are your conclusions supported by your data? • If you found unexpected information or data have you discussed its importance? • Have you provided a critical evaluation of the methods you selected? • Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)? • Have you mentioned and evaluated the significance of possible errors that may have occurred in your research? • Are all your suggestions of errors or improvements relevant? • Have you evaluated your research question? • Have you compared your results or findings with any other sources? • Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?
<p>Criterion D: 4 Presentation</p> <p><i>i. Structure</i> <i>ii. Layout</i></p>	<p>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.</p> <ul style="list-style-type: none"> • Have you read and understood the presentation requirements of the extended essay? • Have you chosen a font that will be easy for examiners to read on-screen? • Is your essay double-spaced and size 12 font? • Are all pages numbered? • Have you prepared a correct table of contents? • Do the page numbers in the table of contents match the page numbers in the text? • Is your essay subdivided into correct sub-sections, if this is applicable to the subject? • Are all figures and tables properly numbered and labelled? • Does your bibliography contain only the sources cited in the text? • Did you use the same reference system throughout the essay? • Does the essay have less than 4,000 words? • Is all the material presented in the appendices relevant and necessary? • Have you proofread the text for spelling or grammar errors?

<p>Criterion E: 6 Engagement</p> <p><i>i. Process ii. Research focus</i></p>	<p>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.</p> <ul style="list-style-type: none"> ● Have you demonstrated your engagement with your research topic and the research process? ● Have you highlighted challenges you faced and how you overcame them? ● Will the examiner get a sense of your intellectual and skills development? ● Will the examiner get a sense of your creativity and intellectual initiative? ● Will the examiner get a sense of how you responded to actions and ideas in the research process?
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Requirements	
1. Title page	<p>The title page should only include only the following information:</p> <ul style="list-style-type: none"> ● the title of the essay ● the research question ● the subject for which the essay is registered (if it is a language essay also state which category it falls into; if a world studies essay also state the theme and the two subjects utilized) ● word count.
2. Contents page	<p>A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.</p>
3. Introduction	<p>The introduction should tell the reader what to expect in the essay. The introduction should make clear to the reader the focus of the essay, the scope of the research, in particular an indication of the sources to be used, and an insight into the line of argument to be taken. While students should have a sense of the direction and key focus of their essay, it is sometimes advisable to finalize the introduction once the body of the essay is complete.</p>
4. Body of the essay	<p>The main task is writing the body of the essay, which should be presented in the form of a reasoned argument. The form of this varies with the subject of the essay but as the argument develops it should be clear to the reader what relevant evidence has been discovered, where/how it has been discovered and how it supports the argument.</p>

<p>5. Conclusion</p>	<p>The conclusion says what has been achieved, including notes of any limitations and any questions that have not been resolved. While students might draw conclusions throughout the essay based on their findings, it is important that there is a final, summative conclusion at the end. This conclusion(s) must relate to the research question posed.</p>
<p>6. Works Cited</p>	<p>In line with MLA 8 (see p12-p14)</p>
<p>7. Presentation</p>	<p>The extended essay should be written in a clear, correct and formal academic style, appropriate to the subject from which the topic is drawn. Given that the extended essay is a formally written research paper, it should strive to maintain a professional, academic look. To help achieve this, the following formatting is required:</p> <ul style="list-style-type: none"> ● the use of 12-point, readable font ● double spacing ● page numbering ● no candidate or school name on the title page or page headers ● the file size must not be more than 10 MB. (Note that the RPPF is uploaded separately and is not part of ● the overall file size of the essay.) <p>Submitting the extended essay in the required format will help set the tone of the essay and will aid readability for on-screen assessment by examiners.</p> <p>The upper limit is 4,000 words for all extended essays.</p>

MLA 8 Referencing

<p>Creating a Works Cited list using the eighth edition</p>	<p>In your EE, you must use the MLA 8th edition for citation both for in-text references and Works Cited. MLA has turned to a style of documentation that is based on a general method that may be applied to every possible source, to many different types of writing. But since texts have become increasingly mobile, and the same document may be found in several different sources, following a set of fixed rules is no longer sufficient.</p>	
<p>MLA QUICK LIST</p>	<ul style="list-style-type: none"> ● You start at 1 and continue on. ● If the information does not exist or is not relevant for your source, you just skip it and move to the next one. ● This is your go-to for how the sources are referenced and what punctuation (comma or full-stop) goes at the end. ● Keep this in front of you when you are doing MLA references 	
	<p>1. Author. <i>This is the author's name. This might be a corporate author.</i></p>	<p>1: Last name, first name, middle initial. 2: (1) and (1). 3: (1), et al.</p>

	<p>2. Title of source. <i>This is the title of the source you are using</i></p>	<p>If it's a book/website/work of art write this in <i>italics</i> For every other source use quotation marks " " For digital image = the name/caption/title</p>
	<p>3. Title of container, <i>This is the 'thing' that the source is in</i></p>	<p><i>In italics</i></p>
	<p>4. Other contributors, <i>These are the other people involved in creating the source</i></p>	<p>Translated by ____, Edited by ____, Illustrated by ____,</p>
	<p>5. Version, <i>This is used when your source has multiple editions</i></p>	<p>4th ed.,</p>
	<p>6. Number, <i>This is used when a source is part of series/volume</i></p>	<p>vol. 8, no. 2, vol. 9,</p>
	<p>7. Publisher, <i>This is the name of who/what published the source</i></p>	<p>Heinemann, Guardian News and Media,</p>
	<p>8. Publication date, <i>This is the date that the source was released to the public</i></p>	<p>1979, 26 Aug. 2014,</p>
	<p>9. Location. <i>This is where the source is actually located</i></p>	<p>pp. 10-15. p.365. www.youtube.com.</p>
	<p>10. Date accessed. <i>This is the date you accessed online sources THIS IS REQUIRED FOR IB FOR ALL ONLINE SOURCES</i></p>	<p>Accessed 6 Sept. 2017.</p>

