

CLU3M

INDEPENDENT STUDY, RESEARCH PAPER & LECTURE

The independent study in CLU3M is a social science research process; the research paper and the lecture are the final products of that process.

Topic: The purpose of these combined assignments is to have you inquire into either a famous Canadian legal case or current Canadian legal issue. A list of topics will be suggested.

I: Independent Study:

This research process requires the completion of three components.

	<u>Mark Value</u>	<u>Due Date</u>
(1) Proposal	20	_____
(2) Research Interview	60	_____
(3) Draft Introduction	20	_____

The research process forms a considerable portion of the 'Thinking and Inquiry' component of your final course mark.

Instructions and evaluation sheets for all components will be provided.

II: Research Paper (Essay):

Due Date: _____

After completing the independent study, you will submit an essay of no fewer than 1,500 words as a product of that research process. The essay will form a considerable portion of the 'Communication' component of your final course mark.

III: Lecture:

Lectures Begin: _____

Your lecture will share the findings of your research with the class. Your lecture will be evaluated on its own merits and on a test based on all students' lectures.

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INDEPENDENT STUDY COMPONENTS

(1) Proposal

Due: _____

Make a written submission about the topic you have selected that includes:

1. the topic
2. the reasons for choosing the topic
3. your frame of reference prior to preliminary research
4. the scope and limits within which the topic will be researched (time frame, geographical location, etc.)
5. preliminary research from:
 - (a) the textbook
 - (b) an encyclopaedia
 - (c) another source
6. a tentative thesis (proposition to be proved)

(2) Research Interview

Begin: _____

In an arranged time outside of regular class, present your research material. This presentation requires:

1. A minimum of EIGHT sources, some of which should be primary sources. Sources may be books, periodicals, documents, published papers, media, etc.
2. A proper bibliography of the sources.
3. Research information from the sources recorded and organized in a systematic fashion.

(3) Draft Introduction

Due: _____

The final component of the research process requires you to complete and submit a draft introduction for your research paper (essay). Your introduction should introduce your reader to the topic, briefly outline the major points you intend to make about it, and clarify the scope and limit of your paper. Most importantly, it must state your thesis or position on the topic clearly and unequivocally. To add to your challenge, all of this must be accomplished in an interesting manner that attracts the reader's attention and makes him or her want to read on. Your introduction should be at least one paragraph and no more than two paragraphs in length.

Proposal Rubric

Criteria	Mark	Level 0 (0-49)	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-89)
<p>Topic Information the proposal states the topic, the reason for choosing it, the student's starting frame of reference prior to preliminary research, and the scope and limits within which the subject will be researched</p>	/5	<p>does not identify the topic</p> <p>does not identify the reason for choosing the topic</p> <p>no starting frame of reference</p> <p>scope and limits for research absent</p> <p>(0 - 2)</p>	<p>identifies the topic with limited clarity</p> <p>states the reasons for the topic choice with limited clarity</p> <p>provides a limited starting frame of reference</p> <p>provides a poor scope and limits for research</p> <p>(2.5)</p>	<p>identifies the topic with some clarity</p> <p>states the reasons for the topic choice with some clarity</p> <p>provides a fairly clear starting frame of reference</p> <p>provides an adequate scope and limits for research</p> <p>(3)</p>	<p>identifies the topic with considerable clarity</p> <p>states the reasons for the topic choice with considerable clarity</p> <p>provides a clear starting frame of reference</p> <p>provides a detailed scope and limits for research</p> <p>(3.5)</p>	<p>identifies the topic with a high degree of clarity and direction</p> <p>states the reasons for the topic choice with great clarity</p> <p>provides a clear detailed starting frame of reference</p> <p>provides a detailed and well considered scope and limits for research</p> <p>(4 - 5)</p>
<p>Preliminary Research evidence of research into the chosen topic from at least three sources</p>	/10	<p>no evidence of research</p> <p>information unorganized</p> <p>unacceptable bibliographical citations</p> <p>(0 - 4.5)</p>	<p>limited evidence of research</p> <p>information poorly organized and recorded</p> <p>limited use of bibliographical citations</p> <p>(5 - 5.5)</p>	<p>some evidence of research</p> <p>information is somewhat organized and recorded</p> <p>bibliographical citation done with some degree of accuracy</p> <p>(6 - 6.5)</p>	<p>considerable evidence of research</p> <p>information is organized and systematically recorded</p> <p>bibliographical citation is done with a considerable degree of accuracy</p> <p>(7 - 7.5)</p>	<p>thorough evidence of research</p> <p>information is highly organized and systematically recorded</p> <p>bibliographical citation has a high degree of accuracy</p> <p>(8 - 10)</p>
<p>Thesis a tentative thesis (proposition to be proved) is present</p>	/5	<p>unacceptable tentative thesis or no tentative thesis</p> <p>(0 - 2)</p>	<p>undeveloped tentative thesis</p> <p>(2.5)</p>	<p>partially developed tentative thesis</p> <p>(3)</p>	<p>well developed tentative thesis</p> <p>(3.5)</p>	<p>highly developed tentative thesis</p> <p>(4 - 5)</p>

