

# **IB LATIN**

# **RESEARCH DOSSIER PROJECT**

## **STEPS & DUE DATES**

### **Step 1 – Summer assignment**

- Refer to the next page for IA Project “Summer Assignment” information.

### **Step 2 – Due 3<sup>rd</sup> class period after school begins**

- Summer Assignment
  - o Preliminary Reading Log & Research question assignment
- NoodleTools account set up

### **Step 3 – Due first full week of October**

- A minimum of 5 primary sources
- A minimum of 20 research cards posted in NoodleTools
- Preliminary outline with 2 levels of detail in the outline to assist in organization of thoughts & information
- Meet and review work with teacher

### **Step 4 – Due first full week of November**

- A minimum of 7 primary sources
- A minimum of 30 research cards posted in NoodleTools
- Developed outline with 3 levels of detail in the outline and focused research question
- Meet and review work with teacher

### **Step 5 – Due first full week of January**

- First draft due
  - o Refer to the “Requirements” page of this packet.
  - o Review “IB Rubric” page of this packet to ensure quality of work

### **Step 6 – Due first full week of February**

- Final draft due

# SUMMER ASSIGNMENT

## Purpose:

Exploration is KEY in discovering what interests you! Therefore, this portion of your summer assignment is to read, read, read, and then read some more for the purpose of learning where your true interests lie and to narrow down the scope of your interest into a manageable research topic. Your end goal, through extensive reading, is to develop a sufficiently narrow research question that will guide you through the remainder of this project.

## Process:

1. Read ALL of the information provided in this packet to thoroughly familiarize yourself with the tasks and requirements of this project.
2. Decide on 2-3 areas of personal interest that pertain to some aspect of Roman culture.
  - a. Choosing only 2-3 areas of interest helps you narrow down your starting point.
  - b. It can be almost anything!
    - i. Clothing; law; architecture; a certain battle, general, or military element; social class; hair styles; bath house rituals; medicine; religion; a Roman author's poem or letter; literary/rhetorical/poetic device/meter used by an author; . . . are you getting the idea?
    - ii. Ask yourself: What sounds interesting? What do I want to know? What am I willing to spend time on doing the necessary reading and research?
3. Background Reading (Part 1 of 3)
  - a. You are required to complete a minimum of 10 hours of background reading on your identified areas of personal interest.
  - b. Reading from a wide variety of quality sources is essential to the process of discovering your true interests and helping you narrow your focus to one specific area of interest.
    - i. Wide variety = sources in print, databases, e-books, journals, etc.
    - ii. Quality sources = scholarly commentaries, historical works, etc.
  - c. Browsing through the *Oxford Classical Dictionary* or the *Oxford Dictionary of the Classical World* is a great way to get ideas and jumpstart the “brainstorming” process.
  - d. You may also consult *Wikipedia* and other generic websites as a general way to discover what interests you, however these are not appropriate sources for citation on your final product.

4. Preliminary Reading Log (Part 2 of 3).

- a. You are required to document your hours of background reading. This needs to be done *simultaneous to the Background Reading portion of the assignment.*
- b. Create your Reading Log using the design example provided.
  - i. At summer's end, your completed Log must be typed and printed for submission.
- c. Include the following information:
  - i. Date & Time Spent reading a specific source
  - ii. Title of Source & MLA citation for source
  - iii. Comments & Evaluation of Source
    1. A minimum of 3 comments per source must be included to demonstrate the value of the source and what you learned.
  - iv. Total Hours to Date

Example of Reading Log design

Date/Time Spent	Title of Source MLA documentation	Comments & Evaluation of Source	Total Hours to date
		Comments: 1. 2. 3.  Evaluation:	

5. Research Question (Part 3 of 3)

- a. By summer's end via the Reading Log assignment - Choose 1 specific area of personal interest to focus on for the remainder of this project.
- b. Use the "Writing Purposeful Questions" page of this packet to help you formulate a solid research question.
- c. "My Summer Assignment" – At the end of your Reading Log assignment, write 1-2 paragraphs describing how you came to decide on this 1 specific area of personal interest.
  - i. Did you anticipate this choice of topics when you began this assignment, or did your summer reading expose you to areas of interest you hadn't considered?
  - ii. Do you think you have sufficiently narrowed down your focus and developed a solid research question according to the "Guidelines" of this project or is this going to take more work?
- d. "My Research Question" – Following the paragraph(s), write the research question you have developed.

# GUIDELINES

## **Research Dossier: What is it?**

A research dossier is an annotated collection of **primary** source materials (i.e. an annotated bibliography – NOT an essay) relating to a topic in classical history, literature, language, religion, mythology, art, and/or archaeology, or their later influence.

The dossier may combine a variety of **primary** sources but it must **focus** on **ONE** specific topic, issue or question. Secondary source materials such as published historical works and commentaries do not count as primary source material, but should be included in your final works cited page as an indication of your base knowledge research.

