**Seminar Assignment**

CLU 3MR Culminating Activity

**Task:** Prepare a 30-35 minute seminar on a chosen topic. Work in groups of 2 or as individuals. A seminar is, essentially, an oral essay. Students will do research and prepare a presentation and discussion that analyzes the impact of their topic on the world’s understanding of history.

**Possible Topics:**

Strengths/weaknesses of the Youth Criminal Justice Act

Impact of Sexual Harassment

The need for prison reform

Constitutionality of Anti-Terrorism legislation

What makes a serial killer?

Modern crime-solving techniques

Sports and athletes in the law

Organized crime in Canada

Street gangs in Canada

Environmental law and Canada’s responsibilities

Causes/frequency of wrongful convictions

Abuse of authority in the law

Workers’ rights/labour unions

Women and crime (criminalizing women)

Use of segregation in prisons

The mentally ill and the law

Legalizing prostitution

Legalizing marijuana

Doctor assisted death

Connections between crime and poverty

Indigenous Canadians in prison

Cyberbulling

Residential schools (intergenerational trauma)

**Success Criteria:**

**Hand out (Knowledge)**

* topic, names, thesis
* minimum 10 key facts
* was submitted ahead of time

**Presentation (Communication)**

* thesis clearly explained and regularly referred to
* voice is clear and well-projected
* eye contact with class is made
* good quality of unprepared speech (able to ‘ad-lib’)
* did not read
* approximately half the allotted time

**Use of Audio-Visuals and Dramatics (Communication)**

* ***THIS IS OPTIONAL!!!***
* effective timing
* clear connection to the thesis (not just ‘filler)
* visuals rather than text
* approximately 5 minutes

**Discussion (Thinking)**

* 2/3 of the class participated
* questions were high quality (not just ‘yes’ or ‘no’ answers)
* ability to control the discussion
* approximately half the allotted time

**Sources (Application)**

* high quality sources (no Wikipedia!)
* correct format used
* at least 7 sources

**Step 1: Proposal**

A proposal lets the teacher know what the initial plan is with the essay. It is completed after a little bit of research has been done. Students must prepare a proposal that includes the following 4 components:

1. Topic and reason why it was chosen – 2 points
2. Powerful information already discovered – 5 points
3. Explanation of the validity of study (why is this a good research topic?) – 4 points
4. Two books already located that may prove useful (APA referencing format)

References Format:

Able, George. (1965) *A History of Greece*. Toronto: Pittman Publishing.

Duncan, Angus. (1982) *Alexander the Great.* New York: Clarkson Publishing.

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2: Use of Research Periods**

Students will be evaluated on their use of the class time provided for seminar research and preparation. The teacher will use a checklist to identify and acknowledge the skills that students are using in their research. This is a key component of the Inquiry Process, as laid out in the Ontario CAWS curriculum.

* **R]** Selects and organizes relevant evidence (using appropriate material) (A1.2)
* **[C]** Identifies primary and secondary sources of information and their credibility (can explain, in brief, OPVL of sources) (A1.3)
* **[D]** Uses accepted forms of documentation (completes research notes appropriately) (A1.8)
* **[T]** Uses appropriate terminology when searching for information (asking for help from teacher, librarian, communicating with peers) (A1.9)
* **[E]** Able to get to work efficiently and effectively in the research setting (time management, appropriate level of noise) (A2.2)

Due Date: (continuous)

**Step 3: Research Notes**

**EACH student** must submit 6 pages of research notes, organized in accordance with the following format:

1. Source, expressed in APA referencing format, at the top of each page. (The second page of any source may simply read “continued”)
2. The left margin of each page must include the page number from where the information was obtained.
3. Recorded information is to be in point form, single-spaced and on one side of the page.

Quantity (# of research notes)

Quality (of recorded material)

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 4: Annotated Bibliography**

Choose 1 of your best sources.

An annotation must include:

1. **Complete citation** in APA format. The sources should be arranged in alphabetical order by author, as in a complete reference page. (1 point)
2. **A Summary** of the author’s main point and argument (1 point)
3. The **Origin** of the Source (2 points)
   1. What type of document is it?
   2. When and where was it produced?
   3. Who produced and why might they be qualified to add to the discussion on this topic?

* Provide information about the authority, background, and education of the author

1. The **Purpose** of the Source (4 points)
   1. Who was the intended audience?
   2. For what purposes what it written?
   3. Possible words to include: Persuade, Inform, Debate, Convince, Detail, Outline, Communicate, Describe, Entice, Sell, Rally
2. The **Content/Context** of the Source (3 points)

Questions to consider (all are not required)

* 1. When does this take place?
  2. Who is involved? People, Leaders, Nations
  3. Where is this?
  4. What impact/significance does this have and on who or what?
  5. Why did this take place/happen?

1. The **Value** of the Document (4 points)
   1. In one paragraph explain the value of the document for historians. Use specific evidence from the document to support your answer. A minimum of two values must be proven.
   2. With reference to the origin and purpose, what is the value of the document for historians studying this event?
   3. Avoid the use of the term ‘bias’. All sources are biased in some way.
2. The **Limitations** of the Document (4 points)
   1. In one paragraph explain the limitations of the source. Remember to make specific references to the document in your response. A minimum of two limitations must be proven.
   2. With reference to the origin and purpose, what are the limitations in your response for historians studying this event?
3. **Formatting**

* correct spelling and grammar
* clearly organized and neatly typed

**Step 5: Seminar Outline**

Students may use the teacher provided “essay outline” document or they may type up their own outline that follows the format given below.

The outline must state the following:

Thesis

Topic 1 (plus 3 supporting details)

Topic 2 (plus 3 supporting details)

Topic 3 (plus 3 supporting details)

(optional) Topic 4 (plus 3 supporting details)

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A complete bibliography must be submitted on the seminar date.**

**Step 6: Seminar Participation**

Students are expected to participate actively in all seminars. Students will earn up to 3 points for each seminar. To earn a point, a student must respond thoughtfully to a question posed by the presenters, or ask a thoughtful and appropriate question. At the end of all the seminars, students will receive a **communication** mark, based on their participation in the seminars. The mark will be based on the number of seminars presented.

**To Be Handed in on the Date of the Seminar: (They will not be accepted later)**

* Steps 3, 4, and 5, if not previously submitted
* Complete bibliography (in APA format)

**Step 7: Seminar Test**

Following all seminars, a test will be given to assess student learning over the duration of the seminars. The test will be composed of approximately 10 questions (based on the number of seminars presented) and students will choose 3 to respond to in formal paragraph style.

Test Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_