TOTAL

20

COMMENTS:

Research Interview Rubric

Criteria	Mark	Level 0 (0-49)	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-89)
Bibliography complete; accurately records the sources consulted in proper bibliographical style	/10	incomplete or missing sources are not accurately recorded (0 - 4.5)	limited or partial bibliography records sources with limited accuracy (5 - 5.5)	somewhat incomplete bibliography records sources with some degree of accuracy (6 - 6.5)	considerable bibliography with minor errors records sources with a considerable degree of accuracy (7 - 7.5)	complete bibliography with considerable detail records sources with a high degree of accuracy (8 - 10)
Number and Type of Sources an effective number and variety of sources have been consulted, including primary sources	/15	inadequate number of sources little or no variety of sources no primary sources present (0 - 7)	limited number of sources limited variety of sources very few primary sources present (7.5 - 8.5)	minimum number of sources used some variety of sources few primary sources present (9 - 10)	a considerable number of sources are used considerable variety of sources some primary sources present (10.5 - 11.5)	a high number of sources are used excellent variety of sources many primary sources present (12 - 15)
Quality and Relevance of Sources the chosen sources support the research topic and thesis	/15	sources do not support chosen subject and thesis (0 - 7)	sources poorly support chosen subject and thesis (7.5 - 8.5)	sources somewhat support chosen subject and thesis (9 - 10)	sources considerably support chosen subject and thesis (10.5 - 11.5)	sources thoroughly support chosen subject and thesis (12 - 15)
Recording and Organization of Information research information from the sources is organized and recorded	/20	information is not organized and recorded (0 - 9.5)	information is poorly organized and recorded (10 - 11.5)	information is somewhat organized and recorded (12 - 13.5)	information is organized and systematically recorded (14 - 15.5)	information is highly organized and systematically recorded (16 - 20)

TOTAL

60

COMMENTS:

Draft Introduction Rubric

Criteria	Mark	Level 0 (0-49)	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-89)
Introduction of Topic introduces the chosen topic and outlines major points	/5	does not introduce topics or outline major points (0 - 2)	introduces topics and outlines points with limited effectiveness (2.5)	introduces topics and outlines major points with some degree of effectiveness (3)	introduces topics and outlines major points with considerable effectiveness (3.5)	introduces the topics and outlines major points with a high degree of effectiveness (4 - 5)
Scope and Limits articulates the chronological and geographical boundaries for research in relation to the chosen thesis	/5	scope and limits for research absent no connection to the chosen thesis (0 - 2)	provides a poor scope and limits for research some connection to the chosen thesis (2.5)	provides an adequate scope and limits for research adequately connected to the chosen thesis (3)	provides a detailed scope and limits for research well connected to the chosen thesis (3.5)	provides a detailed and well considered scope and limits for research in full harmony with the chosen thesis (4 - 5)
Articulation of Thesis the thesis (proposition to be proved) is clearly stated in the introduction	/5	unacceptable thesis or no thesis (0 - 2)	undeveloped thesis (2.5)	partially developed thesis (3)	well developed thesis (3.5)	highly developed thesis (4 - 5)
Style (Attraction to the Reader) conventions of formal writing are followed in the text	/5	poorly written (0 - 2)	demonstrates limited writing ability (2.5)	somewhat follows the conventions of formal writing (3)	considerably follows the conventions of formal writing (3.5)	fully follows the conventions of formal writing (4 - 5)

