

# *Recipes for Success: A Teacher's Guide to Integrative Project*

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## INTRODUCTION

“Too many cooks spoil the broth”

Hopefully, this axiom is not true, since teachers from all the disciplines of the Social Science department of Vanier College contributed to this guide, which is a cookbook of sorts, including recipes for activities and assignments for the Integrative Project (IP) course at Vanier College. It is designed primarily for the first-time IP teacher, and as such, the rationale for each section is explained in (sometimes too much) detail. But it is hoped that even seasoned teachers of the course might be inspired by what they read.

## WHAT IS INTEGRATIVE PROJECT?

Locally, Vanier teachers have jointly decided on certain guidelines for the course. Students must:

- review the Social Science and Commerce disciplines
- write a paper of approximately 2500 words (10 - 12 pages), worth 60 to 80 percent of the course grade.
- use 8-10 sources for their final paper, one of which must be in French. With one or two exceptions, those sources should be scholarly sources.
- draw from sources in two to three disciplines for their paper.

This course can be seen as a CEGEP-finishing or a university-preparation course, requiring students to explore a topic through the perspective of various social science disciplines, which they must integrate into one major work, generally with a thesis to prove. IP asks the students to throw what they have learned from multiple semesters in their programme into one big pot and stir, and for this reason the final IP paper is considered the *épreuve synthèse* for the programme, the proof that they have synthesized their learning into a big-picture view of the world. Hopefully, it also teaches them how to research and synthesize information, to write and think, and to get excited about scholarship as they learn to prove a point objectively.

This is an extremely work-intensive course for the teacher, with mountains of grading involved. Essentially, IP is a graduate-level seminar and the teacher has 26 mini-Masters students, some with very limited reading and writing skills and no ingrained work ethic, knocking at the door regularly, needing attention. The harsh reality is that, even by their last semester in CEGEP, many students simply have not picked up basic skills crucial for university studies, and this course ensures that they do not graduate without them. As with any course, the bottom ten per cent of the class takes up the largest chunk of the teacher's effort, however in this course it is particularly draining since the task at hand requires so much initiative and self-motivation on the part of the students.

It is hoped that the enclosed exercises will help the students see where they are going more clearly and, even if they involve more grading on the part of the teacher, at least by the final paper, the reading will be less onerous because the students will have progressed.

## ACKNOWLEDGMENTS

The authors give enormous thanks to all the contributors. We have tried to attribute most ideas to those who initially developed each recipe, and we ask that colleagues who use or adapt them acknowledge their sources in writing, just as we would expect our students to do. Given the long-standing generosity of the Vanier community, many ideas have been passed on and then passed on again so often that an original author was nigh impossible to determine; if it was you and you received no credit, the authors apologize. We hope you will agree that, in this case, plagiarism truly is the sincerest form of flattery.

Activities included in this package were generously provided by the following teachers from the departments of Psychology and Social and Cultural Sciences at Vanier College:

Bonnie Sonnenschein  
Christine Lavoie  
Claudine Schmidt  
Eric Lamoureux  
Francis Ho  
Gordon Aronoff  
Hannah Steinwald  
Jacky Vallée  
Kelly Purdy  
Lisa Fiorentino  
Lyne Marie Larocque  
Mark Prentice  
Matthieu Sossoyan  
Miles DeNora  
Myriam Mansour  
Nathalie Viau  
Patrizia Didonato  
Richard James  
Robert Cookson  
Samuel Brouillette  
Sevak Manjikian  
Shirley Pettifer  
Silke Lach  
Siobhan DeBelle  
Vana Lambrou  
Viviane Bouchard

**Again, if you use or adapt materials, you are asked to credit in writing the teacher(s) who created them whenever possible.**

# 1. Some Initial Tips for a Trouble-Free Class

Since IP is essentially a course about writing one long research paper, it presents some particular challenges in terms of transmitting the somewhat dry practical material, attendance, and cheating.

While we as teachers may know that the skills being taught are very useful, the students often do not see their utility and skip classes, leading to their subsequent failure. Also, students skip because they feel they “know all this already”. Such students often fall behind in the workload, leading to panic in week 13 and failure. While you may adopt the philosophy that attendance is their responsibility and therefore their failure is their own fault, keep in mind that these same students are likely to cause you the most trouble over the following months. For this and other hopefully obvious reasons, encouraging their success (by encouraging attendance and proper work habits) is in the teacher’s best interest.

Similarly, particularly in a paper-writing course, plagiarism is an obvious and persistent problem. Since the task is so huge in the eyes of the students, some will try the easy way out and either find an already-completed paper, or else have a friend help them complete the task. Also, many students have not learned how to paraphrase properly, and as a result will plagiarize unintentionally. Software for detecting plagiarism can help, but it is by no means perfect. Prevention is seen by many teachers as more effective.

To help teachers deal with these problems before they arise, here are a few tips.

1. Have a participation mark as a significant part of the final grade. Since you cannot penalize a student just for missing class, incorporate a practical task into every lecture, with some small percentage of a mark attached. This in-class task might be: finding one or more documents through research, completing the opening stages of a writing assignment, answering comprehension questions on a text, evaluating other students’ work, or any other task for which the student must attend class in order to receive a grade. These in-class grades may also allow students with poor writing skills to achieve a passing grade in the course where otherwise they would not.
2. Break the research project into steps (such as a preliminary bibliography, final bibliography, proposal, outline, first draft, and final draft) with the rule *written into your syllabus* that steps will NOT be accepted for grading until all prior steps have been completed. This prevents students from skipping the entire semester and handing in a completed project on the last day, a situation which often leads to plagiarism. This also allows them to get feedback as they progress and it allows the teacher to monitor closely the writing ability of the students. For each step, make the guidelines very specific and distinctive. This discourages students from trying to use other students’ work, since that would require much re-working to adapt it to your specific requirements, as well as much advanced planning.
3. In your syllabus establish strict penalties for late work to encourage students not to fall behind. You can lift those penalties on a case-by-case basis, but the rule must be spelled out in writing from the start to encourage students to stay on top of their work.
4. Have students submit, and keep, all steps of the project in a thick, durable folder. All assignments must stay inside the folder over the semester, leaving you with a full portfolio of their project at the end. This allows you to monitor the progress of their writing skills and note any suspiciously sudden improvements.

**Questionnaire / Writing Assignment (Miles DeNora) (2 pages)**

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

**Part A: Questionnaire.** Answer the following questions in the space provided.

1. What semester are you in (i.e. 4<sup>th</sup>, 6<sup>th</sup>, etc.)?
2. Is this your last (hopefully!) semester at Vanier?
3. Did you do anything interesting during the break, and if so, what did you do?
4. Will you be working during the semester and if so, where and how many hours a week?
5. What class are you most worried about this semester? Why?
6. What class do you look forward to the most this semester? Why?
7. Have you written a 10-12 page paper before? If yes, what was the topic?
8. Are you planning on going to university? If yes, where?
9. Do you enjoy writing? Why or why not?
10. How often do you go to the Vanier library?
11. What mark do you hope to get in this class? Be honest.

**Part B: Writing assignment.**

**Vanier Memories**

Vanier College is a big school with a lot of students. Each student experiences college in their own unique way. What has been your experience at Vanier? Have you enjoyed it? Is there something in particular that sticks out as a positive or negative experience?

In the space below, write a paragraph (approximately 150 words) that describes and explains your time at Vanier. Think of the impact your time in college will have on your life, your friendships, and your future. Give details and make it interesting!

## Reflection Paper (Gordon Aronoff)

The purpose of this assignment (worth 10% of your final grade) is to write a brief essay (500 words- two pages typed, double-spaced) that, in essence, evaluates the impact that the Social Science Program has thus far had on your education.

Your reflection paper must consider all of the following points, preferably in this order:

- 1) Why did you enroll in the Social Science Program and what were your initial expectations?
- 2) Many academics argue that the purpose of the social sciences is to broaden social awareness. Do you feel that your social science courses have allowed you to gain a **wider awareness** of the society you live in (how it functions; its problems...) and of other cultures and times? **Identify specific examples of knowledge gained that you feel has been most useful.**
- 3) To what degree do you feel that your **study skills** have been improved by your courses? Identify any particular courses that have been especially useful in this respect.
- 4) To what degree do you feel that your **research and analysis skills** have been improved by your courses? Again, identify any particular courses that have been especially useful in this respect.
- 5) Do you believe that your **communication skills** (both written and oral) have become stronger since you first started this program? Did any particular courses help here?
- 6) In light of the above reflections, would you argue that your studies in the Social Sciences have thus far been extremely beneficial, somewhat beneficial or useless, and **why?**
- 7) What do you think are the best and worst features of Vanier's Social Science Program? Should the program be improved? If so, how?

**The Reflection Paper must be typed and double spaced.**

The essay must have an appropriate title, a unified form and a logical paragraph structure.

Pages must be numbered and stapled.

The essay must be clearly written and carefully proofread. Spelling and grammatical errors will be penalized.

## General Working Tips (Jacky Vallee)

- 1) Obtain a portfolio to keep all of your IP materials together.
- 2) Prepare a work-station with all your materials at hand.
  - If you do not have a good work-station and computer at home, it is even more crucial that you keep all your materials together.
- 3) Save a **backup copy** of your work regularly – at the very least at the end of each day's work.
  - Use a diskette, CD-ROM or memory stick to save your material AND save your work on your hard drive.
- 4) Explicitly teach yourself the tricks of your own productivity:
  - Time of day
  - Coffee or tea in hand?
  - Music? Quiet or loud?
  - Regular breaks?
  - Brainstorming on the keyboard?
  - Talking about the topic with friends or family?

*Find out what works for you!!*

- 5) Give yourself enough time.
  - If you wait until the last minute, you will have very little time to revise your work to check for typos, spelling, clarity, etc.
- 6) See me as soon as you start to experience difficulties. DO NOT wait until the end of the semester!
- 7) Work on a project that you're interested in. It will be more fun!



## *2. Exploring the Social Science Disciplines*

One of the competencies of the course is for students to be able to specify the content area and primary research methodologies of each social science discipline. To fulfill this competency, many teachers have the students do group research and presentations on the different social sciences. Presentations are spread over several classes, often in the first weeks of class, but sometimes later in the course as well. Groups of 3 - 4 students are each assigned a social science to explain to the whole class. Presentations can include explanations of the definition of the social science, the sub-topics or fields of study of the social science, the research methods generally used by researchers in that field, and keywords and theories. Presentations generally last about 10 minutes.

The following are some suggestions for how to set up these presentations and other ideas for activities related to this competency.

1. In the first class, have students list every social science course they have taken in CEGEP.. From these lists, form discipline expert teams, which will go through their course notes and, in a later class, present to the class how their social science sees the world, what makes their social science special, and key concepts and theories of their social science. Before the presentations, assign a specific topic relevant to the theme of the course and have each group explain in their presentation how their social science sees this particular topic and what it seeks to know about the topic. (Shirley Pettifer)
2. Assign a topic related to the theme of the course and have students develop questions each social science would ask related to the topic. (Patrizia Didonato)
3. During social science presentations, have students take notes for at least three presentations other than their own. When the presentations are over, have the students submit a written description of three social science in three paragraphs of 100 words each (so, 300 words total), covering all the assigned aspects of the science, based on the presentations. Students must submit the notes they took on the presentations and presenters must submit their speaking notes for comparison.
4. Hand out a fairly long article (or multiple articles) covering various aspects related to the theme of the course. Have students find the contributions of various social sciences in the article(s) and explain them in a written assignment. (Matthieu Sossoyan, Viviane Bouchard)
5. Give out copies of the official course competencies for the 100-level introductory social science courses at Vanier and have students discuss them. Have groups of students formulate a topic from the point of view of different social sciences. In teams, have students produce a five-page report on a discipline and present it to the class. (Mark Prentice)
6. Bring textbooks from the 100-level courses of the different social science to class. Have students in groups formulate 10 questions (and answers) related to the social science assigned to their group. Collect the questions and answers and use them in the following class for an oral group quiz, having groups compete against each other and gain points. (Sam Brouillette)

7. Have students watch a film and do content analysis on it using two different social sciences. (Sam Brouillette)
8. After assigning groups to present on each social science in a future class, have students write out all the social sciences they are NOT familiar with. Put them in teams to come up with five questions they could ask to better understand any social science discipline, which they submit to you for verification. In the following class, have student groups present and run a round table about each social science, with the class discussing what they want to know about each discipline. Have students take notes on each presentation, finding answers to their questions. They submit a written summary/explanation of all the disciplines. (Myriam Mansour)
9. Hand out abstracts of interdisciplinary texts. Have students explain which social science can be found in each and defend their answers. (Kelly Purdy/Lisa Fiorentino)
10. Give out a potential topic for the course and have students develop research questions for it related to different social science disciplines. (Bonnie Sonnenschein)
11. Break the class into seven groups. Give each group a blank sheet with the name of a different social science written in the centre. Have the students divide the sheet in four. In the four sections, have the students write: 1. Definition, 2. Fields of Study, 3. Research Methods, 4. Keywords and Theories. Give groups three minutes to fill in as much of the sheet as they can. Then have them pass their sheet to another group, which has two minutes to add more information to the sheet. Have them pass the sheets again to a new group for two more minutes. When the class has nothing left to add to the sheets, assign each sheet to a group to research the social science more in depth in course textbooks and by interviewing Vanier teachers. Have the groups present over three classes.

## The Social Sciences and Their Fields of Study (Mark Prentice)

### Match the definitions with the social sciences listed below

1. The comparative study of humans in their totality (biological, social, cultural, physical) and in their environment.

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2. The study of the evolution of social behaviours, of social groups and social structures of humans.

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3. The study of how humans satisfy their unlimited needs considering the relative rarity of resources.

---

4. The study of past facts and events relating to the evolution of humans.

---

5. The study of the origins and functions of power, the organization of the State and governments and their legitimacy.

---

6. The study of natural phenomena and of human activity on the surface of the earth.

---

7. The study of human behaviour and of mental processes.

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Psychology

Political Science

Geography

Economics

History

Sociology

Anthropology

## Social Sciences Workshop (Jacky Vallee)

**Step 1:** With your group, discuss the nature of the discipline that has been assigned to you. Attempt to answer the following questions:

- What is the purpose of the discipline?
- What can be learned from it?
- What exactly do professional in this discipline do?
- List 3 or 4 important concepts used in this discipline.

*One person should be in charge of creating a list of the main points of your discussion and another should be elected to informally present the material to the rest of the class later.*

**Step 2:** Choose 2 of the topics that were brought up in our brainstorming session and discuss how your discipline would deal with it.

- What kinds of questions would a professional ask?
- How would s/he go about answering them?

*One person should be in charge of creating an acetate of the main points of your discussion and another should be elected to present the material to the rest of the class later.*

## Format For Discipline Papers (Gordon Aronoff)

These three essays become components in your final paper, and each examines your topic from the perspective of the given discipline. Each essay should be written first as an independent piece, with introduction, body, and conclusion. Later, you will have a more general introduction and conclusion, and these essays will be woven into the final project essay.

For each essay, examine a minimum of 2 scholarly articles and/or books in the discipline on your topic. The essays should be at least 4 or 5 pages long (not including the cover page) and should do the following:

- Explain the perspective of the discipline. This means a brief summary of the main ways research is done in the discipline you are writing about. You must also set your topic in the context of the discipline that you are dealing with.
- Explain what each article says.
- Explain how each article or book reflects the perspective of the discipline. What aspect of the discipline's methodology has been used by each of your sources? The critical difference in this project from research papers you may have done in other courses is that you **MUST** describe the **methodology** used by the author in each case (NOT just the author's findings or conclusions).
- Explain, in your conclusion, how the discipline contributes to a fuller understanding of your topic. Remember: **Do not use "I"**.
- Use correct documentation for all references, using the **APA** style.
- Acknowledge all quotations. Be especially mindful of unacknowledged quotations (anything over 5 words) or what is called "paraphrasing" (changing the odd word and calling it your own writing). Both of these are forms of plagiarism and will result in a grade of zero. All papers must be printed from a word-processor. Be sure to save all your work on your hard drive and a disk in case any is lost.
- You must submit photocopies of the pages from the articles and/or books from which you cite, with your paper. **Staple them to the back of your paper.**
- In addition to handing in a printed version of each discipline paper, you must also submit an **electronic** version by email.