## **Your Task:**

Through individual study, you will examine, in detail, some aspect of the Roman civilization that is of personal interest to you.

- You will read and research to develop base knowledge on your topic of interest. (Summer Assignment)  
*N.B. You are unqualified to write on a topic until you have completed significant background research on that topic. This is a challenging and time consuming process! Reading what scholars (secondary sources) who HAVE researched the topic have to say about it is a good way to start developing your own thoughts, observations, and opinions.*
- You will develop a quality research question to guide your research and the development of your project. (Summer Assignment)
- You will collect and analyze **primary** sources pertaining to your research question using Noodle Tools and outlining to help guide your thought process.
- When you are ready to begin your 1<sup>st</sup> full draft:
  - You will develop an introductory paragraph introducing your topic and stating your research question.
  - You will organize your **primary** sources and analytical commentary into an annotated collection of source materials (i.e. an annotated bibliography)
  - You will write a conclusion to bring your analytical research full circle by connecting back to your original research question
  - You will compile a properly formatted Bibliography / Works Cited page as a record of all primary and secondary sources used for your project.

# **REQUIREMENTS**

1. Annotations
  - a. 10000 word limit
  - b. Introduction, analytical commentary and conclusion are included in the word count
  - c. Source materials, footnotes and bibliography are not included in the word count
2. Primary Sources
  - a. 7-9 primary sources required
  - b. Examples include, but are not limited to:
    - i. Latin text from authentic work(s) of Roman author(s)
      1. 10 lines of verse / 150 words of prose maximum for each primary source
      2. may include quality translation
    - ii. Pictures, photographs of primary source (i.e. Roman sculpture, mosaic, building, etc.)
    - iii. Other visual materials such as maps and diagrams (i.e. geographical location, military formations, etc.)
  3. Formatting
    - a. title page – must include title, student name, candidate number, and word count
    - b. introduction – must justify and explain the choice of question or topic and include your research question
    - c. primary sources – must be interspersed with annotations that justify, explain, analyze each source

This is **NOT** an essay.
    - d. a conclusion – must support and bring full circle the research question identified in the introduction
    - e. a bibliography / works cited page – must be properly formatted with all source materials included
    - f. footnotes (or endnotes) – may be used to cite references or to provide additional explanatory information, but should be used in a concise manner rather than as an opportunity to manipulate the word count of the dossier.
  4. A quality Research Dossier will include:
    - a. a clear research question
    - b. considerable factual information
    - c. a logical, coherent flow of information (argumentative outline)
    - d. critical use of a variety of primary sources
    - e. personal analysis and interpretation of the source material
    - f. a personal response to and indication of personal investment in the topic

## Writing a Purposeful Research Question

**Step 1: Name your topic.** Early in your research, describe your work in one sentence. Use adjectives to describe your nouns.

I am learning about (or reading about, or studying) \_\_\_\_\_.

**Example:** I am studying public funding for the arts.

**Step 2: Suggest a question.** Try to describe your research by developing a question that specifies something about your topic.

I am studying \_\_\_\_\_ because (in order to) I want to find out (who, what, when, where, whether, why, or how) \_\_\_\_\_.

**Example:** I am studying public funding for the arts because I want to find out how accessible the arts are to those people who are members of the working poor.

**Direct Question:** How accessible are the arts to people who belong to the class of the working poor?

**Step 3: Add a rationale.** Take your questioning one step further by adding a second question aimed at determining your rationale.

I am studying \_\_\_\_\_ because I want to find out \_\_\_\_\_ in order to understand (how, why, or whether) \_\_\_\_\_.

**Example:** I am studying public funding for the arts because I want to find out how accessible the arts are to the working poor so I can determine whether our tax dollars support cultural enrichment for all citizens regardless of their socio-economic status. (Note the rephrasing of the purpose stems.)

**Direct Question:** To what extent do state and federal tax dollars support cultural enrichment for all citizens regardless of their socio-economic status?

**Step 4: Repeat the process.** Now, repeat steps 1-3 as often as it takes for you to write enough detail to believe in what you are researching, know what you want to find out, and understand your reason for undertaking your research. Oh – and in between your attempts to work through these steps – have someone read your answers. This will force you to stay on track and keep working.

\*\* When you can adequately state the “because I want to find out” portion of your topic, you have determined your reason/purpose for studying and writing about it. \*\*

Be aware that this is a critical yet difficult step in the research process. You cannot write a full statement of purpose or a quality research question until you have gathered and read solid information on your topic.

(This information has been mildly adapted from a handout used for extended essay research.)

## HOW TO WRITE AN OUTLINE

An outline breaks down the parts of your thesis in a clear, hierarchical manner. Most students find that writing an outline *before* beginning the paper is most helpful in organizing one's thoughts. If your outline is good, your paper should be easy to write.

