**EE Session 7-8-9 Notes**

**Introduction to the Argument**

You should have FIVE sources and will now look for FIVE ADDITIONAL sources for your essay.

Look at p24 for Databases for Research.

Opportunity to access from home with FLA-PASS (<http://www.fda.edu/> and <http://www.cdaflorida.org> )

 Forms from Ms. Loeffel in order to receive parent permission.

 Access from Media Center, home, etc.

Opening Statement:

1. Whereas the introduction is the preview, the argument is the “main feature”
2. Whereas the, in the argument you are expected to actually do it.
3. Whereas the introduction is only worth 2 points

**Argument/Inserting Quotes:**

In approaching the argument section of your extended essay, focus on two things:

1. **Subdividing your argument according to your terms of measurement**. This enables you to “analyze your research question” by breaking it down into its component parts. It also ensures that you will be building your argument by constantly showing your reader how it “relates to your research question”. Also, it helps you formulate your ideas in a “logical and coherent way”
2. **Inserting your quotes.** This allows you to show a balance of your own ideas as well as those ideas from your research.

**Reviewing Criteria to be Discussed in this Session:**

 For our discussion today on developing your argument

Criteria D**: Knowledge and Understanding of the Topic Studied** (4pts)—The extent to which the essay clearly and precisely locates the investigation within the academic context. “Academic context” can be defined as the current state of knowledge in the field of study under examination.

Criteria E: **Reasoned Argument** (4pts)—The extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. This is where the “terms of measurement” in your research question help you sequence and analyze ideas to meet this criterion.

Criteria F: **Application of analytical and evaluative skills** (4pts)—The extend to which the essay shows effective and sophisticated use of appropriate analytical and evaluative skills. Here is where our lesson on inserting quotes will help you meet this criterion.

Criteria G: **Use of Language Appropriate to the Subject** (4pts)—The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately with skill and understanding.

**REPORTS vs. INVESTIGATIONS**

 Criteria C (4pts)

The extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered that is relevant to the research question. Where the research question does not lend itself to a systematic investigation of the subject in which the essay is registered, the maximum level that can be awarded is 2.

 Investigation: Report:

 Presents two sides like a debate Presents facts

 Focus is on sources Focus on information

 Focus on thinking; compare/contrast Focus on writing facts down in a narrative

 Specific factors that indicate an essay is an investigation:

1. There is more than one opinion, possibility, or theory being presented
2. The writer includes a comment after a quote explaining why it was included
3. The writer evaluates the quality of an author or source or the quality of the information
4. The writer questions the information presented or introduces another possibility to consider
5. The writer breaks down a main idea into smaller pieces of information and/or gives examples
6. There is evidence of the writer’s own point of view or reaction to the information
7. Two different ideas, people, or events are compared and contrasted

Specific factors that indicate an essay is a report:

1. Only one point of view is presented
2. There are no cited quotes—just facts presented as if they were the writers own ideas
3. Factual information is presented as true with no other possibilities considered
4. The writer focuses on information rather than the quality or purpose of the information.

Now is where we look at excerpts from past essays for students to decide if they are investigations or reports.

Students will read the example excerpts (Witchcraft, Jungle Fever, Slave Definition). Teacher will read aloud. Students identify whether it is a report or an investigation. Also, identify which of the above factor(s) indicate what the example’s classification should be.

**\*\*\*\* We need to scan the examples for the website**

**PRESENTING KNOWLEDGE IN CONTEXT**

1. Direct/Indirect: All must be referenced
	1. No matter which, all information that is not based on your…
2. Framing a quote:
	1. When a night talk host as guests on his show, they don’t just wander out and talk. He introduces them, they talk, he responds

**INSERTING QUOTES (Session 9)**

1. Think of your quotes like a talk show host. You are the host, the quotes are from your guest, and the reader is the studio audience.
2. Your quotes should show the extent of balance between your ideas and the substantiation of these ideas by research from your experts (there should be 20-30 quotations)
3. Cite all factual information. If facts can be shown in FIVE sources, they can be considered “common knowledge”. If you are not sure, make it a quotation.
4. Choose quotes carefully. Make sure they fit within your argument. Think about the purpose for using each quote.
5. Use quotes to substantiate ideas or give examples. Quotes should show where you are basing a point you are making. In literature, make sure the quote is not simply “telling the story” but rather quote from the story in order to make a point about the story
6. Framing quotes: introduce it, insert quote, cite it, respond to the quote with an explanation.

THE EIGHT WONDERS OF ANALYSIS AND EVALUATION

 As you insert your quotes, make sure you do as many of the following:

1. Substantiation: Cite a source as an example of a point you are attempting to make
2. Interpretation: Explain what a source is trying to say
3. Limitation: Consider points a source may not have included which limit our knowledge on the information presented.
4. Reliability: Judge the quality of a source—Point out why its view may or may not be reliable.
5. Consistencies: Find points on which two sources seem to agree
6. Discrepancies: Find points on which two sources seem to disagree
7. Assumptions: Find information that seems to be assuming something that may or may not be true
8. Bias: Find information presented as fact that is based on a source’s opinion

**IV. Avoid conclusive statements**: In your comments on your quotes, keep

the mood of investigation throughout your introduction and argument and

save decisions for your conclusion. (i.e. You might say something like: this

seems to suggest that… rather than this **is…**

***Here are some other examples of signals you might consider:***

**A. To show you are making a basic logical response to an idea**

**quoted:** This quote shows… From this one might assume… From

this we can conclude… In other words… Accordingly…

Consequently… Therefore… Hence. .. Thus…, etc.

This suggests (implies, indicates) that, … etc.

**B. To show a likeness:** This confirms,…, Like such and such,… This

is one more example of…, Again we see…, etc.

**C. To show a difference:** Nevertheless…, However,… In contrast

to…, Conversely another source points out that…

Whereas Hitler did (this)… Napoleon did… (that)

Though this may be true…, it may not account for‐‐ etc.

**D. Other ways to show you are opened to many possible points**

**of view:** Instead of using words like “is”, “are” when making a

statement, use words like, “may”, “might”, “seem to be” or add

words like, “perhaps”, “apparently”, “evidently”, etc.

**Activity: Evaluating Student excerpts. Given excerpts of arguments**

**from past essays, students identify examples of framing quotes. If**

**time, students evaluate examples of use of phrases and wording that**

**illustrate keeping the mood of investigation.**