**Disciplines of the Social Sciences:  
Group Oral Presentations (Bonnie Sonnenschein) (2 pages)**

Six or seven groups of 3-4 students will be formed. Each group will be assigned a discipline: History, Geography, Sociology, Anthropology, Economics, Psychology, or Political Science. Each group must answer all the questions below, in the form of an oral presentation. The group should assign 1-2 of the questions to each member of the group, which he/she will answer in a **5 minute presentation** to the class. Group members may decide among themselves how to distribute the five questions they have to answer. You can also break a question up among you in order to get a 5 min presentation per person. All 5 questions listed below must be answered by EACH group. Each person must submit to me a 1-page typed written summary of their oral presentation, with references (APA or MLA style is fine – use the one you are most familiar with for now). The summary must be handed in at the start of the class you are presenting at (i.e. I should have a copy of your summary to refer to, while you are presenting).

**Questions to answer about each discipline:**

- 1) What are the major theories or approaches used in your discipline? Give an explanation of each.
- 2) Who are the most important theorists or researchers in your discipline? Summarize their contributions to your discipline.
- 3) Name and define some of the most important concepts and special terms used by this discipline.
- 4) What are the most common methods of data collection used by this discipline? Give examples.
- 5) What is the main focus of this discipline? (i.e. what kind of knowledge about human life does it explore?)

**About the presentations**

Students are encouraged to use some kind of visual aid - either overhead transparencies (I will provide you with 1 blank one per group), Power Point slides (1 slide per group member), or writing notes on the board during the presentation - to help explain your information to the class. Do **NOT** read your presentation. Instead, learn it and use brief notes to refer to. Students who read their presentations will fail this assignment.

Use today's class to assign questions to group members, and then go to the library to find texts regarding your discipline (I'll come with you and be available to offer help, for the rest of the class period). Next class you must bring your texts to class and work together as a group. You can also use next class to review notes, texts, and prepare for your presentations, i.e. rehearse your presentation to your group and prepare your transparencies. The presentations should be arranged so that collectively the group presents a good summary of the major points of your discipline.

Each student will be awarded a mark out of 10 points. If one student of the group misses their presentation and doesn't hand in a summary, they will get 0 out of 10, but the rest of the group will not be affected, so long as they present to the class and give in their summary.

To earn 10 marks, you must present for **at least 5 minutes** without reading your presentation, and hand in the 1-page typed summary of your question(s).

With your typed summaries please include your name, group number, the discipline you prepared, and the question(s) assigned to you.

- ❖ **It is strongly recommended that group members exchange telephone numbers so they can reach each other and communicate regarding their presentations.**
- ❖ **Group members should work collaboratively and make sure that they do not overlap regarding their presentation material.**

Please make sure that you are available on the given date of your presentation – your group members are counting on you!

**Evaluation of oral presentations:**

- 1) The presenter starts off by telling the class what their assigned discipline question(s) are/were.
- 2) The presentation is logical and well-structured.
- 3) The presentation covers the specific question(s) assigned and is answered correctly and in an informative way.
- 4) The presentation is interesting and lively.
- 5) The presenter speaks clearly.
- 6) The presenter speaks at the right pace, not too fast or too slow.
- 7) The presenter stays within his/her time limit (5 minutes); not going significantly over or under time.
- 8) The presenter does not read their presentation.
- 9) The presenter is available on the given date of their presentation.

**Remember**, for your own paper, you will need to integrate research findings from 3 Social Science disciplines. Therefore, these presentations will provide you with very important background information for your paper. Consequently, it is your responsibility to:

- ◆ Present information about your assigned discipline thoroughly to your fellow students.
- ◆ Attend class for all of these presentations to take notes and to ask questions. Material covered during these discipline presentations will be valuable to you when writing your Proposal and Outline for your research paper.

## Social Science Workshop (Myriam Mansour)

**Step 1:** With your group, discuss the nature of the discipline that has been assigned to you. Attempt to answer the following questions:

- What is the purpose of the discipline?
- What can be learned from it?
- What exactly do professional in this discipline do?
- List 3 or 4 important concepts used in this discipline.

*One person should be in charge of creating an acetate of the main points of your discussion and another should be elected to present the material to the rest of the class later.*

**Step 2:** Choose 2 of the topics that were brought up in our brainstorming session and discuss how your discipline would deal with it.

- What kinds of questions would a professional ask?
- How would s/he go about answering them?

*One person should be in charge of creating an acetate of the main points of your discussion and another should be elected to present the material to the rest of the class later.*



## Social Science Disciplines (Myriam Mansour)

*For this assignment you just have to be present and participate in the next 2 classes.*

### **Part A: Class 1**

Complete the table circulated in class about the 3 disciplines you are most comfortable with and you best understand and the total number of courses you have taken in each.

### **Part B: Class 2**

In-class exercise in teams of 3-4:

- 1) Individually, identify all the disciplines you are **not** very familiar or comfortable with.
- 2) Then, in teams, come up with **5 general questions** you could ask to better understand these disciplines. (the questions must be applicable to all disciplines)
- 3) In teams, try to answer your 5 questions for the disciplines you have identified during the round table in Class 3

*\* You will have to submit all this above information at the end of this class.*

### **Part C: Class 3**

"Table ronde", that is an in-class general brain-storming and information exchange session during which all the disciplines will be described and discussed. You will be expected to take notes on all the disciplines.

### **EVALUATION:**

The 5 marks for this assignment will be based on

- the depth and details of your written submission
- your presence to all 3 classes
- your participation to the in-class exercise and discussion

### **Discipline Presentation (Richard James)**

Choose one discipline in the Social Sciences and fill out the questions below.

1. Name of discipline.....

2. What is the main focus of this discipline?

3. What are the most common methods of Research/Data collection used by this discipline?

4. Name one main contributor to knowledge in this discipline and one area of their research.

**Social Science Concept/Theory Assignment and Oral Presentation**  
**(Patrizia Didonato/Nathalie Viau/Francis Ho)**

Each student will be assigned an oral presentation (5 minutes) on one concept/theory from the social sciences which the student will have to describe and illustrate with examples to the class. Each student will also be required to submit a written report of the oral presentation (assignment) which answers the questions listed below (minimum one typed page, maximum three typed pages, not including the cover page). The assignment must be in essay format. DO NOT write in question-answer format.

1. Which social science discipline addresses this concept/theory?
2. Define the concept/theory.
3. Describe this concept/theory.
  - a. Who are the founder(s) or important proponent(s) of this concept/theory?
  - b. What is the historical background of this concept/theory?
  - c. What are the major ideas of this concept/theory?
4. Identify the primary research methodology used within the discipline of the described concept/theory and give at least one example.
5. What are the important implications of this concept/theory on society?

## Discipline Oral Presentations (Kelly Purdy/Lisa Fiorentino)

- These orals will be presented in groups; however each student will be given a mark out of 10.
- Each group must answer all of the following questions. Group members may decide among each other how to distribute the questions they have to answer. Each person in the group should present their part in a 4-5 minute presentation to the class. Therefore, each discipline presentation should take approximately 20 minutes. You are required to use visual aids (e.g., overhead transparencies, PowerPoint) to help explain your information to the class.
  - What is the main focus of this discipline (i.e., what kind of knowledge about human life does it explore)?
  - Who are the key people in this discipline? (i.e., name and briefly describe 2-3 main contributors to the field)
  - What are some important topics covered in this discipline? (note: these topics may or may not be related to our course topic of relationships)
  - What are the most common methods of data collection (i.e., research methods) used by this discipline? (give examples)
- Your individual grade will be based on 3 components:
  - How well you present your portion of the presentation (clear speaking voice, well-organized, not reading everything from notes)
  - How well your part of the presentation is coordinated with the other group members (therefore, you should work as a group to ensure the whole presentation is organized well)
  - Your submission of a one-page, typed, written summary of your portion of the oral presentation (including references to materials you used to gain the answers to your question, such as textbooks or websites)

**Remember**, for your own final IP paper, you will need to integrate research findings from 3 Social Science disciplines. Therefore, these presentations will provide you with very important background information for your paper. Consequently, it is your responsibility to:

> Present information about your assigned discipline thoroughly to your fellow students.

> Attend class for all of these presentations to take notes and to ask questions. Material covered during these discipline presentations will be valuable to you when writing your Proposal and Outline for your research paper.

### **3. Developing a Topic from a Theme**

The main theme of each teacher's course can be treated with various levels of seriousness. Some teachers view it as merely a convenient decoration for the main goal of teaching integration and paper-writing, while others spend much time having the students learn the various aspects of that theme. Although this is not required within the official competencies of the course, it can help the students more easily grasp the course, it can spark interest and lead to a deeper involvement in their own projects, and it encourages attendance in class. A huge variety of tasks are used to get students thinking about the theme and developing their own project ideas, from readings to brainstorming to more elaborate activities. Here are a few examples.

1. Begin the course by offering readings of social science articles on topics related to the theme of the course, with reading comprehension questions to answer or various other tasks associated. The goal is two-fold: spark ideas about potential topics for student papers and show examples of what the final product should look like. Alternately, have students seek out evidence of various social sciences used in the reading, evidence of integration of various sources within the text, and various formal writing features students should pay attention to for their own papers (i.e.: thesis statements, topic sentences, transition words, citation styles, bibliographical formatting, etc.)
2. Assign a reading. Have students create at least one page of notes for the entire article. Also have them write a summary of the article in 150-200 words, describing its content, its usefulness in writing a paper for the course, its strengths and weaknesses, and its reliability. Also have them identify and explain at least three connections to different social sciences in the article. Finally, have them explain a personal connections they made as they read the article. (Miles DeNora)
3. Create a brainstorming wheel as a whole class, with the general theme in the centre and spokes leading out to sub-topics or variables related to the theme. Then have them choose a particular aspect of theme that interests them and create their own brainstorming wheels to flesh it out in the same way.
3. Show a film and have students write a review of the film, pointing out relevant issues brought up. (Silke Lach)
4. Assign a different book related to the topic to each student and have them write a review of it, pointing out relevant issues brought up. (Silke Lach)
5. Have students write two pages on a topic, explaining what they want to learn about it. (Sevak Manjikian)
6. List five potential topics from the course and have students develop research questions related to each. Ask them to explain how they could link each with different social science disciplines. (Claudine Schmidt)

## **Developing Topics from a Film (Miles DeNora)**

We watch a documentary on a topic related to the main theme. Once the movie is finished, the students are required to come up with 10 possible paper topics based on information presented in the film. This assignment is done in groups of 3.

Once they have their 10 topics, I then have them come up with 3 possible sub-topics for each of their main topics. The purpose of the three sub-topics is that I want them to start thinking about laying out their paper in this way. I explain to them that it is easier to approach a 2500 word paper (some of them are freaked out about the idea of writing that many words) by thinking of it as three separate 750 word essays. Having three sub-topics allows them to approach it this way. I have them do this for the topic that they eventually choose. If there is still time I have them explain how they could use three Social Science disciplines for each of the main topics.



#### **4. Projects for all: Your experiences or professional aspirations**

a. After you finish CEGEP, what career would you like to pursue? Do you know any related careers in the same field?

b. What have been your work experiences so far? What jobs have you held recently? Which job did you enjoy the most?



## Developing Research Questions (Hannah Steinwald)

For each of the following topics find **three research questions** (one from each of your choice of three disciplines).

1. Child-rearing practices that lead to depression in adulthood

2. Substance abuse and socioeconomic status

3. Consequences of smoking in adolescents

4. The purpose of becoming involved in gangs

5. The association between attractiveness, sports, and health

## Developing Thesis Statements (Hannah Steinwald)

It is useful to have a preliminary or working thesis at the beginning of your research to help guide the search for knowledge, but it is usually not until you have gathered most of your information that you will be able to have a final polished statement. You must make sure there is enough relevant information available to support your thesis (if you have one). Often you may have to change that thesis as the current research does not support your original idea. Avoid weak statements that only summarize known facts and conditions, that are too general to state clear arguments about topics, or that state intentions.

**Weak:** Self-esteem is important to human nature.

**Stronger:** It has been shown (Dopey, 2003) that level of self-esteem determines how an individual responds to stressful events; the higher the level of self-esteem, the less physiological damage results from stressors.

**Weak:** AIDS is usually a fatal disease in which the body's immune system fails to resist infection.

**Stronger:** People with AIDS should have legal access to promising new drugs without having to wait for approval by the Canadian Food and Drug Administration.

**Weak:** The drug problem is something we need to solve.

**Stronger:** The abuse of illicit drugs, by adolescents, is becoming a problem of epidemic proportions, leading to a high rate of teen pregnancies, high school drop-outs and an increase in criminal activity among youth.

**Weak:** Teen-age boys drive too fast and cause accidents.

**Stronger:** Snoopy (2003) concluded that that boys in first year CEGEP drove their cars over the speed limit six times more frequently after they had consumed four or more beers than they did when no beer had been consumed.

**1. Weak:** Oral sex is not a good alternative to intercourse.

**Stronger:** \_\_\_\_\_

---

**2. Weak:** Choosing to become a single parent can lead to problems for young fathers.

**Stronger:** \_\_\_\_\_

---

**3. Weak:** Birth control methods don't always work.

**Stronger:** \_\_\_\_\_

---

## Developing a Topic (Jacky Vallée/Kelly Purdy)

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

1. (a) Pick one topic that you are interested in.

(b) Write down 3-4 questions about your topic – what would you like to know about this topic?

(c) Write down possible explanations to the questions you asked in part (b).

(d) Based on your responses to parts (b) and (c), identify terms that could be used as key words in ProQuest during your library research.

2. (a) Pick a second topic that you are interested in.

(b) Write down 3-4 questions about your topic – what would you like to know about this topic?

(c) Write down possible explanations to the questions you asked in part (b).

(d) Based on your responses to parts (b) and (c), identify terms that could be used as key words in ProQuest during your library research.

*At the library workshop... (Jacky Vallee/Kelly Purdy)*

1. Start researching your topic – try using combinations of the keywords you chose for either of your topics in questions 1 and 2 on the previous page. If you end up with too many hits, make your search more specific; if you are unable to find articles, use fewer keywords in your search.

Remember to read the abstract first to be sure the article is relevant to your topic and is an academic source.

2. When you decide that an article looks interesting and suitable, “MARK” these articles by clicking on the box next to the article title.

3. At the end of the library session, go to your marked items and click on “create your bibliography” – then go to the citation style and click on “ProQuest Standard” – then click on the PRINT button. Please print 2 copies of the reference list of your marked sources – one you will hand into me today and the other one you will keep for yourself.

4. If you find an article(s) that you know is suitable and seems very relevant to your topic, you may print the full-text article. Please print articles in PDF format. Keep your articles (i.e., do not hand them in to me today) – they will be necessary to hand in to me at a later date.

## Research Preparation (Eric Lamoureux)

Name:

### Part 1. Narrowing your topic

a. List your general topic here.

b. List five aspects of your topic that you could study.

c. In this space, draw a brainstorming wheel with your general topic at the centre. Add at least ten spokes to the wheel representing variables related to your topic.

d. To each of the spokes in the wheel above, add new spokes for variables which could affect or be affected by the variables listed there, at least ten in total.

**Part 2. Developing your thesis and operationalizing your variables.**

a. Using the variables around your brainstorming wheel, write out FIVE potential thesis statements (or research questions) for your paper. For each thesis statement, CIRCLE the independent variable and UNDERLINE the dependent variable.

1.

2.

3.

4.

5.

b. Pick one of the above statements as your working thesis statement. List ways in which the independent and dependent variables could vary.

**Part 3. Listing Keywords**

In the library, start with encyclopaedias or other general works on your topic and list TEN key words that stick out at you concerning your topic. These are the words you will use to further research your topic in ProQuest and OPAC. Synonyms of the important words fit in here too.

## Determining a General Theme (Myriam Mansour/Lyne Marie Larocque)

The topic of the essay that you will choose should be related to the social sciences, and should have (**our course theme**) as its focal point. Answering the following questions may help you determine your interests.

- What are the first topics/ideas/subjects that come to your mind when you think of (**our course theme**)?
  - 1.
  - 2.
  - 3.
  - 4.
- You will need to integrate 2 or 3 social science disciplines. What are your favourite subjects in Cegep?
  - 1.
  - 2.
  - 3.
- You should concern yourself with an historical period that is clearly determined or a specific place. Is there any historical period and/or geographic location that is of a particular interest to you?
- Write down two or three ideas of possible subjects: be sure that it is fairly precise. For example, *Inter-ethnic Relations in Canada* is a little too broad. However, *Cree-White Relations in Eastern James Bay since the Arrival of Europeans* is much more specific.
  - 1.
  - 2.
  - 3.