TOTAL

20

COMMENTS:

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RESEARCH PAPER (ESSAY)

1. Your essay must be no less than 1,500 words.
2. Your essay must follow accepted principles of English composition and conform to standard essay style. It should include:
 - an introduction (which presents the topic, major ideas, scope and limits, and thesis or proposition to be proved)
 - a body (which presents evidence and arguments to support the thesis)
 - a conclusion (which summarizes the essay's content, reiterates the thesis and leaves the reader with food for thought)
3. Your essay must be written in the third-person narrative. Do not use the first person ("I") narrative.
4. The bulk of your essay should be written in your own words. This will require a fair amount of analysis and summarizing of your source material. Direct quotations from your source material should be used sparingly and to good effect. Plagiarism (copying material or ideas directly from your sources without documenting it) is dishonest and will be penalized.
5. Your sources of information should be properly documented with footnotes/endnotes and a bibliography. DO NOT use parenthetical references; they are inappropriate for a research paper of this nature. Footnotes/endnotes bibliographically indicate the source from which you obtain ideas and are used to document the origin of facts that are not common knowledge, direct quotations, and paraphrasing from your research material.
6. Your bibliography requires a minimum of EIGHT sources, some of which should be primary sources. Sources may be books, periodicals, documents, published papers, media, etc.
7. Your essay should be in proper manuscript form:

(a) use 8½" x 11" blank white paper	(e) indent paragraphs
(b) have a title page with a word count	(f) single space and indent long quotes
(c) double space	(g) number pages
(d) leave a 1" margin all around	
8. Please submit TWO copies.

Writing a Legal Research Essay

A legal research essay is a special type of document, different from essays prepared for other courses such as English. A legal research essay deals with the law as it pertains to a certain subject, and the factors that influence to law. Therefore, the law must be the source of your thesis. A legal research essay is not an opinion essay, or a sociology essay where you are giving your opinion on a subject. It is not a vehicle for creative writing.

For example:

if your topic were abortion, you would examine:

- the history of abortion law; when it started and how it changed over the years
- current abortion laws; what they say, what they require
- current forces at work to change the law; the arguments of the 'pro-choice' movement, the arguments of the 'pro-life' movement, the current government view, the current view of the medical and legal professions
- any proposed legislation; the advantages and criticisms thereof

Things that would be inappropriate in such an essay:

- your personal view of abortion (not relevant here)
- descriptions of methods of abortion
- propaganda from either side of the issue
- descriptions of the emotional effects of abortion

I: Choosing a Topic:

The first step in choosing a successful topic for your research essay is to find a topic on which there is a great deal of written material. Many topics are current and exciting, but there is little or no written material. This makes it very difficult to research and write a proper essay.

The best topics involve a legal 'issue' of some kind, where there is a great deal of controversy. This means there will be plenty of written material for reference.

II: Sources of Material:

Periodicals are a valuable source of information. Since many legal issues are current, they will simply not have books written on them. Newspapers are particularly helpful, as are news magazines like Maclean's. The Internet is also a viable source for many topics.

The public libraries have a limited selection of material. Be forewarned: often, such material is quite dated, and of little value in legal research. Government offices often have materials for distribution, if there is time to get it. It is often better to arrange to pick up materials, rather than having them mailed. The course textbook is an excellent resource for many topics.

The Law Library at UWO is an excellent resource. You are welcome to use it, as long as you are on your best behaviour. If you create a nuisance, you will be thrown out permanently.

Remember: you are a guest!

A good source of materials is often found through friends of your family. Ask your parent(s) whether they know anyone that might be able to help. They might surprise you.

III: Content:

Your essay should include:

- the legal background of the issue (what does the current law say, how did it get that way, and what are the issues)
- the legal philosophy behind the law as it stands (what justification is there for the law?)
- the influences that are making this topic an issue (social, economic, etc.)
- a summary of the forces trying to change the law (government, media, individuals, organizations, etc.)