The basic format for an outline uses an alternating series of numbers and letters, indented accordingly, to indicate levels of importance. Here is an example of an outline on a paper about the development of Japanese theater:

OUTLINE	NOTES
I. Thesis: Japanese theater rose from a popular to elite and then returned to a popular art form.	The thesis is stated in the first section, which is the <b>introduction</b> .
II. Early theatrical forms A. Bugaku B. Sarugaku C. Primitive Noh D. Authors and Audience III. Noh theater A. Authors B. Props 1. Masks a. women b. demons c. old men 2. Structure of Stage C. Themes 1. Buddhist influence 2. The supernatural D. Kyogen interludes E. Audience IV. Kabuki A. Authors B. Props 1. make-up 2. special effects C. Themes 1. Love stories 2. Revenge D. Audience V. Bunraku (puppet) theater A. Authors B. Props C. Themes 1. Love stories 2. Historical romances D. Audience	The <b>body</b> follows the introduction, and breaks down the points the author wishes to make.  Note that some sections have subdivisions, others do not, depending on the demands of the paper.  In this outline, II, III, & IV all have similar structure, but this will not necessarily be true for all papers. Some may only have three major sections, others more than the five given here.
VI. Conclusion	Your <b>conclusion</b> should <i>restate</i> your thesis, and <i>never</i> introduce new material.

## Standard Level RUBRIC for Research Dossier

**A: Quality of Ideas** – Quality of ideas refers to the selection of the topic and the sources.

MARKS	LEVEL DESCRIPTOR
0	<ul style="list-style-type: none"> <li>▪ The work does not reach a standard described by the descriptors below.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>▪ Quality of ideas is barely existent.</li> <li>▪ The sources selected are not appropriate.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>▪ Quality of ideas is very limited.</li> <li>▪ The assignment rarely shows any evidence of personal engagement.</li> <li>▪ Few of the sources selected are appropriate.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>▪ Quality of ideas is limited but generally adequate.</li> <li>▪ The assignment shows some evidence of personal engagement, though this may be limited.</li> <li>▪ The sources selected are sometimes appropriate.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>▪ Quality of ideas is consistently satisfactory.</li> <li>▪ The assignment shows some personal engagement.</li> <li>▪ Some judgment has been shown in selecting a range of sources.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>▪ Quality of ideas is good.</li> <li>▪ The assignment shows considerable personal engagement.</li> <li>▪ Considerable judgment has been shown in selecting a varied and interesting range of sources.</li> </ul>

**B: Knowledge and understanding** – Knowledge and understanding refer to the sources and the annotations.

0	<ul style="list-style-type: none"> <li>▪ The work does not reach a standard described by the descriptors below.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the task are barely existent.</li> <li>▪ There are virtually no meaningful annotations, making it difficult to discern any knowledge of the topic or understanding of the relevance and importance of the chosen sources.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the task are very limited.</li> <li>▪ Annotations demonstrate poor knowledge of the topic and a very limited understanding of the relevance and importance of the chosen sources.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the task are limited but generally adequate.</li> <li>▪ Annotations demonstrate some knowledge of the topic and limited understanding of the relevance and importance of the chosen sources.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the task are consistently satisfactory.</li> <li>▪ Annotations demonstrate knowledge of the topic and understanding of the relevance and importance of the chosen sources.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the task are good.</li> <li>▪ Annotations demonstrate a wide knowledge of the topic and a good understanding of the relevance and importance of the chosen sources.</li> </ul>

**C: Coherence and clarity of argument** – Coherence and clarity refer to the annotations. The total length of the annotations or written commentary must be a maximum of 800 words. **A deduction of 2 marks for criterion C will be made if the word limit is exceeded.**

0	<ul style="list-style-type: none"> <li>▪ The work does not reach a standard described by the descriptors below.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>▪ Coherence and clarity are barely existent.</li> <li>▪ The material is not organized and there is no logical development of ideas.</li> <li>▪ Arguments show no focus, development or relevance.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>▪ Coherence and clarity are very limited.</li> <li>▪ There is a poor attempt to organize the material and to develop ideas in a logical manner.</li> <li>▪ Very few arguments are focused, developed or relevant.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>▪ Coherence and clarity are limited but generally adequate.</li> <li>▪ There is an attempt to organize the material and to develop ideas in a logical manner.</li> <li>▪ Some arguments are focused, developed and relevant.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>▪ Coherence and clarity are consistently satisfactory.</li> <li>▪ The material is organized and ideas are developed in a logical manner.</li> <li>▪ Arguments are mostly focused, developed and relevant.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>▪ Coherence and clarity are good.</li> <li>▪ The material is well organized and there is a logical flow of ideas.</li> <li>▪ Arguments are well focused, developed and pertinent.</li> </ul>