

The Investigation Stage:

So what is research?

Research is ongoing! Reading, viewing, planning, analysing, attending workshops or performances. It takes time...

Research into your

- chosen medium and form
- concept
- subject
- theoretical underpinnings



This research starts in Term 4, and continues over the holidays and into Term 1 and Term 2

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The Investigation Stage: Why is research so important?

Extension 2 **Marking Guidelines**



Major Work /40:

- “Formulates sophisticated insights and concepts through investigation. Communicates highly developed ideas with sophistication.”

Reflection Statement /10:

- “Comprehensively explains the relationship of extensive investigation to the major Work”

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The Investigation Stage: Research and the Role of the Journal

- Record all research/reading/viewing/listening here in the journal – the bibliographic details etc.; use the journal as a record (*evidence*) of the process of research – as well as the ideas and things you intend to read and do.
- The journal will include all drafts.
- The journal will help students write Assessment 2 (Lit. Review) and Assessment 3 (Critique of the Process).
- Syllabus (p.53): reflections/thoughts; concept mapping; inquiry question; action plan; annotated extracts of texts you've examined; a developing reference list



The Investigation Stage: Research is Ongoing!

- Term 4
 - Holidays
 - Term 1
 - Term 2
 - Continual recording in the journal
-
- ideas change, and develop – encourage students to keep exploring and reading/viewing their chosen form even once they think they you know exactly what they're doing.



The Investigation Stage: The internet and research

Stanford Encyclopaedia of Philosophy – a site to explore for **ideas/concepts**. Find further works from the bibliographies

<http://plato.stanford.edu/>

IEP: Internet Encyclopaedia of Philosophy - Literary Theory

Author home pages: e.g. Ian McEwan Homepage (books; articles about him that you can find in libraries; interviews with him – some with direct links)

Explore search terms specific to your MW e.g. Tim Winton and landscape; Virginia Woolf and memory

University English Departments: Staff profiles (good for contacting mentors)

https://www.google.com.au/?gfe_rd=cr&ei=OIkUVqHZBaTu8wfqrbTYBw&safe=on&gws_rd=ssl#safe=strict&q=sydney+university+english+faculty

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The Investigation Stage: The internet and research

Google Scholar: great for literature searches. (Gives you access to sections from the books which may be enough, or you can then borrow them from a university library – or photocopy relevant sections)

Electronic data bases such as *Questia*; *Cambridge Companion Online*:
<http://universitypublishingonline.org/cambridge/companions/>

Literary Journals: *ALS*

Literary Series e.g. Cambridge, Routledge, Oxford

Bookmarking tools such as *Delicious* and *Diigo*

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Sample Timeline of Ext 2 Course

- **Term 4** Viva Voce (Assessment Task 1)
- **Term 1 day 1 Draft 1 due** (*feedback provided by an ex HT English*)
- **Term 1** week 10 Literature Review (Assessment Task 2)
- **Term 2 day 1 Draft 2 due** (*feedback provided by an experienced external marker*)
- **Term 2** week 7 Critique of the Creative Process (Assessment Task 3)
- **Term 3** week 5 – MW + RS + Journal due to NESA

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Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce (including written proposal) + journal	Literature review + journal	Critique of the creative process + journal + latest MW draft	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

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Organisation Tips

LESSON No 1:

Student Booklet (which they sign for) distributed containing:

- Assessment schedule
- each assessment task + the criteria
- Course outcomes
- Marking guidelines
- Fact Sheets
- The composition process and the role of the journal
- An explanation of The Reflection Statement
- A page where students list all the texts and electives they have studied in the Preliminary Adv. and Ext. 1 courses to prompt their thinking about the relationship of their Major Work ideas to the “knowledge, skills and understanding” developed in the Adv and Ext courses thus far.
- Students writing down ideas for Major Work at this early stage (shown on a previous screen)

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Organisation Tips

LESSON NO 2:

- PowerPoint on the Importance of Research
- Some tips on how to commence research into concept and into form
- Suggestions for finding an Ext 2 mentor – sample letter
- Discussion about referencing and citations
- All my own work and the importance of the evidence of process through using your journal
- Using *The Young Writers' Showcase* Samples + e-book exemplars of each form (coming soon!)
- Student use rest of lesson – if there is time – to start researching using the links in the research PowerPoint

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Organisation Tips

LESSON No. 3

- A whole lesson discussing and looking at samples of the different Major Work forms
- Time line of course distributed – a kind of scaffold to help student (and teacher) time management
- Moodle or Google Classroom of ex students' work and resources – theory articles etc.

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