## Developing a Research topic (Christine Lavoie)

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

1. Pick a topic related to the main topic that you're interested in

2. Write down 4 disciplines from the standpoint of which you could explore this topic. Next, write down 3 questions related to your topic for each discipline. You may consult with other students (or me) if you get stuck! Also, you may use the computer in room N-216 if you need to!

i)

ii)

iii)

iv)



## **4. Research Techniques**

Finding appropriate sources can be the most challenging part of the course for many students, which is why the ability to demonstrate appropriate research skills is included among the course competencies. The college has many resources for helping the students through the research process, including OPAC for the library stacks, article databases such as ProQuest, Jstor and Erudit, and the reference librarians themselves. The students have used most of them for previous courses, but this does not mean they have mastered them, especially not the library itself, which is filled with potentially useful books regarded by students with fear and suspicion. The following are suggestions for activities to help the research process along.

1. Bring the class (or individual students) to the library for a tour early in the semester. Highlight sections where books relevant to the topic may be found. Explain the cataloguing system and the notion that they do not need to use a whole book, but rather selected relevant sections as found through the table of contents and index. Before they leave, they must find three books relevant to their topic and for each write out the chapter headings of relevant chapters, keywords found in the index and the page numbers they are found on in each book, and the titles and authors for three potentially useful sources from the bibliography of each book.
2. Have a reference librarian give students an information session in an electronic classroom on using article databases and internet search tools. Have students present you with three potentially relevant sources before they leave the class that day, including all necessary bibliographical information. Hold two or three subsequent sessions in an electronic classroom for students to have time to do research with the teacher present.
3. Hold a field trip to one or more of Montreal's university libraries. This requires some advance planning and is best done when students have free periods either before or after your course, due to travel time, but it generally interests the students enormously. Since those libraries hold much more extensive resources than a CEGEP library, the students can benefit enormously from being shown how to use their electronic cataloguing systems, from being shown their way through the stacks, from being shown how to obtain and charge a photocopy debit card, and from being shown the quiet work ethic of serious university students. You may want to bring the students in small groups, giving several mini-tours. (Jacky Vallee)

### **In-class Assignment: Library Research (Christine Lavoie)**

1. Start researching your topic. To do this, look at your first assignment and think of some key words. If you end up with too many hits, make your search more specific; if you're unable to find articles, use fewer keywords in your search.

*Remember to read the abstract first to make sure the article is relevant to your topic and is an academic source*

2. When you decide that an article looks interesting and suitable, "MARK" these articles by clicking on the box next to the article title. Look for at least 10 articles that are highly relevant to your topic.

3. At the end of the library session, go to your marked items and click on "create your bibliography"-then go to the citation style and click on "APA style"-then click on the PRINT button. Please print 2 copies of the reference list of your marked sources-one you will hand in to me today and the other one you will keep for yourself.

## Recognizing a Scholarly Article (Matthieu Sossoyan)

For this exercise, you are to compare two different research reports: a scientific article found in an academic journal (choose the Geography article) and a non-academic research article found on the web (attached).

### 1. Who wrote each article? What is the background of each of the authors?

### 2. Record the following for each article:

a. What percentage of the article space is devoted to research design and methods? (Specify whether space is measured in terms of paragraphs or pages.)

Scholarly Journal \_\_\_\_\_ Non-academic \_\_\_\_\_

b. What percentage of the article space is devoted to results/findings? (Specify whether space is measured in terms of paragraphs or pages.)

Scholarly Journal \_\_\_\_\_ Non-academic \_\_\_\_\_

c. Are specifics of the sample selection detailed? (Yes or No)

Scholarly Journal \_\_\_\_\_ Non-academic \_\_\_\_\_

d. Is a review of previous research included in the text? (Yes or No)

Scholarly Journal \_\_\_\_\_ Non-academic \_\_\_\_\_

e. Are recommendations for future research included? (Yes or No)

Scholarly Journal \_\_\_\_\_ Non-academic \_\_\_\_\_

### 3. What are the two main differences in the articles?

### 4. Which article is easier to understand? Why?

### 5. Which article is more believable? Why?

**VIOLENCE IN SPORTS**  
**Jeremy Currie, 2000**

## **A LOOK AT SOME OF THE THEORIES**

There are a few proposed theories for the explanation of violence in sports. They include biological, psychological and social learning theories.

Biological theory suggests that aggression is a basic, inherent human condition. Therefore, having said this, sport is considered to be an acceptable method for athletes to let off steam or pent-up aggression.

Psychological theory, on the other hand, relies on the concept of "frustration" as the main cause for the occurrence of violence in sports. With the pressures of the game--such as fans who heckle players, questionable calls made by the officials, and player's egos--frustration can build up to the point where outbursts of violence can occur.

Social learning theory maintains that violent behaviour is learned through "modelling".

Furthermore, rewards and punishments ultimately reinforce this behaviour. Therefore, when kids see their favorite sports heroes on TV, they are more than likely going to try and imitate them. So, those who happen to idolize an enforcer from a NHL hockey team may see violence as an

acceptable means for making it to the NHL where, subsequently, millions (\$) are to be made.

### **NOW TO THE REAL NEWS...**

Most of us are aware that on Feb. 2, 2000 in the confines of GM Place in Vancouver, Marty McSorley took a cowardly swing, from behind, at Donald Brashear's head with his hockey stick. I think it is safe to say that the sports world was pretty much left in a state of shock and disgust over the whole situation. Most were in disbelief that an athlete, especially one from an elite league such as the NHL, would ever lose his cool in a violent outburst of this nature.



To their credit, the NHL disciplinary body did give McSorley the longest suspension in league history, and they believed that the matter should be left at that. Now, this brings up the question of whether or not athletes in professional sports ought to be self-governed. Should they be above the laws that everyone else must abide by? What do you think? Well, we'll have to wait for the jury on this one because, thankfully, the Crown saw things differently and, on March 7, decided to lay formal charges for assault with a weapon against McSorley. If McSorley wins this case, I guess we can say that athletes are above the law. I mean, we need not look any further than the O.J. Simpson trial for evidence that athletes can get away with murder!

I think that "consent" in sports is also a relevant issue to the discussion at hand, so it is worth delving into. It can be said that there are definitely varying degrees of consent, in terms of violent acts in the form of body contact, that an athlete may take on while participating in any sport. It is obvious to most, for example, that boxing has a greater risk factor than golf does. In one sport, you are going "toe-to-toe" with another human being with all intention of knocking his/her ass to the canvas. This is very different, say, from the consent one would expect in a golf game. I, for instance, would not expect to see Tiger Woods take a club out of his bag and whack one of his competitors across the back of the legs because he accidentally sneezed while he was teeing off! Simply put, this is not part of the game of golf, whereas beating your opponent's face in is part of the sport of boxing. This is obviously an area that the courts have to consider carefully, and only on a case-by-case basis can these issues be dealt with sufficiently. There has yet to be the development of a universal degree of consent in all of sports that one can agree upon, and I highly doubt there will ever be such a thing.

## **THE MEDIA'S IMPACT**

There is little doubt that the media plays an enormous role in the promotion of today's sport. Their

main purpose is to serve the entertainment needs of the spectators or sports fans. Therefore, money, championships, and records all motivate players to strive for excellence, night in and night out, at high performance levels. This leads to a greater chance of highly intense, competitive play for the spectator.

There is little argument that the media can profit from feature articles and documentaries about sport and sport figures. In fact, sport is a primary source for the media industry to focus on. The exploitation of professional athletes in feature stories still secures TV ratings and sells newspapers, magazines, and books, especially when it comes to the issue of sports violence. Generally, violent and rough play seems to be given more airtime than normal play. Rough play guarantees interest and facilitates enjoyment presumably because of the fierce competitiveness it exposes.

For example, you need not look any further than the nightly sports telecasts. Not only do they highlight the day's scores, but they also take time to recognize the scuffles that may have occurred in a particular hockey, baseball, or basketball game that very same night. In fact, if you watch *Sports Page* on Ch. 13 at 11:00 p.m., you'll see this. Whenever a fight occurs in a hockey game, the commentator will refer to the "Sports Page judge" (a cameraman, producer, or someone else behind the scenes of the show) for the official ruling on who won the fight.

An even better example, is that of the WWF (World Wrestling Federation). For anyone who has seen the WWF on TV, it is pretty obvious that violence is the name of the game here. Everyone realizes that what is seen during the broadcast is scripted and "fake", but this is beside the point because this business is extremely profitable. The show is marketed with the fan's interests in mind. They are the ones packing the stadiums and ordering the pay-per-views, so violence (either real or imitated) is ever present because it obviously sells in the WWF's case.

Also, for those skeptics out there who say wrestling is not real and nobody is really hurt during these televised events, then I say they are wrong. Take "Mick Foley" (pictured on the left, dishing out a pile driver on Terry Funk) for example. I know for a fact, and if anyone has ever seen his biography on A&E they'll agree with me here, that he has indeed taken his share of abuse. In fact, in his notorious "cage" match with the "Undertaker", he fell twice from the top of the cage, suffering a concussion, but continued to wrestle as the fans kept cheering him on. He further sustained numerous broken ribs, had his tooth knocked out of his mouth through his nose, and to top it all off was "choked-slammed" onto a few hundred thumbtacks all before his night was over. Afterwards he had no recollection of what he had just been put through. He stated that the reason he continued on was because thousands of fans were going nuts, wanting more, that he felt he had to continue on. If this tale doesn't prove the amount of enthusiasm on display over another person's pain, then nothing will. The media also finds this pain quite worthwhile, as evidenced by the revenues and ratings it received in the process.

No matter how you look at it, the media realizes that violence, to a certain degree, is tolerable and extremely profitable. So, it is going to be a long time before we see the extinction of violence in sports. The fact remains that violence is a well-established safety valve for players (i.e. fighting in hockey). If violence ceases to exist, it will not be the same game. There is no doubt that the media profits from violence, and therefore, in the interest of society, we learn to tolerate it and bring it under disciplinary control that will satisfy our needs.

## Finding and Assessing Sources (Jacky Vallée)

Finding sources for your project is not a simple task but it doesn't have to be complicated either. It is **time-consuming**; there is no way around that! There are ways to minimise frustration though, and these ways involve thinking ahead and being organised.

A common problem that students have when they are gathering information is losing track of where they found specific pieces of information or not collecting all the bibliographic information about a source. To avoid these common pitfalls, create a template for yourself that you can make copies of and that will ensure that you follow the same process for every source that you find.

### Example 1: Books

#### Information to gather when you are searching online:

Title:

Author:

Location: (which library)

Call number:

Keywords (because these can be used in future searches):

#### Information to take note of as you are deciding whether or not to use the source:

Main topics addressed:

Leads for other sources to look up (citations and bibliography):

Is this a **scholarly source**? In other words, is it based on academic research and NOT on someone's opinions?

\*\*\*\*\*

If you decide NOT to use a source, keep the information that you found above in your IP file. Later in the project, you might see that the source will come in handy after all. If you decide to use it, it's time to take notes on each source. See your pocket guide to APA style for note-taking tips.

## Preparing your Visit to the Library (Lyne Marie Larocque)

Normally, in the course of the class, we go twice to the Library as a group more specifically to use *ProQuest*. You will then have to go repeatedly on your own too, in order to carry out your research.

Prepare your first visit by clarifying your topic and what types of documents you will require for writing your paper.

What is your research topic?

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Can you list keywords that may be important for researching your topic?

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How many hits did you get with each keyword? If the number of hits is too small, try using a synonym. If the number is too large, you should try Boolean operators (or, and, not)

\_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ not \_\_\_\_\_  
\_\_\_\_\_ not \_\_\_\_\_ or \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ or \_\_\_\_\_

When you find articles on *ProQuest*, make sure that they are articles, and not book reviews. Make sure that you are dealing with a scientific article, and not the text of a newspaper, or an opinion piece.

Have you read the abstract? Does it deal with your topic?

Done?  ✓

Is there a bibliography at the end of this article?

Done?  ✓

What are the keywords under which this article is listed? Could any such keyword be of help in your search for sources?

Done?  ✓

Important:

Only print what you really need, only what is pertinent to your research – it is a matter of courtesy to use as little paper as possible, so all students can enjoy the privilege of printing articles. Try emailing the text to yourself instead. Avoid sending the text to the printer more than once – if it does not seem to work, see if there is paper in the printer, or verify your computer's features.

## Library Exercise (Mark Prentice)

Name:

Find at least two books that you will be able to use as sources for your research project.

Title:

Author:

Publishing Information:

Call Number:

Subject Headings:

What part of parts of this book are useful for your research project?

What were the keywords you used to find this book?

What was the search type you used (subject or title):

How many hits did this search yield?

List any other relevant books (title and author) found with these keywords:

When you reversed the search type, were you still able to find relevant material? List if any:

When you clicked on the subject headings, were you able to find any relevant materials? List if any:

When you checked the shelves, did you find any other books you could use? List if any:



## **5. Note-Taking**

Given the difficulties many students have reading academic texts, it is useful to have them develop active reading techniques, such as note-taking. Even advanced students will, at best, only highlight texts, leading to many problems with plagiarism or a poor understanding of the content of the sources they are using. Note-taking forces them to grapple with material and enter it into their minds for processing, which gradually makes it easier for them to access and present information as they start writing, and to paraphrase properly. Forms of note-taking include computer-typed notes (either all in one file or in separate files), cue cards (with a different card for each idea of each source, allowing students to re-arrange ideas easily as they write), and handwritten notes in a notebook or on scrap paper. The following are ideas for encouraging students to take notes on sources.

1. Create your own notes on a relevant text, including all the features you wish to teach concerning note-taking, such as keeping wide margins for extra notes and questions, leaving much white space in order to scan for key information more easily, and using shorthand symbols. Hand out photocopies of these notes to students in groups and have them work out the content of the original text. Afterwards, go over the features of note-taking included in the photocopy.
2. When students hand in bibliographies for their research, have them submit copies of each source and a separate sheet of notes taken for each source (NOT highlighting!). Evaluate the notes on their completeness and relevance to the preliminary thesis of the student's paper.
3. Have students submit annotated bibliographies. Again, be sure students also submit copies of sources to avoid plagiarism and encourage proper paraphrasing.

## Note-Taking Sheets (Lyne Marie Larocque)

Name and first name of author(s):

Title of the book or of the article:

If an article, title of the Journal:

Editor, city and year of publication OR Volume number, issue, date of publication

Number of pages:

If taken on the Internet, the URL:

If taken on the Internet, the date you visited the web page.

What is this book about? (You can – and should - write a bit more than this space allows you)

What keywords were used in the search for this book?

### **Tip**

Photocopy this page a few times (between 10 and 15 times) and head to the library. (Alternatively, you could retype the information and print it at home.) Fill in the lines, punch holes through them, and put them in your folder. They will be a great starting point for your research, and are likely to be of importance as you move on in your projects.

## Guidelines for Taking Bibliographic Notes (Jacky Vallee)

This method requires that you carry around many sheets of loose leaf when conducting your library research. The advantage of loose leaf over a notebook is that you can shuffle your sheets around to put all the similar information from different sources together.

For every source (book or article) that you want to take notes on, start a fresh sheet of notes.

- At the top of your first page of notes, indicate the bibliographic information in the same format that you would do for a bibliography at the end of an essay (see sample on reverse)
  - You will be using APA style referencing for this project. To familiarise yourself with this system, please consult your guide to APA style.
  - If you include all the information right away, you will not need to go back to the original book looking for information the day before your final project is due!
- On all other pages, indicate the author's last name, date of publication and the page number (of your notes).
- After giving the source a quick look over (reading the abstract or skimming through the introduction), write down the main idea of the source in 2-3 sentences
- Identify the chapter(s) in the book or the sections of the article that will be of most use to you and focus your attention on these for most of your note-taking
  - Read a small section before beginning to write.
    - Write a sentence that summarizes this section
    - List some key words, concepts, etc that you think will be useful, or that you want to look up, or short explanatory phrases
    - Write down page numbers to which you will want to refer
    - ***If you write down exact phrases from the book, make sure to use quotation marks and to indicate the page number!!***
    - Repeat this process, in sections, for all relevant chapters or sections of your source.
- As you encounter them, identify the social science disciplines that are being used in the margin of your notes.
- Don't be afraid to put questions, comments, ideas for research, etc in the margins. These are your notes!

This may seem time-consuming but it is less time-consuming than scrambling through multiple books and articles at the last minute. Also, you avoid the risk of having to return a book to the library just when you need it the most!

