**Canadian and World Issues ISU**

CGW4U

Geography

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The Independent Study Project is designed to be an opportunity to

conduct a systematic investigation into an issue or problem of a geographic

nature. You will choose a topic, conduct research, determine a thesis, produce a convincing essay, and present your ideas to the class. Your report will argue the merits of one side of an issue or problem, but you will also be expected to explain or refute the validity of other viewpoints related to your topic.

In this activity you will have opportunities to:

* Evaluate and effectively use information from a variety of primary and secondary sources when conducting geographic inquiries, and apply relevant data when making decisions and solving problems
* Draw conclusions or make judgments or predictions on the basis of reasoned analysis

collect data, using field study techniques, and analyze the data to identify patterns and relationships

* Use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively
* Produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications related to a geographic issue
* Identify practical applications in the local community of conclusions reached in the independent inquiry

**Notes on Style:**

Your research paper is to be written in a formal, academic style. The **third person narrative** is the only acceptable style. Of course, your essay must be written in proper English. Spelling and grammar errors will be strongly censured.

Your research paper will include:

1. An **introduction** - which presents the topic of your paper, outlines its scope, gives your thesis, and identifies the major sub-topics.

2. Main **body** – which will present the evidence that you have collected through research that supports your thesis.

3. A **conclusion** – which will summarize the thesis and sub-topics.

The paper should be approximately 1500 – 2000 words in length.

Your essay must be written in your own words. Information must not be simply ‘lifted’ or copied from your sources. Summarize and paraphrase the ideas and cite the sources even if you have modified the wording. Give the sources for quotations.

Please be forewarned that **plagiarism** (copying directly from sources) will result in a mark of zero for this assignment.

Your research paper must have a bibliography that lists all the sources you used. A typical bibliography will include 10-15 items, at least 5 of which are academic sources from an education institution or journal.

The final draft of your research paper must be typed. Use standard-sized paper and Times new Roman 11pt or equivalent font, double space the essay with 1” wide margins. Illustrations should provide useful information and be referenced in the body of the essay. Include the illustrations either within the text or on a separate page following the reference in the text.

**Process**

Your topic will be selected in consultation with the teacher and must be appropriate to study at this level.

Please note the following key dates for reporting to the teacher. It is the responsibility of the student to ensure that the due dates are met.

|  |  |  |
| --- | --- | --- |
| **Stage** | **Due Date** | **% Value** |
| Topic Selection Form |  | Mandatory |
| Final Report |  | 75% |
| Presentation |  | 25% |

As this project is worth 15% of your overall grade in this course, do not hesitate to discuss it at any time with **[insert teacher name].**

**Canadian and World Issues - Topic Selection Form**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In one or two sentences, indicate the broad topic that you are proposing.

2. Give two good reasons why you have selected this topic.

3. Identify ways this topic relates to the Canadian and World Issues course.

4. What are three sources of information that you have already consulted on this topic?

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| --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **K/U**  **/20** | Student’s use of global issues terms contains several major inaccuracies.  Demonstrates a vague understanding of the main questions in global issues  Discussion of all units is lacking in detail. | Student’s use of global issues terms is mostly accurate.  Demonstrates a moderate understanding of the main questions in global issues  Discusses all units in moderate detail and summary of main concepts, and theories. | Student uses global issues terms accurately.  Demonstrates an understanding of the main questions in global issues  Discusses all units in detail and summarizes main concepts, theories and global issues | Student provides an exemplary use of global issues terms.  Demonstrates a thorough understanding of the main questions in global issues  Discusses all units in excellent detail and provides thorough summaries of main concepts, theories and global issues |
| **T/I**  **/20** | Links between topic and units are present, but weakly explained.  Provides minimal evaluation of the issue/topic chosen and takes into account both points of view.  Arguments are unconvincing and poorly reasoned. Several informal fallacies cloud reasoning. | Links between topic and units are moderately well explained.  Provides moderate evaluation of the issue/topic chosen and takes into account both points of view  Arguments are fairly convincing, and well-reasoned. Some informal fallacies are present. | Links between topic and units are insightful and well explained.  Evaluates of the issue/topic chosen and takes into account both points of view.  Arguments are convincing, well-reasoned and mostly free of informal fallacies. | Links between topic and units are extremely insightful and thoroughly explained.  Provides an excellent evaluation of the issue/topic chosen and takes into account both points of view.    Arguments are extremely convincing and well-reasoned. Reasoning is free of informal fallacies. |
| **C**  **/20** | A significant number of spelling/grammar errors in written work. English conventions are lacking.  Paper lacks clear and logical development of ideas. Weak transitions b/w ideas and paragraphs.  Communicates with a vague sense of purpose. | Several spelling/grammar errors in written work. English conventions are fairly well done.  Somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs.  Communicates with some sense of purpose. | Very few spelling/ grammar errors in written work. English conventions are properly used.  Clear and logical subtopic order that supports thesis with good transitions b/w paragraphs.  Communicates with a clear sense of purpose. | No spelling/grammar errors in written work. English conventions are exemplary.  Exceptionally clear, logical, and thorough development of subtopics that support thesis with excellent transitions b/w paragraphs.  Communicates with an extremely clear sense of purpose. |
| **A**  **/20** | Weak logical and critical thinking skills are used to vaguely evaluate and defend positions in world cultures  Documentation style is not properly used and many citations are missing. | Somewhat consistent application of logical and critical thinking skills to moderately evaluate and defend positions in world cultures.  Mostly proper documentation style is used and most appropriate material is cited | Consistently applies logical and critical thinking skills to evaluate and defend positions in world cultures  Mostly proper documentation style is used and all appropriate material is cited | Always applies advanced logical and critical thinking skills to evaluate and defend positions in world cultures  Proper documentation style is used and all appropriate material is cited |