

# Extended Essay Group 1 Language & Literature

Student Training  
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# ENGLISH EE GUIDELINES/RULES

- \* Category 1: Any literary analysis focused directly on a work or collection of fiction or non-fiction works found in a country where the language (English) is spoken
- \* Category 2: A comparison of a concept studied between two fiction or non-fiction works, one of which must be originally written in English and one written in a different language, studied in translation

# CHOOSING A TOPIC: WHAT WORKS

- \* Write down an author, poet, or work of literature you love, and use that as a guide for generating a possible topic
- \* You should know/love your work enough to propose a specific focus (water, racism, a specific metaphor developed over time)
- \* Classical literature generally trouble-free, provided your personal comfort level and enthusiasm
- \* Contemporary works (JK Rowling, John Greene, 21<sup>st</sup> century modern dystopian literature) can work if question is focused on a motif or other device/set of devices

# CHOOSING A TOPIC: WHAT DOESN'T WORK

- \* Works or authors you have not read
- \* Works you did not particularly enjoy or value
- \* A text too simple in vocabulary or short in length
- \* Any series that is too long (*Harry Potter* is fine but choose 3-4 of the 7 texts)
- \* A proposal based solely on your enthusiasm of a text
- \* Contemporary literature of weak literary merit or no current literary criticism (*Twilight*). Questions? See Group 1 teacher.

# WRITING THE ENGLISH EE

- \* Avoid typical topics analyzing simply theme and characterization. You're shooting for originality!
- \* Using multiple works allows less demanding works that might be shorter or are at an easier reading level
- \* Consider taking a position opposing a traditional interpretation/argument

# TREATMENT OF SOURCES

- \* Use primary sources primarily to:
  - \* Show connections between your chosen work and other works by the same or a different author/poet/orator
  - \* Establishes the vast majority of your argument
- \* Use secondary sources minimally to:
  - \* Support your own argument, but not dominate it
  - \* Develop a counterargument that you can refute or extend in your own way

# POSSIBLE TOPICS: ENGLISH

- \* To what extent is *The Lord of the Rings* an empowering work for the female?
- \* To what extent does JK Rowling use blood as a complex literary device in the Harry Potter series to demonstrate the negative impact of racism?
- \* To what extent does the motif of illogicality in Lewis Carroll's *Adventures in Wonderland* emphasize the complexities of the adult world?

# POSSIBLE TOPICS: ENGLISH

- \* How do Jeanne DuPrau and Lois Lowry, in their respective novels *The City of Ember* and *The Giver*, use a motif of light and color to display an undertone of hope?
- \* In what ways does John Green use water as a motif in his novels *Looking for Alaska* and *The Fault in Our Stars*?



# ENGLISH EE

- \* English EE benefits
  - \* Secondary sources relatively few (shorter bib)
  - \* Familiarity of MLA, sourcing, and lack of extra sections
- \* English EE challenges
  - \* Requires strong background and great enthusiasm of your topic
  - \* Strong literary analysis skills required