***Important note: Before you return a book to the library, you will need to photocopy some sections since you will have to submit them and your notes with your bibliography. Copy the title page, the page with publication information and all relevant chapters. Alternately, you can photocopy first and take notes from there.***

## Synthesising Notes (Jacky Vallée)

At some point, you will find yourself with several sheets of paper, perhaps even a notebook, filled with notes from different sources. Sorting through all these notes looking for ways to transfer this into an essay form can be a daunting task. Since your paper will present the information on your topic by theme and not by source, you need to look for similarities between the sources, places where they contradict each other, etc.

Step 1: Look through your notes and look for theme that are discussed by different authors. Write down what the theme is and what specific things different authors wrote about the theme.

Example:

Theme: Marriage customs about the Yanomamo of South America

Author A: discussion of traditional marriage ceremonies

Author B: discussion of traditional roles of the spouses

Authors A & C: discussion of changes in marriage structures over time

*Important note: sometimes, different authors will disagree on something. This is normal. You can use these disagreements in your paper by comparing and contrasting the different positions.*

Once you have outlined some of the major themes, you can create a sketch of how they are linked. This is a first step toward thinking about the order in which you will present the information in your paper. You can create a map of how the different themes are related together. This is called a concept map. It is essentially a visual schema of how different ideas are connected.

Once you have this map, you can create a rough outline of three main themes that have emerged from your work thus far and on which you think you could write an entire section of your paper (roughly 3 pages).

## **Text Analysis (Viviane Bouchard)**

1. Read the text thoroughly, underlying the main ideas and the key words.
2. Then, using the linear approach, extract the main idea and its arguments or examples from each one of the paragraph.
3. Then regroup the arguments of the author in the logical analysis.
4. Finally, from what you have, please assess and criticize:
  - Author(s)
  - Sources used by the author(s)
  - Point of view of the author(s)
  - Tone used by the author(s)
  - Main thesis (plus arguments)
  - Sub-ideas (plus arguments)
  - Examples used
  - Validity of the ideas and arguments

This will take between 3 and 4 pages.

Because you do it at home, spelling and grammar will count:  
0.2 point per mistake.

Remember, text analysis is the most important tool used in social sciences.  
So this is not a waste of time... Good luck!

## Finding Themes (Hannah Steinwald)

For each of these (direct quotation) paragraphs,

(a) identify the main issues in the selection,

(b) identify two research topics/questions that you think the authors were attempting to investigate/answer (from any discipline), and

(c) create a title for the paper.

**N.B.** The following selections are to be used only as demonstrations to practice your ability to spot themes. The themes you decide these selections illustrate allow you to express your unique viewpoint. You are not obliged to guess the author's intent. In other words, there are no correct or incorrect answers. (but you **could** be wayyyyyyyyyyyyy off) They are only meant to give you the opportunity to refine your ability to recognize theses, opinions, or theories that others hold. Assume the following selections come early in the paper.

### Selection 1.

1. "The internet has become an ideal place for the exploitation of sex through adult websites, the purchase of sexually related merchandise, and the exchange of sexual services in a society where sex and sexuality is often a source of shame and embarrassment. The internet provides an essentially unlimited array of sexual material, which may be actively selected by the individual in accord with his or her personality and preferences, accessed anonymously, and viewed privately. Adult websites, both those that involve photos, X-rated videos, and live sex shows are filled with every imaginable sex act and image. Unfortunately, one can be assured that despite claims that all "models" are over the age of 18, many of the persons involved in the making of these images are in fact underage. This is of particular concern with the new interest in {amateur} sites and pictures, which are even less regulated than the commercial sites. " (Kimmel and Plante, 2004)

### Selection 2.

2. *"in Western societies, gender identity has been largely dictated by external genitalia, the initial signifier of {sex}, and other reproductive anatomy. With the rise of technology, reduced infant mortality, greater life expectancy, contraception, infant feeding formula, and the feminist movement, the immutable relationship between sex and gender has been questioned. Nonetheless, the expression of alternative forms of gender has been largely limited to the expansion of existing norms and roles - a liberal form of social change. ... Gender becomes something that one must {confess} through social signifiers that may only be interpreted within the existing social order. ... Those who cannot or will not conform may be counseled to alter their bodies or encouraged to perfect a new gender presentation so that they may {pass} as the other sex."* (Gagne, Tewksbury, and McGaughey, 2004)

## Documenting and Referencing Exercise (Hannah Steinwald)

Read the article you have been given and record the following information about it:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Journal: \_\_\_\_\_

Volume #: \_\_\_\_\_ pages: \_\_\_\_\_ date: \_\_\_\_\_

**Theory:** (general ideas, arguments, puzzles in this area of research and how they relate to each other)

**Hypothesis:** (What exactly is being tested?)

**Methodology:**

**Results:** (What did they find?)

**Conclusions:** (What did they decide this showed?)

**Your opinion:**

**Now summarize the article in your own words on the back!**

## **6. APA-style Bibliographies**

Having completed their research, students need to assemble a bibliography. The size of the bibliography varies from teacher to teacher, although departmental guidelines call for 8-10 scholarly sources and the competencies call for at least one French source. Writing a bibliography generally entails teaching one or several of the rigorous systems of citation used by scholars. The logic of the rules of each system is not readily apparent to students, and they often cobble together the required information in a haphazard way. Although the library has style guidelines on its web pages, most teachers also distribute sheets explaining the rules and giving examples. Even these resources are often disregarded by students, leading teachers to create exercises to help students practice implementing the rules. The following are some of those exercises.

1. Bring 7-8 sources to class (different kinds; book with one author, book with two editors, etc.) and have the student in groups put together a proper reference page. In order to facilitate this process, give them an APA style guide. In order to help them focus (and hopefully scare them a bit) make the assignment an all-or-nothing exercise – they either get 3/3 or 0/3. In the following class go over examples of references that were done incorrectly. (Miles DeNora)



## Annotated Bibliography (Gordon Aronoff)

**You are required to submit a separate annotated bibliography for each of the three social science disciplines that you use in your discipline papers.**

**Content:** Each source you include in your bibliography needs a **5-6 line explanation** of what that source actually tells you about the subject and the methodology used by its author. A few examples are given below. Annotation should be in complete sentences.

You must have a minimum of **2 academic sources** (scholarly books or journal articles) for each of the three annotated bibliographies. It is for these academic sources that you will provide the annotations, but you should include more than just these two sources in your bibliography. Obviously, you cannot use the same sources for all three bibliographies.

Only include items that are really relevant to your topic, not everything you found. You will have to sift out a lot of other materials before you decide which items to use. As you find materials, be sure to make notes on ALL the details, author's full name, full title, where it was published, by who, when, volume number, page numbers, etc. Finding that you are missing some tiny piece of information when you come to prepare your bibliography is both irritating and time consuming.

**The bibliographies must follow the APA citation style. Please refer to the APA guidelines that I posted on Omnivox.**

Doing an accurate bibliography is picky work but important, and getting used to doing it well will be invaluable to you at university.

Examples of annotations:

Caton, C. L.M. (1995). Risk Factors for Homelessness among Women and Schizophrenia. *American Journal of Public Health*, 85, 1153-56.

This article talks about a study that was conducted by six researchers and completed with two hundred subjects, all of whom were women. They were analyzing the risk factors of becoming homeless for these women who had been diagnosed as severely mentally ill. The article also mentions that a lack of family support can therefore lead to homelessness.

Newman, J.L., Gray, E., & Fuqua, D. (1999). Sex Differences in the Relationships of Anger and Depression: An Empirical Study. *Journal of Counseling & Development*, 77(2), 198-203.

This article analyses a study that was focused on the differences between men and women in their expression of depression. The sample consisted of 436 students, of which 226 were women and 169 were men. The results showed that women were relatively more depressed than men due to many reasons such as physical appearance, weight loss, etc.

## **Annotated Bibliography (Bonnie Sonnenschein)**

List each reference, followed by 2-4 sentences summarizing the UNIQUE content of the article or book (i.e. what it contributes to your IP paper). Use your own words, not the researchers' words, otherwise that is considered plagiarism. If you aren't sure how to do references in APA style, you may refer to Chapter 10 in *The Essential Guide to Writing Research Papers* (the text for this course), or the APA Sample sheet in your Course Pack.

### **Sample Bibliography entries:**

#### **Journal article:**

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986, December 2). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, *51*, 541-554. Retrieved January 28<sup>th</sup>, 2008, from Proquest database.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were less pronounced in studies of young males.

#### **Book:**

Aronson, E., Wilson, T. D., Akert, R. M., & Fehr, B. (2001). *The psychology of sexuality* (Canadian ed.). Toronto: Prentice Hall.

The authors attempt to demonstrate the many influences on our sexuality: biological, cultural, social, historical, and so on. In particular, they argue that certain controversial phenomena in society, such as prostitution and pornography, are due to a combination of factors.

## APA Error Correction (Natalie Viau/Patrizia Didonato/Francis Ho)

Find the APA style errors in this reference list.

### REFERENCES

- Becker, Gregory. (1957). *The Economics of Discrimination*. University of Chicago Press.
- Borland, J. & Suen, A. (1990). The Determinants of Individual Wages in Australia: Competitive and Non-Competitive Influences, *Australian Economic Review* 4, 33-44.
- Chapman, B. & Mulvey, C. (1986). An Analysis of the Origins of Sex Differences in Australian Wages, *Journal of Industrial Relations*, 18, 504-20.
- Crawford, D., Pollak, R. & Vella, F. (1991). *Order and Inference in Qualitative Choice Models*, unpublished mimeo, Rice University: Houston.
- Filer, R. (1983). Sexual Differences in Earnings: The Role of Individual Personalities and Tastes, *Journal of Human Resources*, Winter, 82-89.
- Fuchs, V. (1988). Sources of Gender Inequality in Income: What the Australian Census Says, *Social Forces*, 62, 134-153.
- Fuchs, V. (1988a). *Women's Quest for Economic Equality*. Harvard University Press.
- Gregory, R. & Duncan, R. (1981). The Relevance of Segmented Labor Market Theories: The Australian Experience of the Achievement of Equal Pay for Women, *Journal of Post Keynesian Economics*, 3, 404-428.
- Karmel, T. & MacLachlan, M. (1983). Occupational Segregation-Increasing or Decreasing, *Economic Record*, 64, 187-195.
- Kidd, M. Sex Discrimination and Occupational Segregation in the Australian Labour Market, *Economic Record*, 69, 44-55.
- Mincer, J. & Polachek, S. (1974). Family Investments in Human Capital: Earnings of Women, *Journal of Political Economy*, March/April, s79-s108.
- Occupational Self-Selection: A Human Capital Approach to Sex Differences in Occupational Structure, *Review of Economics and Statistics*, 1981, February 58, 60-9. Polachek, S.
- Bergmann, B. (1989). Does the Market for Women's Labor Need Fixing, *Journal of Economic Perspectives*, 3, 43-60.
- Rimmer, S. (1991). Occupational Segregation, Earnings Differentials and Status Among Australian Workers, *Economic Record*, 67, 205-216
- Sandell, S. & Shapiro, D. (1980). Work Expectations, Human Capital Accumulation, and the Wages of Young Women, *Journal of Human Resources*, Summer, 335-353.

## **Preliminary Bibliography (Eric Lamoureux)**

Your preliminary bibliography requires you to find THREE sources (books or articles) that are relevant to your topic. You MUST include:

- a working thesis for YOUR research project
- copies of the three sources (ALL must be scholarly)
- note sheets for each source, as taught in class
- an APA style bibliography of the three sources (consult my syllabus for the rules)

It will be handed to me inside a folder which I will provide for you. That folder is your portfolio and ALL work related to your final project must stay inside it.

## **Final Bibliography**

Your final bibliography requires you to do the same thing for TEN sources (so, go find seven more). Your ten sources must include:

- 8 scholarly sources minimum (no maximum)
- 2 books minimum (no maximum)
- 1 French source minimum (no maximum)

If these criteria are not met, the assignment will not be read. You are allowed to change or add sources in the final paper. However, a final paper with a bibliography that does not meet these criteria will NOT be read.

## Preliminary Annotated Bibliography Assignment (Miles DeNora)

The goal of this assignment is for you to provide a preliminary list of sources that you are considering for your project. You must also show that you have carefully examined the sources and that you are able to explain why you think you will use each source. This material will provide a basis for your research project so it is worth devoting time to finding the *right* books and articles (informative, clear, interesting and so forth). **Do not** just pick the first books and articles you find: you might end up with unusable material.

### Requirements for Preliminary Bibliography

- 3 sources relevant to your topic in 3 separate sections. They must be in alphabetical order by author's last name (see APA guidelines). This means each source should be examined on separate pages.
- Proper bibliographical entry at the top of each section (APA style).
- In 150-250 words summarize each source. The summary must include an overall description of the content, an assessment of the usefulness of the source in writing a paper about the 1960s, the strengths and weaknesses of the source as well as the reliability of the source. Also include a brief explanation of **the process** which led you to choose this source as appropriate for your research.
- For each source, in two to three sentences indicate the **discipline or disciplines** that appear in it.

### Required attachments

- **Sources.** You **must** submit all three of your sources along with this assignment. If your source is an article, submit the entire article. If your source is a book, submit a photocopy of the table of contents, **publication information**, introduction (formal or otherwise) and the most relevant pages. Write down the author and title on top of the first page of the photocopies. Put the photocopies of your sources in the same order as they appear in the annotated bibliography (i.e. if Bush is your first author, put the Bush photocopies first).
  - **For each source, I want to see proof of active reading. This can either be notes in the margin or on a separate sheet.**
- **Proposal with my comments on it.**
- **Completed grading sheet (I will not accept the assignment unless the grading sheet is complete). The grading sheet is on Omnivox.**

**YOU MUST BEGIN PUTTING YOUR ASSIGNMENTS IN A BINDER. I WILL NOT ACCEPT THE ASSIGNMENT UNLESS YOU DO SO.**

## **Guidelines for an Annotated Bibliography (Patrizia Didonato/Nathalie Viau/Francis Ho)**

After you've submitted your proposal and received approval from your instructor to begin the writing process of your research paper, you should begin your library research and find your references.

Once you found your references you will need to write and submit an annotated bibliography.

An annotated bibliography is a bibliography with a brief summary of an academic article or content of a book or the section of the book that will be used for the writing of the research paper. Moreover, for this course, you will also have to write one or two sentences on the relevance of the source to your topic (main idea / question).

Therefore, choose the FOUR LAST academic sources (references) of your final IP paper and write:

1. The bibliographic information (reference) of the source in APA format.
2. A one paragraph summary of the academic article or book (5 - 7 lines of text).
3. The relevance of this source to your topic (main idea/question) (1- 2 lines of text).

**\*\*\*You must submit a COVER PAGE, the ANNOTATED BIBLIOGRAPHY along with PHOTOCOPIES of ALL FOUR ACADEMIC SOURCES (for articles you will have to photocopy the complete article in PDF format and for books you will have to photocopy the title page and table of contents, not the whole book or chapter)\*\*\***

**NOTE:** You should NOT write the summary that is part of the article (called summary or abstract). If the abstract of the article is copied word per word, with or without quotes, the student will get a grade of zero for this assignment.

## *7a. Writing Steps (Proposals and Outlines)*

The competencies of this course require the research project to be produced in stages, although they do not state what those stages are beyond mention of an outline incorporating issues from three disciplines. Many teachers find that preliminary writing steps can be great tools for getting students to start working early on the thinking processes required for their final project. These steps allow the teacher to give guidelines and feedback and keep the students on track, especially if the teacher sets down in the syllabus the rule that every step of the project must be handed in before the next step will be accepted. They also help reduce the temptation for plagiarism, since students cannot just submit a finished paper at the end of the semester without the teacher having seen any of the work leading up to it. Most importantly, these steps show students a responsible approach to writing, which is not done effectively at midnight on the eve of the due date.

One preliminary step, assigned early in the semester, is a proposal. This step gets the students asking questions about their topic, exploring related topics, developing links between variables that may lead to a thesis statement, and deciding which social sciences they will integrate into their work. It also gives the teacher a first chance to see their writing abilities and to steer students with poorly formed ideas or unrealistic expectations onto the path to success. It is important that the students realize that the ideas they develop here may change substantially by the writing of the final paper, that nothing is written in stone and that it is natural for ideas to evolve with feedback and reflection.

The outline is a mandatory part of the course. Many student abhor writing them and skip this step in other courses, with the result that their papers are unfocussed and lack specific details. An outline helps them see gaps in their research and forces them to start putting their disparate pieces of information in order. Outline formats vary widely from teacher to teacher in terms of how much detail is required. But generally, the more detail a student includes at this stage, the easier it is for the teacher to guide them and the easier the writing of the actual paper becomes. Many teachers have students submit their final bibliography with the outline OR they have students submit a section of the completed paper with the outline. Some samples of proposal and outline assignments are included here.