The conclusion of the essay summarizes the essay's content, reiterates the thesis and leaves the reader with food for thought. That 'food for thought' section should be an overview of where you think the issue is headed, based on the research you did. Do not simply give your opinion about where you think it should go; rather, predict what is going to happen based on your research. Remember to write in the third-person narrative ("This author predicts..." or "The research suggests..." rather than "I think...")

IV: Plagiarism:

Plagiarism occurs when you use words or ideas written by someone else in your essay without acknowledging the source. If you use a concept or a phrase, you must cite it properly using footnotes/endnotes.

If you do not cite your sources, it will be assumed that you meant to pass someone else's work off as your own. For this, you will receive a mark of ZERO.

Remember, paraphrasing someone else's work without acknowledging it via footnotes/endnotes is also plagiarism.

At the university and college levels, plagiarism is a serious academic offence, which can result in expulsion.

Essay Evaluation Rubric

Criteria	Mark	Level 0 (0-49)	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-100)
Structure/ Introduction states thesis/ main idea introduces main points	/15	no opening statement no identification of main points (0 - 7)	simple opening statement limited identification of main points (7.5 - 8.5)	thesis stated but unclear main points unclear (9 - 10)	thesis is stated but somewhat unclear main points introduced with moderate clarity (10.5 - 11.5)	thesis is precisely stated main points clearly introduced (12 - 15)
Structure/ Conclusion summarizes thesis/main idea summarizes main points	/15	thesis and main points are not summarized (0 - 7)	abrupt ending limited summarizing of main points (7.5 - 8.5)	thesis summarized but unclear main points summarized but unclear (9 - 10)	thesis summarized but somewhat unclear main points summarized but somewhat unclear (10.5 - 11.5)	thesis clearly summarized main points clearly summarized (12 - 15)
Supporting Reasons or Arguments arguments are logically related to and support the thesis	/25	arguments are unrelated and do not support the thesis (0 - 12)	arguments are unclear and not logically related to the thesis (12.5 - 14.5)	arguments are somewhat unclear and not logically related to the thesis (15 - 17)	arguments are usually clear and logically related to the thesis (17.5 - 19.5)	arguments are quite clear and logically related to the thesis (20 - 25)
Evidence and Examples relevant supporting evidence sufficient quantity of facts used	/25	no support of points, evidence is irrelevant unrelated use of facts (0 - 12)	limited support of points, evidence mostly irrelevant limited use of facts (12.5 - 14.5)	some points have been supported, some evidence not relevant insufficient or missing some facts (15 - 17)	most points have been supported with relevant evidence sufficient use of facts (17.5 - 19.5)	each point has been supported with relevant evidence substantial facts used (20 - 25)
Mechanics of Writing correct grammar and spelling used use of correct citation method	/20	grammar and spelling used with no accuracy and effectiveness citation method absent (0 - 9.5)	grammar and spelling used with limited accuracy and effectiveness citation method not followed (10 - 11.5)	grammar and spelling used with some accuracy and effectiveness citation method used but with significant errors (12 - 13.5)	grammar and spelling used with considerable accuracy and effectiveness minor errors in citation method (14 - 15.5)	grammar and spelling used with accuracy and effectiveness almost all the time precise use of citation method (16 - 20)

TOTAL

100

COMMENTS:

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LECTURE

Topic:

The famous Canadian legal case or current Canadian legal issue researched in your independent study.

Requirements:

1. Each individual student is to prepare and present a lecture on their topic. The length of the lecture is to be ____ minutes.
2. Your lecture must not be read directly from notes. Therefore only point form notes, with headings and subheadings, may be used. Carry the attention of the class by speaking to them.
3. You must provide class members with AT LEAST an outline of headings and subheadings which they can use to make notes on your topic. Obviously the outline you provide for them must correspond to your lecture's notes.

A completed copy of the outline must be submitted to the teacher. This completed copy will not be returned.

4. Use visual materials to illustrate your topic. Examples are maps, diagrams, artifacts, pictures, posters, and videos.
5. You will be responsible for your lecture on the date assigned. If you are to be away you must arrange an alternate date with the teacher in advance.
6. You must undergo a pre-lecture interview with the teacher in advance of your lecture. A schedule will be arranged for this.