<p>Author</p>	<p>Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period. Said, Edward W. <i>Culture and Imperialism</i>. Knopf, 1994.</p>
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<p>Title of source</p>	<p>The title of the source should follow the author's name. Depending upon the type of source, it should be listed in italics or quotation marks.</p> <p>A book should be in italics: Henley, Patricia. <i>The Hummingbird House</i>. MacMurray, 1999.</p> <p>An individual webpage should be in quotation marks. The name of the parent website, which MLA treats as a "container," should follow in italics: Lundman, Susan. "How to Make Vegetarian Chili." <i>eHow</i>, www.ehow.com/how_10727_make_vegetarian-chili.html.*</p> <p>A periodical (journal, magazine, newspaper article) should be in quotation marks: Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." <i>Tulsa Studies in Women's Literature</i>, vol. 15, no. 1, 1996, pp. 41-50.</p>
<p>WEBSITE</p>	<p>"Physical Theatre." <i>Bitesize</i>, BBC, 2017, www.bbc.co.uk/education/guides/ztfk6sg/revision. Accessed 3 Sept. 2017.</p>
<p>BOOK</p>	<p>Pickering, Kenneth. <i>Key Concepts in Drama and Performance</i>. Palgrave Macmillan, 2005.</p>
<p>IMAGE</p>	<p>: Jackson, Ted. "The Krewe of Rex jester float moves down St. Charles Avenue during Mardi Gras celebrations in New Orleans on Tuesday." <i>cleveland.com</i>, Advance Ohio, 21 Feb. 2012, www.cleveland.com/nation/index.ssf/2012/02/mardi_gras_draws_colorful_crow.html. Accessed 20 Sept. 2017.</p>

OWL

MLA stands for the Modern Language Association. The best resource for using MLA is the website created by Purdue Online Writing Lab @ <https://owl.english.purdue.edu/owl/resource/747/01/>. The following extracts have been taken from this website.

NOODLE TOOLS

We have a Secondary School subscription to **Noodle Tools**, which is online software that can help organise your Works Cited list and helps with MLA. You can sign up for **Noodle Tools** using the following link and instructions: <https://my.noodletools.com/logon/signin?group=27333&code=2896>

To start using NoodleTools, you must click the REGISTER button. You will then be prompted for the subscription username/password at that point:

Username: BMIS

Password: Lilongwe (please do not display on any publicly-viewable page)

HOW DO I USE NOODLE TOOLS?

Tutorials: <http://noodle.to/helpdesk>

Quick Guide: <http://noodle.to/quickteacher>

Archived webinars: <http://noodle.to/webinars>

IN-TEXT REFERENCES, FOOTNOTES

AND FIGURING

<p>In-text</p>	<p>The in-text citation is a brief reference within your text that indicates the source you consulted. It should properly attribute any ideas, paraphrases, or direct quotations to your source, and should direct readers to the entry in the list of works cited.</p> <p>For the most part, an in-text citation is the author’s name and the page number (or just the page number, if the author is named in the sentence) in parentheses. If the source does not have an author, you use a shortened version of the Title of the source. The key is to direct the reader to the source in your Works Cited which is in alphabetical order. So you are giving the reader where to look. Here are some examples:</p> <p>Imperialism is “the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory” (Said 9).</p> <p style="text-align: center;">OR</p> <p>According to Edward W. Said, imperialism is defined by “the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory” (9).</p> <p style="text-align: center;">OR</p> <p>In general, physical theatre involves “put*ting+ emphasis on movement rather than dialogue” (“Physical Theatre”).</p> <p>When creating in-text citations for media that has a runtime, such as a movie or podcast, include the range of hours, minutes and seconds you plan to reference, like so (00:02:15-00:02:35).</p>
<p>Footnotes</p>	<p>FOR THE EE, YOU WILL MAKE YOUR WORD COUNT MUCH EASIER IF YOU PUT THE IN-TEXT REFERENCES IN AS FOOTNOTES. IT IS NOT REQUIRED THAT YOU DO IT THIS WAY, BUT YOU CAN EXCLUDE FOOTNOTES FROM THE WORD COUNT IN MICROSOFT WORD, WHICH MAKES IT EASIER TO TRACK YOUR WORD COUNT.</p> <p>All you have to do is take what you would have put in the in-text reference and move it to the footnote. You just position the cursor where you want the footnote to go and then click on the References tab and hit insert footnote. It will then look like this:</p> <p>In general, physical theatre involves “put*ting+ emphasis on movement rather than dialogue.”¹</p>
<p>Figuring</p>	<p>Image figures:</p> <p>Figures are numbered in order of appearance. The figure and number should always appear in two places: the document main text (e.g. see fig. 1) and near the illustration itself (Fig. 1). Captions provide the owner or creator and titles or explanatory notes e.g.</p> <p>Fig. 1 Van Gogh, <i>The Starry Night</i> Fig. 2 Authors Own, <i>Rate of growth in tulips</i> Fig. 3 Maslow, <i>Maslow’s hierarchy of 7 needs</i></p> <p>Figure list:</p> <p>A figure list is appropriate when using multiple images, tables, diagrams, musical scores, photographs etc. in a formal document. Your figure list is placed at the end of your document before or after the works cited but before an appendix (if applicable). Unlike the Works Cited the Figure List is created in numerical order, using a normal MLA 8 citation.</p> <p>NOTE: There are some subject specific standards (i.e. VA) that need to be followed.</p>

¹(“Physical Theatre”)