1. For the proposal, have students submit a list of research questions to answer, as well as an explanation of which social science these questions are related to. (Claudine Schmidt)
2. After the proposal has been submitted, have some students explain their topics to the class. Have the class list what they would want to know about the topic. (Robert Cookson)
3. On the due dates of the proposal, outline and/or first draft of the paper, give students simple code-names and a sheet of looseleaf each. Have students put their real names atop the looseleaf and place it on their desks next to the assignment to be handed in. Explain the criteria you will use to grade the assignment, writing it on the board. Have the students get up and change desks. Have them read the assignment in front of them and write evaluative comments on the looseleaf, signing the comments with their code-names (to ensure the evaluators take the task seriously, to prevent rude or silly comments, and to allow the teacher to track their comprehension of the goals of the assignment). When they finish reading the first assignment, have them switch places with other students and repeat the process. Have students evaluate three or four assignments over one class period.

## Proposal Assignment (Miles DeNora)

### Step One: Topic

Clearly state the topic of your paper. In three to five sentences, state what you want to find out about your topic. In other words, what questions do you want to answer?

### Step Two: Possible Subtopics

List **three** possible subtopics within your main topic. This is a useful step in making it easier for you to come up with enough material to write a 2500 word research paper.

### Step Three: Reasons for choosing your topic

In 200-250 words, explain why you chose your topic. Be specific in both the explanation of the topic and in the description of your reasons. Personal interest is acceptable but be clear in specifying how it developed. Describe what you already know about your topic.

### Step Four: Social Science Disciplines

A) Identify **ALL** the disciplines you *could* use to examine your topic. For each, explain how it could be used in two to three sentences (except the ones which you plan on using – see below).

B) Identify the **THREE** disciplines that you plan on using in your research. In 50-100 words **per discipline**, explain what aspect(s) of your topic are related to the chosen disciplines.

### Step Five: Thesis Statement

Identify your thesis statement. Transform the questions that you came up with for Step One into statement form. Remember to use the formula that we discussed in class as a guide:

A (topic) + B (argument OR point of view) = THESIS STATEMENT

- **Keep in mind that you must complete this stage of the project before advancing to the Preliminary Bibliography.**
- **As always, if you are unsure about anything, please come and see me.**



## Proposal Workshop (Jacky Vallée/Miles DeNora)

### Step 1

*Do NOT write your name on this sheet of paper. Instead, write a code word that you will remember.*

Individually, answer the following questions:

- 1) What is your general topic and why does it interest you?
  
- 2) What are 3 disciplines that you could use to analyze this topic and why?
  
  
  
  
  
  
  
  
  
  
- 3) What are some important questions that relate to your topic?
  
  
  
  
  
  
  
  
  
  
- 4) What are some key words that you think will be useful in your research?

You have 15 minutes to complete this step.

Hand in your papers. They will be redistributed to another student for step 2.

### Step 2

Look over the paper that has been given to you. Answer the following questions on the bottom or reverse of the sheet.

- 1) Is the student's topic clear to you? If not, comment on what you don't understand.
- 2) Do you agree with the 3 chosen disciplines? Why or why not?
- 3) Do the questions that the student has asked provide a well-rounded research question? If not, what would be some additional questions that the student could think about?
- 4) Can you suggest any additional key words?

## Writing the Proposal (Hannah Steinwald)

### General Information

Your research *proposal* obliges you to concentrate on the topic of your paper. This involves thinking about how to find and assemble relevant information that will contribute to your paper. You will need to become familiar with the library resources, both online (Proquest) and actual hard copy (They are called "books" and "journal articles")! For the proposal you will need to have at least five references.

The proposal tells the reader what specific issue or subject matter you are going to investigate. You will be able to formulate a *thesis (topic) statement* that describes the *theme* and *content* of your paper. Your proposal must be specific. You may, if you wish, use first person to define your specific topic. (e.g. "I would like to investigate drinking behaviour" is much too vague!) For example, if your topic is *Alcohol Use Among Teenage Boys and Frequency of Risky Driving Behaviour* you might begin by saying "It has been shown that teenage boys engage in dangerous driving behaviours more frequently when they have had more than two beers than when they have not been drinking any alcohol (Author, year)". This type of information should begin your proposal. The reader needs to know immediately what s/he is going to be reading about.

Your proposal should be a brief description of what you are going to investigate, and the type of data (not methodologies) you will be presenting. At this point you are expected to have, at least, one book and four articles. Thus, you should know how you are going to present the thread you would like to follow throughout your paper. A proposal is a statement of intent. A proposal is a basic summary of the objective of the paper. It is not a summary of the paper (which has not been written yet!)

### Rules for IP. Proposal

The proposal **must** be typed and **double-spaced**. The proposal should be between **one and one-half** and **two pages** long. (One page is tooooooo00000o brief) Use a font of **12**. You must have **five (5) references**. Include a **Reference page**, on a separate sheet of paper, at the end of the text using APA style. References **must** all appear both in the text and on the reference page. Please do **not** use any type of folders, binders or plastic covers. You **may** include a cover page with your name and LD., the date, the course name, the College, and my name. You will be given more information on a cover page before the final paper is due.

### In the proposal you want to:

1. **Define** the specific topic of your paper (similar to a thesis statement)
2. **Specify** the particular questions you will be investigating
3. **Identify** which three disciplines of the social sciences your paper will draw on for information
4. **Show** that you already have information on your topic by using five references.

## Ask yourself – Proposal (Hannah Steinwald)

1. Have I told the reader exactly **what issues** my paper is going to investigate?
2. Have I started off with a sentence that explains, **immediately** the theme of my paper?
3. Did I state the **broad** topic that I will be covering (e.g. substance abuse)?
4. Did I clarify the **specific** subject that I will be investigating (e.g. alcohol and risktaking behaviour in adolescents)?
5. Have I told my reader which **three disciplines** I will be using?
6. Have I included, at least, **three questions/issues** from each of the three disciplines (without specific reference to those disciplines)?
7. Have I used at least **five references**?
8. Have I included a **reference page**?
9. Am I using APA style correctly, both in-text and in the reference section?
10. Are at least four of my references **peer-reviewed** articles?
11. Have I been sure not to include **texts** (from which people teach) in my book selections?
12. Is my topic a **relevant** issue?
13. Have I been careful not to **plagiarize**?
14. Does my proposal sound like an **academic paper**?
15. Have I been careful to keep my **opinions out**?
16. Is this a **reasonable** topic to research? In other words is there any value in answering these questions?
17. Am I sufficiently interested in this topic to maintain adequate **enthusiasm** to get through this really challenging course?

## Guidelines for Research Proposal & Preliminary Bibliography (Matthieu Sossoyan)

**Note: This is the first step of your research; it must be handed in to continue on to the next steps. Also, you will be asked to rewrite this assignment completely if it is not satisfactory**

### Part One: Topic

Clearly state the topic of your paper. In three to five sentences, state what you want to find out about your topic. In other words, what questions do you want to answer?

### Part Two: Possible Subtopics

List **three** possible subtopics within your main topic. This is a useful step in making it easier for you to come up with enough material to write a 2500 word research paper.

### Part Three: Reasons for choosing your topic

In 150-200 words, explain why you chose your topic. Be specific in both the explanation of the topic and in the description of your reasons. Personal interest is acceptable but be clear in specifying how it developed.

### Part Four: Social Science Disciplines

A) Identify **ALL** the disciplines you *could* use to examine your topic. For each, explain how it could be used in two to three sentences.

B) Identify the **THREE** disciplines that you plan on using in your research. In 50-100 words **per discipline**, explain what aspect(s) of your topic are related to the chosen disciplines.

### Part Five: Thesis Statement

Identify your thesis statement. Transform the questions that you came up with for Part One into statement form. The goal of your paper would then be to prove that your thesis statement has merit and you would attempt to do that by providing evidence to that effect in your paper.

### Part Six: Preliminary Bibliography

***The goal of this part is for you to provide a preliminary list of sources that you are considering for your project. You must also show that you have carefully examined the sources and that you are able to explain why you think you will use each source. This material will provide a basis for your research project so it is worth devoting time to finding the right books and articles (informative, clear, interesting and so forth). Do not just pick the first books and articles you find: you might end up with unusable material.***

#### Written Requirements for part six:

- 3 sources relevant to your topic identified on 3 separate pages. They must be in alphabetical order by author's last name (see APA guidelines in Book).
- Proper APA bibliographical entry at the top of each section.
- For each source, provide 1 page of notes in *point form* on the **most important points** that are covered by the source and that are relevant to your topic. You should also indicate the **major arguments** being presented by the author.
- For each source, indicate the **discipline or disciplines** that appear in it.

## Topic Proposal (Viviane Bouchard)

You will do the following in a nice text. At this stage, you can write and develop arguments. Only the outline is in point form.

- Please state the purpose of your paper
  1. Give the reason you chose this topic
  2. What do you want to find out?
  
- Give some background information about your topic
  1. Explain the topic
  2. Present different arguments
  
- Present the paper
  1. Argue the point of view **you** will take
  2. State the research question
  3. State the hypothesis
  4. Divide it into main subjects (full text using main ideas)
  5. Describe and explain the three social sciences you will use
  
- Present an outline in point form
  
- The bibliography (do not forget the French source)
  1. What you have found so far (mostly academic or scientific sources)
  2. What each author is contributing to your research

Remember that this is a starting point and that you are entitled to change your mind. However, this does not mean that it should not be structured.

A research paper is a work in progress and your starting block is the most important of all.

Plan it well!

## Research Proposal (Jacky Vallee) (2 pages)

Name:

The purpose of this assignment is for you to present a tentative idea of the topic on which you would like to conduct research. At this stage, it is quite possible that you will change your mind but it is still important that you begin to think of ways to narrow down a more specific topic. We will meet soon after to discuss your project one-on-one.

What is the general topic that interests you the most at this point?

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Why? (Personal interest? Something you learned about in another course?)

*Note: Personal interest is OK but it's a good idea to avoid topics to which you are emotionally attached. This might make it more difficult for you to have a clear, unbiased vision of the literature.*

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What are some possible sub-topics within this general topic that you might want to explore?

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Please make a first attempt at a research question. Ask yourself “What do I want to know about this topic?” *Note: Unlike Research Methods, where you had to develop a research question that you could test with surveys, interviews, content analysis, etc., you are now developing a research question that you can answer using available literature.*

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Once you are more familiar with the literature, you will actually rephrase and refine your research question to create a *thesis statement*. A thesis statement is the main premise that will be proven and explained by your research paper. For now, it will still be very general and we will work on refining it in the coming weeks. Go ahead, give it a shot! You can always change it later!

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Think about the different social sciences that we discussed in the first three weeks of class. How could the different disciplines be used in your project? Consult your notes in the course manual for insight. You could even visit teachers that you've had in these disciplines for insight. Trust me; teachers are always happy to get a visit from former students and to share their knowledge!

Choose the three disciplines that you *\*think\** will be the most useful in your project. (You might change your mind as you read more of the literature but this will get you started.) For each one, explain *why* you think it will be useful in about 2-3 sentences. How could it be used? What kinds of questions could it help answer?

Discipline \_\_\_\_\_

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Discipline \_\_\_\_\_

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Discipline \_\_\_\_\_

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## Research Proposal and Introduction (Eric Lamoureux)

This DOUBLE-SPACED assignment is meant to get you started on your topic and how you will narrow down ideas to something manageable. **Try to give answers which are fully thought-out; being brief will not help you work out your ideas.**

1. What **general topic** interests you?
2. List eight **variables** related to this topic.
3. What **research question** and **thesis** do you propose for your paper?  
*(This must include two variables or elements which affect each other. For a ten page paper, the research question should start “How do..?”, “Why do..?” or “What...?”, NOT “Do..?” The thesis explains what you plan to prove.)*
4. **Operationalize your variables.** How can each of your variables vary?  
*(Be specific here. Exactly how can they vary?)*
5. In detail, explain the **THREE main points** that will explore your research question and prove your thesis.  
*(This is the body of your paper. Give me THREE paragraphs that show me how you plan to prove your thesis. With this section, I can judge whether or not your paper will make sense. It must incorporate the two variables of your thesis. The operationalized variables of part 4 should guide what you write here.)*
6. Explain how **THREE different social sciences** will be used in your project. For each, use one or two sentences to explain its potential relevance to your thesis.  
*(Be sure to include keywords and concepts taught in class during the oral presentations.)*
7. Write an **introduction** of about 150-200 words for your paper.  
*(Follow the guidelines taught in class, being sure to include a hook at the start and finishing with your thesis.)*



## Topic Proposal (Viviane Bouchard)

Please state the purpose of your paper

1. Give the reason you chose this topic.
2. Explain what you intend to do.

Give some background information about your topic

1. Describe the topic.
2. Is this topic well researched (Did you have problems finding sources?)

Present the paper

1. Argue the point of view you will take.
2. State the research question
3. State the hypothesis
4. Divide the body of the paper into main subjects (full text using main ideas).
5. Describe the three social sciences you will use and how you will use them.

Present the tentative outline in point form

1. Each section should be seen as a mini topic.
2. Make sure that all the items are in the right sections.
3. Use short titles and subtitles.

The annotated bibliography

1. What you have found so far (at least three sources)
2. What each author is contributing to your research

Remember that this is a starting point and that you are entitled to change your mind. However, this does not mean that it should not be structured and well-planned. A research paper is a work in progress and your starting block is the most important of all. Plan it well!

From: Lester, J., Lester, J. D. Jr. (1999). *The Essential Guide to Writing Research Papers*. New York: Longman.

## Proposal: Outline and Thesis Statement (Patrizia Didonato/Nathalie Viau/Francis Ho)

The research proposal is a major component of any research paper. It provides a skeletal outline of main ideas and questions that guide the researcher in the development of the research paper. It helps in keeping a clear and focused logical sequence in the writing of the paper. For this course, the research proposal will include: the topic, thesis statement, as well as an outline of main questions to be discussed within three social science disciplines (with three questions asked for each discipline). It should contain sufficient information to allow your course instructor to evaluate whether the questions you propose are logically connected; and, whether your thesis statement integrates three relevant social science disciplines along with appropriate questioning for each discipline.

Proposals must include a COVER PAGE (topic or title, student name and number, instructor's name, course title, section number, due date) and MUST BE TYPED.

Your research proposal **MUST BE APPROVED** by your course instructor; that is, it will be handed back to the student with an approval note from your teacher or a note to see your instructor for changes to be made in order to get an approval. If the proposal is NOT APPROVED by your course instructor, the final research report will NOT be MARKED.

### MAIN PARTS OF YOUR RESEARCH PROPOSAL:

#### 1. Introduction (~ 1/2 - 1 page):

- state or introduce your *topic* or *main issue*.
- give a *brief overview of the topic / issue* (e.g., important facts, statistics)  
It is important to cite your sources (references) and to do so in APA format.
- explain *your interest in choosing the topic* (why you chose this topic).
- provide *a rationale for choosing the topic* (why it's important to explore this topic).

#### 2. Research Question and Main Points:

- state your *research question*.
- list some *main points* or *ideas* that relate to your research question and *indicate which discipline within social science* they would pertain to.

#### 3. Thesis Statement (one sentence):

- state a *clear* and *precise statement* that will be supported throughout the body of your research paper.
- make sure this statement *incorporates the main ideas of your issue* and that it includes *at least three social science disciplines*.

#### 4. Outline (nine questions):

- develop *three questions for each social science discipline* that will be answered and supported throughout your research paper.

#### 5. A References Page (on a separate page):

- A *list of all sources* (references) used in the introduction of the proposal (in APA format).

## **Proposal & Outline for Term Paper (Gordon Aronoff)**

1. Identify your topic, or subject matter, and briefly describe it. What is it you will be examining?
2. What question will your paper answer?
3. Review of the literature. What do the scholars say about the question? Summarize what two or three scholars have to say. What are their solutions? Is their evidence solid, weak (or absent)? Are their arguments sound?
4. State your thesis, or answer to the question. It must be a direct answer to the question (or problem) described above; and one that is capable of proof on the basis of evidence.
5. What evidence are you going to use? What are the sources for your evidence (where will you find the evidence)? Summarize the evidence you will use. What are your argument(s) going to be?
6. What sections will your paper have? What are you going to do in each section?
7. Give the authors and titles of the books and articles you will be using. You must make substantial use at least two books, preferably from the Vanier library, and at least two journal articles from the databases, EBSCOHost and/or Proquest. (Note: For the convenience of your fellow students, leave the books in the library---just photocopy the relevant pages to take with you---in any case, you need to submit photocopies of the pages you use with your paper, both the first and final drafts.)