Evaluation:

You will be evaluated on:

- (a) your lecture presentation according to the instructions above and the posted rubric
- (b) a test based on all students' lectures

Lectures Begin: _____

Oral Presentation Rubric

Criteria	Mark	Level 0 (0-49)	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-100)
Information Presented relevant and valuable; shows depth of research (Knowledge)	/15	inadequate information was researched and presented (0 - 7)	little relevant information was researched and presented (7.5 - 8.5)	some relevant information was researched and presented (9 - 10)	valuable information was researched and presented (10.5 - 11.5)	highly valuable information was researched and presented (12 - 15)
Knowledge and Understanding student(s) understand the required facts and terms (Knowledge)	/15	demonstrates inadequate understanding of required facts and terms (0 - 7)	demonstrates a limited understanding of required facts and terms (7.5 - 8.5)	demonstrates some understanding of required facts and terms (9 - 10)	demonstrates considerable understanding of required facts and terms (10.5 - 11.5)	demonstrates a high degree of understanding of required facts and terms (12 - 15)
Worksheet was well designed and supported the presentation (Thinking and Inquiry)	/15	was inadequate for relevant note-taking (0 - 7)	was adequate for relevant note-taking (7.5 - 8.5)	was functional for relevant note-taking (9 - 10)	was effective for relevant note-taking (10.5 - 11.5)	was highly effective for relevant note-taking (12 - 15)
Presentation clear and concise; conversant with material; engaged students (Communication)	/30	presentation was unclear overly reliant on notes unengaging (0 - 14.5)	presentation was not always clear or concise mostly relied on notes rarely engaging (15 - 17.5)	presentation was fairly clear and concise sometimes relied on notes sometimes engaging (18 - 20.5)	presentation was clear and concise did not rely on notes mostly engaging (21 - 23.5)	presentation was clear, focused and concise did not rely on or refer to notes highly engaging (24 - 30)
Visual Aids relevant and effective (Application)	/10	visual aids were not present or irrelevant (0 - 4.5)	visual aids were hardly relevant and somewhat ineffective (5 - 5.5)	visual aids were relevant (6 - 6.5)	visual aids were relevant and effective (7 - 7.5)	visual aids were fully relevant and highly effective (8 - 10)
Application makes connections; transfers concepts, topics and terms to new contexts (Application)	/15	makes inadequate connections inadequately transfers concepts, topics and terms to new contexts (0 - 7)	makes limited connections demonstrates a limited ability to transfer concepts, topics and terms to new contexts (7.5 - 8.5)	makes some connections demonstrates some ability to transfer concepts, topics and terms to new contexts (9 - 10)	makes considerable connections demonstrates considerable ability to transfer concepts, topics and terms to new contexts (10.5 - 11.5)	makes many relevant connections demonstrates an exemplary ability to transfer concepts, topics and terms to new contexts (12 - 15)

TOTAL $\frac{\quad}{100} = K \frac{\quad}{30} + I \frac{\quad}{15} + C \frac{\quad}{30} + A \frac{\quad}{25}$

COMMENTS:

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INDEPENDENT STUDY, RESEARCH PAPER & LECTURE

SUGGESTED TOPICS

Paul Bernardo Case	Immigration policies and process	Capital Punishment
Clifford Olson Case	Obtaining citizenship	Gun Control
Guy Paul Morin Case	Child Abuse	Adoption
Klaus Barbie Case	Euthanasia	Adult Correctional Facilities
Jane Stafford Case	Abortion	Youth Correctional Facilities
Donald Marshall Case	Assisted Suicide	Battered Women's Centres
David Milgaard Case	Environmental Law	DNA testing
Susan Nelles Case	Censorship	advertising law
Ernst Zundel Case	Native Rights	labour relations law
Colin Thatcher Case	Surrogate Motherhood	Parole Laws
Helmuth Buxbaum Case	Cloning	Youth Criminal Justice Act
Ken Parks Case	Stalking	Oka Crisis
Gillian Guess Case	Freedom of Information legislation	Kreever Inquiry
Steven Truscott Case	Marriage, Separation and Divorce	Somalia Inquiry
John Robin Sharpe Case	Child Custody	Dubin Inquiry
Robert Latimer Case	Affirmative Action	Quebec Separation

Another Topic with Teacher Approval