## Working from a Thesis Statement to Create an Outline (Jacky Vallee)

1) Review, with fresh eyes and a fresh mind, the paragraph that you created last class in support of your thesis statement. Look for places where there is a lack of clarity, repetition of ideas or a lack of an apparent link between two ideas. Are there any changes you would like to make to it? If so, make them directly on the sheet you were working with last time.

2) Can any of the statements made in support of your thesis statement be used as the basis for a section of your paper? Indicate them here and number them.

3) Now, brainstorm everything you know about your topic. Write them down in point form on the back of this sheet. Don't worry about putting things in any particular order for now. Just put things down as they come to mind, without consulting your notes.

4) All done? Now, review your list on the back of the page. Do any of them look like they would fit into a section based on any of the statements listed at question 2? If so, put the number of the appropriate question next to those notes.

5) Are there notes that don't fit anywhere but that you think should really go in your paper? Do they tie in with each other? Do they need a section on their own? If so, what are they about? Create a statement (write it down here) that would use these points as support.

6) Now, create a preliminary outline based on what you have just done.

## Outline and Annotated Bibliography (Matthieu Sossoyan/Jacky Vallée) (2 pages)

**Note: This is the second step of your research; you may not proceed further until this assignment is done. Also, you will be asked to rewrite this assignment completely if it is not satisfactory.**

The goal of this assignment is for you to get a clearer idea of how you will structure your paper and what sources you will be using. Although you may change the structure or the sources of your paper once you start writing it, the outline and annotated bibliography will provide a skeleton for your paper on which you can organise your ideas.

### OUTLINE

#### What does an outline look like?

- It should be approximately 2 pages long and must be **typed, spell-checked and proofread**.
- It is a summary of your paper to come, presented in a **combination of sentence and point form** and organized with a **system of hierarchy**. The more details you can provide now, the easier you will find the writing of the essay itself.
- The different social science disciplines that you are using must be referred to at the start of each section.
- It should follow the same structure as a paper (introduction, body, conclusion)
  - The three sections of the body should be numbered I, II and III
    - Each section of the body should have the following:
      - a title
      - an indication of the disciplines that are covered in it
      - a title sentence with supporting elements (A, 1, a, etc) in point form or short sentences.
- The section of your outline that describes the introduction should include your **thesis statement** in a full and complete sentence. It should be a reworked version of the one you provided in your proposal. Please put it in a box or underline it so that I can tell it apart from the rest.
- In the different sections of your outline, refer to the appropriate references and **sources** by using the correct APA format.

### ANNOTATED BIBLIOGRAPHY

#### What does an annotated bibliography look like?

- 7 to 10 sources relevant to your topic in separate sections. They must be in alphabetical order by author's last name (see APA guidelines).
- Proper APA bibliographical entry at the top of each section.
- For each source, provide a minimum of 1/2 to 1 page of notes in *point form* on the **most important points** that are covered by the source and that are relevant to your topic. You should also indicate the **major arguments** being presented by the author.
- For each source, indicate the **discipline or disciplines** that appear in it.
- In this assignment, you must have:
  - At least 2 books (although I suggest more, depending on your topic)
  - 1 French source
  - No more than 1 encyclopaedia

- No more than 2 non-academic sources (newspaper, magazine)

### **Required attachments**

- **Proposal and preliminary bibliography with my comments on it.**
- **Sources.** You **must** submit all your sources along with this assignment. If your source is an article, submit the entire article. If your source is a book, submit a photocopy of the table of contents, publication information and the most relevant chapter. Write down the author and title on top of the first page. Please put your sources in the same order that they are listed in your bibliography.
- **NOTE: For each source, I want to see proof of active reading. This can either be notes in the margin or on a separate sheet.**

## **Ask yourself – Outline (Hannah Steinwald)**

1. Have I included a logical numbering system?
2. Do the minor headings fit appropriately under the major headings?
3. Is everything that I want to look at in my paper mentioned in my outline?
4. Is my outline consistent in the way it is worded? Do all the headings match the case as well as the tense of the other headings at the same level?
5. Is the spelling correct?
6. Did I use words that are unambiguous?
7. Did I say what I wanted to say? Or will the reader know that I had no idea what I was sticking onto paper?
8. Is the spacing consistent?
9. Are the headings brief enough?
10. Are the headings consistent in format? Or do I have some headings that are sentences and other headings that are just phrases or single words?
11. Are the topics in the outline in logical order?
12. Will I be able to write my paper easily using this outline?
13. Is the grammar excellent?
14. Is the vocabulary excellent? Have I used college level vocabulary?
15. Have I been careful not to use colloquial speech?
16. Is my outline comprehensive (inclusive) or have I left out some important issues that a paper on this topic should address?
17. Can an intelligent 15 year-old understand this outline?

## **Synopsis of Outline for Term Paper in Integrative Project (Richard James)**

1. Identify your topic, or subject matter and briefly describe it. What is it you will be examining?
2. What question will your paper answer ?
3. Review of the literature. What do two scholars say about the question? Is their evidence strong or weak in your view?
4. State your thesis, or answer to the question. It should be one that is capable of proof on the basis of the evidence you will give.
5. What sections will your paper have? What are you going to do in each section? (use three sections as a working basis of your paper.)



**In-Class - Synopsis of Outline for Term Paper in Integrative Project (Richard James)**

1. What is your topic?

2. What general questions will your paper answer ?

3. You have chosen 3 disciplines. What are they and what aspect of your topic they will discuss?

Discipline 1.....

Discipline 2 .....

Discipline 3.....

## Outline and First Section of Project (Eric Lamoureux)

Your task here is to write a detailed outline of your research project, based on the ten required sources, as well as the first BODY section of the paper.

### **For your outline:**

- Follow one of the models provided.
- DOUBLE SPACE and give as much detail as possible. This is the skeleton of your paper and you are graded according to how clearly it exposes your paper.
- Note that in my sample outlines, I left blank spaces (....), but you must fill in all blanks.
- Be sure that three social sciences can be found within your outline.

### **As you write the first third of the BODY of your paper:**

- It should be roughly 700-800 words long, DOUBLE SPACED, in 12-point font.
- Paragraphs must begin with proper topic sentences which help prove the thesis statement in your outline AND explain what their paragraphs are about.
- Paragraphs should be filled with evidence that proves the topic sentences (and the thesis statement). They should be about five to eight sentences long (no more, no less).
- You do not need to worry about incorporating all three social sciences in this first section, but there should be evidence of them in your outline and they **MUST** appear in the final paper.
- All ideas borrowed from sources (so, EVERYTHING except the topic sentences) must be cited using APA-style in-text citation (check your syllabus for the rules on how this is done).
- A bibliography of all ten sources for the entire paper must be attached at the end.
- Pay attention to spelling and grammar. This is the first draft of your paper and you want it to be dazzling.

## Workshop on Writing an Outline (Miles DeNora)

### Step 1 - Brainstorming - 10 minutes

- Consulting your notes from your preliminary bibliography, write down everything you know about your topic.
- Write things down in the order in which they come to mind. Do not try to put things in order yet.

### Step 2 - Organising - 15 minutes

- Look over your list and create links between common themes.
- With a different coloured pen, indicate points by discipline.
- Can you figure out another way to organise your information (by time period, by region, etc)?

### Step 3 - Create a preliminary outline - 20 minutes

- In point form, begin to form an outline of the main points you wish to cover. Leave sufficient space between the main points.
- Next, add in sub-points, or supporting points, underneath your main points. Indent them.

### Step 4 - Peer evaluation - 10 minutes

- Look over the preliminary outline of another student. Comment on the following:
- Is the information presented in a coherent way?
- Can you get a general feel for the topic from this outline?
- If not, what is missing?

## *7b. Writing Steps (Drafts)*

Many teachers break the paper up into drafts of different lengths, with periods of between two to five weeks between each draft. This allows students to get feedback on their writing as they progress, hopefully eliminating their most common errors along the way. The guidelines for drafts must be very clear, in terms of style, content, and grammar requirements, to ensure the students know exactly what is expected of them. Some teachers teach the grading scheme in class before the draft is due, then have the students include with the draft a copy of the grading sheet for the teacher to fill out. Others have students fill out and submit a checklist of essential proofreading and stylistic requirements with the assignment. For the final draft, students will need very clear guidelines for exactly what you expect to find. These guidelines vary from teacher to teacher. Some examples of guidelines for drafts are included here.

1. When the first draft is submitted, have students submit a second copy for peer review. (Kelly Purdy)
2. After the first draft has been submitted, have the students write out their challenges and difficulties with the process so far. (Kelly Purdy)
3. Meet one-on-one with the students after each draft has been corrected to discuss their work for 20 to 30 minutes. These meetings can be the most important part of the course, for teacher and for student. It is important to schedule each meeting and make it clear to the students that they are mandatory.

## First IP Draft (Patrizia Didonato/Nathalie Viau/Francis Ho)

Your first IP draft is a section of your final IP paper; in other words, it is the construction or building (draft) of the final IP paper (*épreuve synthèse*). It will be helpful in developing the main points of your thesis statement and integrating them within the disciplines of social science. The first IP draft will give you the opportunity to receive feedback from the instructor in improving and refining the final IP paper.

You will have to write a section of the body of your final IP paper in the same order or flow of ideas that you will choose for the final IP paper and using the same academic sources that will be used in answering the questions in the final IP paper. In other words, it is a section (draft) of the final IP paper.

It will only include the cover page, the first five (5) questions of your final IP paper and a references page. The questions in the body of the paper should answer each question through the use of academic sources. Each question should also support the thesis statement throughout the paper. You will have to demonstrate your ability in synthesizing information from research articles, provide evidence of your thesis statement and be able to integrate the social science disciplines in a consolidating flow of ideas.

You do not have to include the abstract, introduction, the last 4 questions in the body, nor the conclusion. These sections will only be included / added in the final IP paper.

It must be written in APA format and should be 5 to 6 pages in length.

**The First IP draft must be placed in a FOLDER / ENVELOPE and MUST contain:**

1. The corrected and approved IP Proposal.
2. A list of the first five questions that will be answered in the first IP draft in the order that they are treated and will be treated in the final paper.
3. A photocopy of all (should be five) academic sources used for the first IP draft (the complete article in PDF format, not just parts of it). If you used books, you will need to photocopy the title page and table of contents of the book and highlight the chapter(s) used.  
**DO NOT FORGET TO WRITE YOUR FULL NAME ON THE FIRST PAGE OF EVERY SOURCE YOU SUBMIT AS WELL AS THE QUESTION IT IS ANSWERING AND THE DISCIPLINE IT PERTAINS TO.**  
**N.B.: You do not have to include a photocopy of the non-academic sources (e.g., websites, newspaper, non academic articles, etc.) you will use but need to include them in your references page and of course cite them in the paper.**

## The First Draft of the Paper (Kelly Purdy/Lisa Fiorentino)

Now that you have proposed a topic and issue, created a preliminary thesis statement, and prepared an outline for your paper based on the sources you found, you are now ready to begin the writing process of your IP paper and create a first draft. For this draft, you will present information relevant to your topic/issue and thesis statement with at least five of your sources.

### Your first IP Draft must consist of the following sections:

#### 1. Introduction (1 paragraph)

- Introduce the topic and issue that you will present in your IP paper.
- Provide a rationale describing the importance of this topic.
- At the end of the paragraph, include your thesis statement. Be sure that this paragraph is connected to the information that will follow. Examples of linking phrases that could be used include: “In the following paragraphs.....” or “The following paragraphs will discuss.....”

#### 2. Body of paper – first section (approx. 6 paragraphs)

- In this first section of the body of the paper, you will discuss what is known about the topic/issue you have chosen based on what you have read and learned from approximately 2-3 of your sources. In other words, try to provide evidence for your thesis statement based on what you found in these sources.
- At the end of this first section, include 1 or 2 sentences that summarize the main points that were covered in this section of your paper. Then have one sentence that leads into the next section of your paper.

#### 3. Body of paper – second section (approx. 6 paragraphs)

- In this second section of the body of the paper, you will discuss what is known about the topic/issue you have chosen based on what you have read and learned from another 2-3 sources.
- At the end of this second section, also include 1 or 2 sentences that summarize the main points that were covered in this section of your paper.

#### 4. References (on a separate page)

- You only need to include the citations for the sources you used in this first draft.

- Please include a cover page – on your cover page, also include a word count of your paper to date (the main text only – not your references).
- Submit 2 copies of your Draft in a folder. Include in the folder your marked proposal, your marked outline and a copy of your 5 sources. If you are using a book, please photocopy the first page and table of contents for the book.
- **NOTE: You must have handed in a proposal and an outline before I will read your first draft.**

## The Final Research Paper (Kelly Purdy/Lisa Fiorentino) (2 pages)

Here is a checklist for Final IP Paper. *Please Note: The final paper must receive a passing grade to count as a pass for the épreuve Synthèse.*

### 1. Title page (page 1)

- Title of your project (centered)
  - Make it clear and comprehensive (informative)
- Your name, my name, course name, date handed in (centered)
- Word count (including only the introduction, body, and conclusion sections)
- Running Head with page number (top right)

### 2. Abstract (page 2)

- Place the word Abstract centered at the top of the page.
- One paragraph (maximum of 150 words) that summarizes your IP topic, thesis statement, disciplines covered, and main conclusion.

### 3. Introduction (start on page 3)

- Place the title of your project (centered) at the top of the page.
- An introductory paragraph introducing the topic of your IP paper, the thesis statement, the rationale for studying the topic, and a description of how your paper will be organized (i.e., how your paper is divided into sections).
  - Be sure your thesis statement expresses your position in a full sentence that is not a question and not merely a topic area.

### 4. Body: First section/discipline (continue right after Introduction)

- Use a subheading that indicates what you are discussing.
- Be sure to have at least 3 academic sources referenced (a combination of primary and secondary sources; journal articles, books and reports).
- Use APA-style in-text citations.
- Be sure to use in-text citations when paraphrasing and/or using direct quotations.
- Be sure your paragraphs provide support and directly relate to your thesis statement and flow from one to the next (i.e., use clear topic sentences).
- End section with a short summary of the section and a transition statement leading into the next section.

### 5. Body: Second section/discipline (continue right after section 1)

- Follow same comments as #4.

### 6. Body: Third section/discipline (continue right after section 2)

- Follow same comments as #4.

## **7. Conclusion (continue right after section 3; approx. 2 paragraphs)**

- ❑ Write the heading Conclusion (centered).
- ❑ Remind the reader in a couple of sentences of your topic and thesis statement.
- ❑ Summarize each of the section/discipline findings. Try to 'blend' your conclusions together- integrate what you have learned from each discipline's perspective on your topic.
- ❑ Conclude with implications (or 'real-world' applications) of what your paper has shown.
- ❑ Provide suggestions for action (e.g., what type of education could be done on the topic) or the direction future research should take.

## **8. References (start on new page)**

- ❑ Write the word References at the top of the page (centered).
- ❑ List the references for your all of your sources you referred to in the text of your paper (including websites) in APA style.
- ❑ Be sure to alphabetize your list based on the first author's last name.

## **9. Appendix**

- ❑ Include copies of all of your sources (including the French source) in your IP folder (note: book chapters will require a photocopy of the book cover and the table of contents).
- ❑ Label each source with the discipline you used it for on the front page.
- ❑ Include in your IP folder your marked copy of the 1<sup>st</sup> draft, along with your original IP proposal and outline.

## **10. Other style reminders:**

- ❑ Check for errors in sentence structure, spelling, and punctuations.
- ❑ Use a standard font, size 12.
- ❑ Use black ink only.
- ❑ Be sure to number your pages.
- ❑ Make sure you use double-line spacing throughout the whole paper (NO EXTRA SPACES between sections/paragraphs are needed).
- ❑ Make sure your text is left-justified (except where certain headings are centered).
- ❑ Do a word count to make sure you have reached the minimum requirement of 2500 words.



## Final Paper Guide (Gordon Aronoff)

Your paper is to be a minimum of **2,500** words (**10 pages**) in length, NOT INCLUDING THE TITLE PAGE, REFERENCES PAGE, GRAPHS/DIAGRAMS, ETC.

It must be structured in the following manner:

1. Title Page with title centered on page, and name, course, etc., bottom right hand corner.
2. Introduction, describing the issue in very specific terms, followed by
3. The main body of your paper, divided into three main parts (one for each of your three social science disciplines). Each main part will be subdivided to address the distinct issues and/or sources related to the disciplines. **Be sure to provide appropriate linking sentences between paper sections so that your paper does not read like three separate essays but has continuity instead.** This is one of the most important tasks for this assignment, and you should use the following suggestions to guide yourselves:
  - a. the first paragraph of a section should remind the reader of the purpose of the paper and why it is useful to employ a particular disciplinary approach to better understand the research topic
  - b. the final paragraph of a section should generally prepare the reader for the next section
4. Conclusion, tying together the main points of your paper, again reiterating the multidisciplinary aspects of your research. **Mention the term INTEGRATION OF DISCIPLINES in your conclusion and explain why it has been particularly useful to study your topic from the three different disciplinary perspectives** (this is to ensure that course objectives are met).
5. Citations. Make sure you properly cite your sources throughout. Use the APA system of notation, and avoid plagiarism at all costs.
6. References. Provide correct citations of all your sources in the APA style on your "References" page. **Remember that you must make use of one French source (cited at least once in the body of your essay).**
7. All pages must be numbered.
8. Assemble and staple in upper left hand corner.
9. **REMEMBER: When you hand in your final paper, you must ALSO hand in the three discipline essays that I handed back to you. Make sure that all the photocopies of the pages that you cited from your sources, are included.**

## Integrative Paper Checklist (Gordon Aronoff)

Please put a checkmark after each sentence once the directions have been followed:

- 1) I have read the **Final Paper Guidelines** and followed them carefully
- 2) I have included a **100 word abstract** as the second page (after the title page)
- 3) I have mentioned the term Integration of Disciplines in my conclusion
- 4) I have corrected all of the spelling and grammatical errors that were identified in my three discipline papers
- 5) I have corrected all of the APA citation errors (including on the references pages) identified in my three discipline papers
- 6) I have corrected all of the problems regarding content and clarity identified in my three discipline papers
- 7) I have submitted my final paper (with the pages stapled together and with text printed on **ONLY ONE SIDE OF EACH PAGE**) **together with the three corrected discipline papers**
- 8) I have put everything together (the final paper and the three corrected discipline papers) in an envelope with the teacher's name and my name (and student number) on it.

## Guidelines for the Research Paper (Eric Lamoureux) (3 pages)

These are non-negotiable guidelines for your paper.

- **Cover page**
  - Full name and student ID
  - Course title
  - Title of paper (Make it catchy and descriptive)
  - Name of college and teacher's name (Eric Lamoureux, in case you forgot)
  - Date submitted
  
- **Abstract**
  - Describe the contents of the paper, including a short explanation of the subject of the paper (the problem and the Do-Gooder), the thesis, and a brief summary of the main points proving the thesis.
  - Put this AFTER the cover page and BEFORE the first page of the actual paper, on its own separate page.
  - 100-150 words long.
  - Do NOT count it in the page numbering.
  
- **Introduction**
  - Write the title at the top.
  - Start with a hook. Be creative!
  - Include the presentation of the problem or of the things to be compared, background information, hints at the points you plan to discuss in your paper, and your thesis statement. For more details, look back at the guidelines for outlines.
  
- **Body**
  - Divide the Body into main sections (at least three), each focusing on a sub-theme within your topic. The sections should be roughly the same length.
  - If you are doing a comparative paper, you may need to further divide those three sections across your two things to be compared (so now you have six sections).
  - Divide main Body sections into sub-sections/separate paragraphs, so that larger ideas are broken into smaller ideas, all of which help prove the thesis (the largest idea). Do NOT write single paragraphs that go on for three pages! Break it up. Also do NOT write paragraphs of two sentences.
  - Each Body section must begin with a topic sentence that helps prove the thesis and which will be proven in the paragraph it heads.
  - Make each Body section like a “mini-essay”, proving its own thesis.
  - Be sure Body sections follow each other logically. Tie them together with words.
  - Be sure three social sciences appear in this paper. How you include them is your choice but they must be easily apparent to the reader.
  - Keep the Body of the essay *informative*. Refrain from expressing your opinions on the topic. If you are comparing, do NOT mix the comparison with the description. Instead, put it in a separate paragraph after the description or in the conclusion.
  
- **Conclusion**
  - Re-state the thesis.
  - Include a brief summary of the main points of the paper, tying them back to the re-stated thesis.

- If doing a comparative paper, you need to make a statement about which thing was better/worse/more effective/less effective than the other.
- Finish with closing comments. Show the current relevance of this topic. Suggest ideas for future research. This is where you would insert your thoughts and opinions on the topic.
- **Reference list/Bibliography**
  - Put this on a separate page.
  - Be sure it contains at least ten sources, of which eight are scholarly, two are books and one is French. All sources must be cited AND used within the essay.
  - References and citations must be in APA style. Use Lester, Lester and Mochnacz or my cheat sheet included in the course outline.
- **Personal critique of the paper**
  - Title this page *Personal Critique*.
  - Write a paragraph critiquing your own work. What do you feel was strong about this paper? What parts do you feel need improvement? How could you have done better throughout the process of researching and writing?
  - 100-150 words long.
  - Attach it on its own separate sheet AFTER the bibliography.

### General stylistic requirements

- **DOUBLE-SPACED**, 12 point font, **STANDARD MARGINS** (leave the margins as they are when you open your Word or WordPerfect document).
- **Indent** each new paragraph. Do NOT skip extra spaces between paragraphs.
- Number pages (except for cover page, abstract, and first page).
- DO NOT write in first or second person.
- Use in-text citations in APA style for all borrowed ideas.
- Be sure to follow APA rules for quotations if you use them.
- Be sure paragraphs follow logically.
- Be sure each paragraph focuses on one main idea and has an appropriate topic sentence.
- Apply the **SPELL CHECK** tool to your **whole** paper (but be aware that spell check is not perfect. Words that sound alike but are spelled differently will not be caught by it, for example ‘their’ and ‘there’, nor will non-academic language like ‘a lot’ instead of ‘many’ or ‘much’. Teachers cry when they see this.
- DO NOT USE CONTRACTIONS!
- **PROOFREAD** your **whole** essay at least twice (yes, it hurts. Do it anyway. Your grade will increase dramatically). Then have someone else proofread it too.
- **BE SURE to include the CHECKLIST at the bottom of this document, properly filled out. Lying on the checklist has severe consequences.**

When proofreading your paper, read it with the mind of an outsider who does not know your topic to check if what you are saying makes sense and is properly phrased. One great trick is to read it out loud to yourself. Also, have someone who is good in English read it for you.

For both the first and final drafts, you must attach the following:

- All of the previous steps of the project with their respective attachments
- All of your sources

***Keep personal copies of everything that you submit to me JUST IN CASE.***

## Things to check before you hand in your paper (Eric Lamoureux)

Name:

Please go over this list and check off every point before you hand it in with your paper. If you do not hand this in with your paper, **your paper will not be read.**

- Did you STAPLE your paper together?
- Did you NOT put extra spaces between paragraphs (Instead, indent the first line of each new paragraph)?
- Did you use 12-point font?
- Did you double-space?
- Did you include a clear thesis?
- Do your topic sentences help prove your thesis and describe what the paragraph is about?
- Do your paragraphs prove your topic sentences?
- Did you include a bibliography with all of the required sources?
- Is your bibliography in APA style? Is it REALLY in APA style? Did you check?
- Did you use all the sources from your bibliography in your paper?
- Did you cite each idea you borrowed in your paper using APA-style in-text citation?
- Did you remember that encyclopaedias are NOT acceptable sources?
- Did you avoid direct quotations?
- Did you take out empty words that prove nothing?
- Did you replace *a lot* with *many*, *much*, or *often*?
- Did you replace numbers up to ten (*1, 2, 3,...10*) with words (*one, two, three...ten*)?
- Did you replace contractions (*isn=t, don=t, he=s*) with full words?
- Did you take out *I believe* and *In conclusion*?
- Does this look like it equals a full semester=s work?

## Guidelines for Writing the Research Paper (Matthieu Sossoyan) (2 pages)

### Description of the project

The goal of this project is for you to produce a research paper focusing on a specific topic of social inquiry. Through several steps, you have chosen, researched and written on a topic of your choice that relates to the theme of sports.

Unlike Research Methods, where you conducted hands-on research of your own, this project requires only library research. However, you are expected to go into your topic in more depth and to provide a well-rounded written presentation of the information that is available on your topic. Please take special note of the following points:

- This project is the Épreuve Synthèse (Comprehensive Program Assessment) for your program. This means that you cannot graduate without it.
- If you obtain a failing grade on the final paper, you automatically receive a failing grade for the course.
- Since you have to do this anyway, you might as well enjoy it! Take pride in the fact that you have gotten this far and think of the accomplishment that this project will be.  
*Graduating from college is not a trivial thing!*

### **Description of the research paper**

Your paper should make **clear reference to at least 3 social science disciplines**. It is your choice as to how you will present the disciplines (in sequence or according to the sub-topic). A discussion of the boundaries between disciplines, or the difficulty of defining those boundaries is a legitimate topic in your paper.

### Structure and format (follow APA template)

- **Cover page**
  - Full name and student ID
  - course title & title of assignment (ex: "First Draft")
  - title of your paper
  - name of college & teacher's name
  - date submitted
- **Table of contents** with main sections and page numbers
- **ABSTRACT**
- **Introduction**
  - First paragraph – general comments (be creative!)
  - Second paragraph – thesis statement, disciplines and layout of paper
- **Body**
  - 3 sections consisting of several paragraphs each centering on a sub-theme within your topic (they should be roughly the same length)
  - Each section is like a “mini-essay” and has its own subtitle, its own beginning, middle and end.
  - Sections should follow logically
  - Start a new section on the same page as the previous one ends.
  - This section of the essay should be *informative*. Refrain from expressing your opinions on the topic.
- **Conclusion**
  - First paragraph - brief summary of the main points of the paper
  - Second paragraph – description of how disciplines were used (if not apparent in the paper)

- Third paragraph – closing comments (this is where you would insert your thoughts and opinions on the topic; also further research recommendations)
- **Reference list**
  - Starts on a separate page and in alphabetical order (author's last name)
  - Should contain at least 10 sources (at least 2 books, 1 French source, no more than 1 encyclopedia, no more than 2 non-academic sources)
  - All sources should be cited in the essay
  - References and citations should be in APA style
- **Mandatory attachments**
  - For both the first and final drafts, you must attach the following:
  - All of the previous steps of the project with their respective attachments
  - All of your sources
  - **All your INDEX CARDS!!!**
- **General requirements**
  - I will not accept your paper if it has no in-text **citations**, no **bibliography**, no **cover-page** and no **attachments**.
  - **DOUBLE-SPACED**, 12 point font
  - **Indented** paragraphs
  - **Double-space between** sections and insert **section titles**
  - Numbered pages (except for cover page)
  - In-text citations APA style
  - Paragraphs should follow logically
  - Each paragraph should be centered on one main idea
  - Apply the **SPELL CHECK** tool to your **whole** paper
  - **PROOFREAD** your **whole** essay at least twice

**Special note on final draft:**

The final draft should incorporate corrections made on the first draft. The final paper should also address any issues of content or organization to which my comments refer. It is YOUR responsibility to make sure you understand all my comments and to make the changes accordingly. Remember that you can always get in touch with me with any questions. Also, if you decided not to make some of the changes for reasons that you consider valid, I expect an explanation, which you can provide on a separate sheet.

## Guidelines for the Research Project (Silke Lach)

You will write a 2500 word (ten-page) paper on an issue relevant to the theme of this course.

Your paper should contain:

- Appropriate title, which appears on your cover page
  - Table of Contents
  - Abstract
  - Introduction: presentation of ideas and integration of three social science disciplines
  - Interesting discussion of your issue, using ideas, statistics and/or citations from at least ten sources (with proper referencing)
  - Conclusion (Synthesis of the literature you have reviewed)
  - Bibliography (in alphabetical order by author's last name)
- 

You will be graded according to the following criteria:

Soundness of research (quality of sources in your bibliography): 10  
(one of these points is for having at least one French source)

Explicit naming and justification of choice of three social science disciplines (pertinence to your subject): 10

Content (richness of material, quality of analysis and depth of your arguments): 20

Structure of the paper and clarity of arguments: 20

Adherence to scholarly conventions (presentation, proper referencing using APA style): 20

Elegance of writing style: 20



## Checklist to be Submitted with Research Project (Richard James)

**N.B. Papers submitted without this completed and signed checklist will not be graded.**

### 1. STYLE AND FORMAT OF THE PAPER

- The paper is to be typed, double-spaced.
- There is a cover sheet with your name, student no., and all relevant information; ie. title of project, course description and section no., and instructor's name.
- The paper has been proof-read for spelling, grammar and clarity.

### 2. PLAGIARISM

- I understand that plagiarism is a serious offence, as explained in the course outline, and that this paper respects those guidelines and is entirely the result of my own work.

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

\_\_\_\_\_  
(signature)

### **Important Reminder:**

***Please hand in a diskette or USB memory stick of all assignments, including the final draft.***

*Also, hand in these original assignments with the final paper, abstract and full bibliography (ie. Proposal, Annotated Bibliography, Outline, and First Draft, with my corrections shown in red) together with an updated version of each incorporating the corrections.*

## **Building Your Term Paper (Viviane Bouchard)**

All the elements of your term paper should appear in the following order:

### **PAGE OF PRESENTATION**

- The title of your paper
- Your name
- The date

### **ABSTRACT**

- The title of your paper
- Your research question
- Your hypothesis
- Your most important arguments (2 or 3)

### **OUTLINE**

- The content of the whole paper in point form (do not include the abstract)

### **INTRODUCTION**

- This is a detailed explanation of your outline
- You also include your research question and your hypothesis
- You can also use this to “introduce” your topic (why this particular topic?)
- You can also give some background information before you dive into your paper

### **DEVELOPMENT**

- Remember that each section is a “mini paper” by itself
- Please use the same titles and subtitles used in your outline
- Each section must have a short intro and a short conclusion

### **CONCLUSION**

- You repeat the question and the hypothesis
- You sum up the “case”
- Then you repeat the main arguments
- You may even make projections about your topic

### **BIBLIOGRAPHY**

- Using the APA style, you write down every source you USED in your paper. The references should match your bibliography

## Self Review of Paper Draft (Bonnie Sonnenschein/Siobhan DeBelle)

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

**Instructions:** This assignment is due at the end of class today. You are required to review **your own IP paper** and analyze the strengths and weaknesses of that paper. Work individually, and hand in this sheet with your answers to the questions below.

**I. Read over your draft and write any notes to yourself as you go along, on what you see as good sections and what you see as weaker sections. Be sure in your comments to include the following:**

1. Comments on information that you feel is very clear and understandable.
2. Comments on information that you feel is less clear. Write suggestions to yourself on how to make things more clear (move content around, add more information, delete other information, etc.).
3. Circle any spelling errors or grammatical errors you run into.

**II. Please answer the following questions based on the draft reading. If there isn't adequate space, feel free to continue your answers on the back of this sheet, or on a looseleaf (if so, hand it in as well).**

1. What, in your opinion, are the **strengths** of your present Paper Draft? Be sure to make specific comments, and on things that (ideally) would be useful to any future essay writing you will be doing in other college courses (and maybe even university) (i.e., Do not write a phrase like 'The topic is very interesting').
  
2. What, in your opinion, are the **weaknesses** of your present Paper Draft? Be sure to make specific comments, and on things that it would be a good idea to improve on, in order to get the best possible grade on any future essay writing you will be doing in other college courses (and maybe even university) (i.e., Do not write phrases like 'Well, I just hate writing.' or 'I'm just bad at writing' or 'I don't know what to change...none of these are very useful).

## 8. Writing Exercises

While writing is the core of the course -- and a skill for which many students are in dire need of practice -- there is a tendency to think that students should have picked this up in other courses, either in high school or in college English classes, which ignores the specific issues of college-level social science writing. To further complicate matters, different teachers have different requirements for students, meaning they have been exposed to dozens of writing styles and teachers' pet peeves before your course, which has left some very confused. Finally, English-second-language issues can also be a factor. In particular, students need special instruction (or refreshers) in writing introductions, clear thesis statements, topic sentences, proper paraphrasing, in-text citations, quotations, transitions, conclusions, sentence structure, and basic grammar.

Many teachers assign style guides to students, but these tools are filled with a bewildering amount of information that is only useful if the students are deliberately led through it with in-class activities. Especially after the mid-point of the course, when students are working on drafts of the paper, in-class writing exercises (for marks) give students a compelling reason to attend lectures and they help improve the finished product. And of course, as with physical exercise, strong writing comes from constant repetition. The trick is to cajole students to do somewhat tedious repetition in a classroom atmosphere not conducive to writing for many people. The following are a few ideas for writing exercises.

1. For paraphrasing, provide the students with an original paragraph and various re-worked versions of it, ranging from strict plagiarism to proper paraphrasing. Have students read the versions and explain which are acceptable and why some are not. (Mark Prentice)
2. Over several classes, have students work in groups of three or four. This encourages the whole class to work at a generally similar pace, since writing skills vary dramatically among students, and it takes the sting out of writing practice. Teach an aspect of writing, then have students work on implementing it in groups, using a prepared worksheet which each student fills in as they work together.
2. Have students practice the exercises taught in class using a "Writing Stations" activity. Each student is given a worksheet to fill in. Around the room are set up various writing stations. At each station is a different task to work on, related to the different writing skills already taught in class, such as writing titles, writing introductions, paraphrasing, etc. Students visit each station with their worksheet, in whatever order they choose, and complete the tasks over the course of a class or two. Students may work in teams if they wish, but each student must submit their own completed worksheet for grades. The ability to move around and to talk to each other (within reason) removes the sting of writing for some students.

## **Error Correction Assignment (Viviane Bouchard)**

First step: you find the mistakes. Second step: you propose a correction.

The first set of excerpts come from *Witches' Craze* (IP Student, 2000):

It (the witchcraft craze) is a big part of the history of western civilization, and being aware of this genocide (mass killing of people: the witches) can only give us knowledge and wisdom. It gives us the knowledge of where we came from, and it can bring us wisdom if we use this knowledge with consideration. Considering that a part of those witches really had knowledge, the intense persecution the witches were under is one of many examples of the stupidity of men when fear is involved.

The word witchcraft refers to the practices and techniques used by the witch. Of course this definition can't be useful if you don't know what the practices and techniques used by the witches are. A witch is someone that makes use of witchcraft. It doesn't help either. Magic is part of the practices, the techniques in witchcraft are mostly about the control of magic.

The Inquisition is of the greatest that went after the witches. They were successfully killing masses of self-supporting women, and they did so by accusing them of being witches, and being heretics. There was a threat onto the society of the middle ages as they knew it, the supremacy of the Church never being questioned, and they needed to take action onto individuals.

The second set of excerpts come from *Legalization of Drugs* (IP Student, 2000):

I will take the point of view, that mood altering substances have negative side effects. However a pro-choice in regards to their actual use, is necessary. That is to say that, I believe that anyone should be allowed to use any mood altering substance that they desire, rather than the mood altering substance that their government desires to legally tax. Furthermore, if they are abusing a mood altering substance to relieve depression, then this behaviour should receive less criticism than religious extremism.

Mainstream society sanctions the use of alcohol, tobacco, and religion to alleviate the affects of depression. This same majority condemns the use of opium products. This form of discrimination is based on ignorance. The purpose of this paper is to create a global understanding of mood altering substances. Taking into account the initially intended purpose from which these substances/beliefs originated in.

Unlike mood altering substances, the practice of mood altering behavior (religion) is responsible for more deaths in the history of humanity (religious wars such as the crusades), than all the plagues, and drug overdoses put together. Everything in life requires moderation, a belief held by society that explains the attitude towards drug addicts.

## Plagiarism, Paraphrasing, and Summarizing (Kelly Purdy/Lisa Fiorentino)

### I. Plagiarism

Determine whether the information described in each case will require a citation of the source used. Answer yes or no and briefly justify your answer.

1. You clearly identify the source at the beginning of the paragraph that summarizes the author's ideas about teenage drinking. Since readers will naturally assume all of the ideas in the paragraph are from the source, no additional citation is necessary.
2. In your paper on the history of aviation, you state the date of the Wright brothers' first successful flight at Kittyhawk.
3. You skim a 325-page book entitled "Using the Internet." A major theme throughout the book is that the Internet is an important technological achievement. You include this in your paper.
4. You are writing a paper on the topic of poverty in developing countries. On the Internet you find a photograph of an unidentified child and you decide to use it in your paper.

Below you will find 2 original quotations. Three students attempted to paraphrase each quotation. Which student do you feel plagiarized the least? Explain why you feel this paraphrasing is the strongest.

5. QUOTATION 1: In the inner-city world of drugs, random violence isn't what kills children or robs them of their childhood. What kills them is their position in the drug trade. These kids, some as young as eight, have become the retailers in a business that is more dependent on child labour than any 19<sup>th</sup> century sweatshop. On the street corners, those over 20 still doing business are considered "old timers" (Barnes, 1999, p. 31).

Student 1: Mr. Barnes contends that illegal drug dealing is more dependent on child labour than any 19<sup>th</sup> century sweatshop.

Student 2: Mr. Barnes isn't interested in random violence in the inner-city; instead he is more interested in how children have become retailers in the business of drugs.

Student 3: Mr. Barnes describes how young children exposed to drugs are an important concern in society; this is because the drug world uses and exploits these children.

6. QUOTATION 2: Sports enthusiasts are fond of arguing that high school coaches select players objectively in the interest of winning. Unfortunately, this free-market view glosses over how sport actually functions in local communities. Small town coaches are generally subjected to enormous pressures in their selection of players, since success in sports is an important symbol of social position (Foley, 1999).

Student 1: High school coaches of small town sports teams are subjected to social pressures that go beyond serving the best interests of the team.

Student 2: High school coaches are subjected to enormous social pressures to choose top players for their small town teams.

Student 3: High school coaches can feel intense scrutiny in choosing players for their small town teams since the community views sports as an important symbol of social position.

## II. Paraphrasing

Create a one sentence paraphrase, based on each of the following statements. Be sure to create your paraphrases using your own wording and phrasing.

7. If we want to do something about violence, we have to do something about education, about jobs, about TV violence, about the myriad of social problems for which we have no answers.
8. Not only do animals provide companionship and devotion, they also lower our blood pressure, ease our stress, and according to some researchers, even prolong our lives.
9. We tell girls that they need to be big and strong if they want to play and succeed at certain sports such as basketball; but the minute the game is over we expect them to go back to the skinny, anorexic look.
10. Children of divorce have no choice; if the parent with whom they live, usually the mother, has to or wants to work, the children must pick up some of the slack.

## III. Summarizing

Please create a 1 to 3 sentence summary (i.e., the main point) of each of the following excerpts.

11. Until just a few years ago, making a baby boy or a baby girl was pretty much a hit-or-miss affair. Not anymore. Parents who have access to the latest genetic testing techniques can now predetermine their baby's sex with great accuracy. (Lemonick, 1999)
12. Rhythm and blues is a form of black popular music dating from the 1940's and extending into the late 1960's and 1970's when it became known as 'soul music.' It is the main force linking black popular music with rock 'n' roll, rock, and other popular styles. R & B, as it is also called, is derived from earlier forms, especially the blues, the dominant mode of vocal and instrumental music among the rural blacks during the early years of the 20<sup>th</sup> century. Another prime influence was black gospel music, which helped shape the style of performance and contributed to the tendency toward group singing, which persists. Emphasis on pronounced rhythms suitable for dancing is reflected in its name (Encyclopedia Americana, 1997).
13. Out-of-wedlock births are becoming more common around the globe. In Europe, the proportion of babies born out of wedlock has doubled and tripled in the past 20 years. Many people assume that this is because European welfare states support single mothers more generously than the US government does. And this belief is prevalent in a more extreme form: some people believe that unwed mothers (especially teens) get pregnant and have a baby just to get a welfare check. So it's not surprising that European countries have increasing rates. But all industrialized countries, including the US, are cutting back on the welfare provision as a result of the tightening global economy, and out-of-wedlock births have responded by *increasing*, not decreasing (Luker, 1999).

And a final comment on note-taking...

14. Develop a personal note for either question 12 or 13.

## Distinguish Between Summaries and Paraphrases (Matthieu Sossoyan)

Below is a quotation followed by three samples, one of which plagiarizes. See if you can identify what each sample is (a paraphrase or a summary), and see if you can "catch" the one that plagiarizes.

### Quotation:

"Empire State College has a policy describing the conditions under which students may be warned or withdrawn from the College for such unethical academic behavior as plagiarism, forgery, misrepresentation, or other dishonest or deceptive acts which constitute grounds for warning or administrative withdrawal" (CDL Student Handbook 5).

### Samples:

1. The Student Handbook states that the College may dismiss students who in any way present others' work as their own (5). [MLA format]
2. According to policy in the Student Handbook, Empire State College may take punitive action (including dismissal) against students who act fraudulently. Fraudulent action includes using the words or ideas of others without proper attribution, falsifying documents, or depicting the words of others as one's own (1992, p. 5). [APA format]
3. The Student Handbook states that the College has a policy that describes the different instances under which students may be withdrawn from the College. These instances include plagiarism, forgery, misrepresentation, and other instances that show dishonest or deceptive practice (1992, p. 5). [APA format]

### Explanation

Number 1 is the summary; it has condensed the source and articulates the main idea. Number 2 is an appropriate paraphrase. The writer has used her own words and sentence structure to relate the essence of the source. Number 3 is a paraphrase that inadvertently plagiarizes because it retains too much of the source's language and sentence structure.

Exercise: Write a summary and a paraphrase of the paragraph below.

"Beginning in 1952, television caused structural as well as superficial changes in American politics. That year, delegates of both parties were warned that the probing television lenses could capture every movement they made in their chairs. They were admonished to be careful about what they said to one another lest lip readers pick up the conversation from the television screen. Women delegates were cautioned against affronting blue-collar viewers by wearing showy jewelry" (Donovan and Scherer 21).

SUMMARY:

PARAPHRASE:



## Writing Practice Activities (Eric Lamoureux) (5 pages)

You will be working in groups on these activities, but each student will hand in their own work at the end of class. The main example we will be dealing with concerns the Curly-Haired Rights Movement. The thesis for the imaginary paper on this movement is that there are major differences between the Canadian and the European branches of this movement.

**BEFORE WE START: Brainstorm eight DO's and DON'T's you could share with others about writing papers.**

### 1. Topic Sentences

**Read the following three paragraphs and develop topic sentences for them.**

#### 1a.

---

Since 1997, the Montreal chapter has had a female president, vice-president and treasurer (Bush, 2007). Its advertisements have featured mainly images of famous women of all hair-styles from politics and entertainment, such as Belinda Stronach and Janet Jackson (Cheney, 2004). The head of the Winnipeg chapter once wrote, "Without women, we would be lost" (Paradowski, 2006, p. 24). The members list of that chapter included 3 men and 106 women in 2006. A recent newspaper poll showed that only 13 per cent of Canadian men had any sympathy with the CHRM (CROP, 2008).

**1b.**

---

After the planes hit the World Trade Centre, people in Europe and North America began to look suspiciously at the curly-haired and arrests skyrocketed (Harper, 2002). Some researchers have blamed this on racism and unconscious links between curls and ethnicity, specifically an Arab background, even for blond curly-haired people. The US group was nearly forced to close its doors, affecting the work of the Canadians and the English, all of whom saw activities cut by half in the following five years (Dion, 2007; Layton, 2008). Immediately after the tragedy, the French group released public service announcements trying to explain that there is no scientific link between hair style and terrorism, but these ads were pulled off the air by December 2001 (Duceppe, 2004).

**1c.**

---

Ronald McDonald did public appearances in Paris, Berlin and Madrid at events for groups in those cities, and he has appeared on various BBC talk shows promoting the movement. The logo of the Italian movement features Roberto Beninni wearing a red nose and white make-up, as well as a fluffy purple wig similar to the ones worn by its members at public events. The French movement is often referred to by the press as *Les Bozos* (Dumont, 2007). When Cirque du Soleil was approached by groups in Canada, they responded that they have no clowns in their act, and so could not help (Charest, 2003).

**2. Paraphrasing**

**2a. All together, the class will paraphrase paragraph 1a. Write your ideas or notes here.**

**2b. Paraphrase paragraph 1b OR 1c in two or three sentences. Pretend the whole paragraph is from the same author.**

### 3. Mixing Ideas

**Mix ideas from at least three of the sources below into one paragraph. Start with a decent topic sentence and be sure to follow ALL rules we have discussed in class.**

“Some famous curly-haired musicians have included Mozart, Bob Dylan, Madonna, and Sean ‘P Diddy’ Combs. The last two have become spokes-people for the European movement” (Spears, 2004, p. 367).

“One in four curly-haired girls grows up to have severe problems with mathematics, basket-weaving and bicycling. This statistic has given ammunition to activists around the world for their media campaigns ” (Shakur, 1987, p. 8778).

“The Germans have spoken out against research conducted by their government in the 1980s to see if the curly-haired gene could be removed from the children of curly-haired parents” (Hilton, 1994, p. 21).

“After a decade of pressure, some Canadian schools have put in place Zero Tolerance policies which prohibit any form of violence against the curly-haired” (Aguilera, 2005, p. 639).

“Alanis Morrissette got herself a perm before writing the theme song for the Canadian movement” (Jackson, 2004, p. 555).

“The American movement has influenced movements everywhere to use multimedia techniques in their campaigning. The rise of the Internet is expected to bring a huge benefit to campaigners” (Lohan, 2001, p. 74).

#### 4. Quotations

##### **Re-write this paragraph and fix the quotations.**

Research compiled by the Canadian CHRM since the 1970s has shown that discrimination against curly-haired people can have deadly consequences. “Curly-haired people die younger.” There are many studies which confirm this statement. “Curly-haired people tend to die six years earlier than their straight-haired friends.” (Lepine, 1980) Trudeau’s study in 1976 also agrees with Lamoureux’s assertion that curly-haired people die younger, noting that curly-haired people face more stress. “Their hearts beat on average 17.5 per cent faster.” (Trudeau, 1976, p. 26) No links could be found to diet or life-style for these differences.

#### 5. More on quotations.

**Use ideas from EACH of the following quotations to construct ONE paragraph as part of your paper on the Curly-Haired Rights Movement. Be sure to start with a proper topic sentence and to incorporate all of the quotations into the paragraph.**

- A. “The Curly-Haired Rights Movement in Canada sponsors advertisements explaining that curly-haired people are scientifically proven to be gentler.” (Vallée, 2001, p. 345)
- B. “The crime rate against curly-haired people in Calgary has fallen since 2001.” (Pettifer, 2002, p. 17)
- C. “It seems clear that curly-haired people should all be nominated as saints. Having visited Montreal, I found the discrimination against them appalling. These people suffer so much, and yet they are such wonderful human beings, deserving of respect and admiration. It encourages me to see groups working so hard to protect them.” (Queen Elizabeth II, 2005)

## **6. Titles**

**6a. Write a potential title for your paper comparing the Curly-Haired Rights Movement in Canada and Europe.**

**6b. Write a potential title for a paper on the thesis handed to you in class.**

## **7. Conclusions**

**Based on the information you have read in these pages about the CHRM, write a conclusion for this paper. Feel free to make up details if you need to in order to cover all aspects of a conclusion properly.**

## 9. Oral Presentations

The course competencies state that students must be able to demonstrate clear and correct self-expression in the language of instruction, both orally and in writing. The oral part of this competency is generally evaluated through an oral presentation of the paper at the end of semester. Teachers take up to five classes to do this, depending on the size of the group, allotting five to ten minutes per presentation

CEGEP students are well aware of the old saying that, next to the fear of death, public speaking is the greatest fear held by the general population. Worst of all would be dying while engaged in public speaking, which many of them are convinced will happen. Some will go so far as to weigh their fear against the 5 to 10 per cent of the final mark the oral is worth and skip it altogether. Since presentation-making is a particularly useful skill in the academic and the working world, we do them a favour by guiding them through the process and encouraging them to fulfill this competency properly. In particular, students need guidance in how to reduce complex written information into manageable chunks that can be understood orally, how to prepare speaking notes and practice speaking, how to vary tone to create emphasis and engage the listener, how to maintain proper poise at the front of a room, and, alas, how to behave properly while an audience member watching a presentation.

Given the increasing use of power-point in classrooms and the working world, it is important that students be given instruction in the proper use of the software. While many of them are enthusiastic about technology and have been exposed to it throughout their CEGEP courses, they have not noted how to use it effectively and often feel it is acceptable to post the entire text of their written paper on slides and read from the screen. A lesson in the subject is essential, covering appropriate content of slides, the number of slides appropriate for a short presentation, and techniques for filling slides. Above all, they must be taught that pretty pictures and sliding graphics do not replace proper presentation skills, they only magnify the quality of the person speaking, for better or for worse.

1. Create a positive and supportive class dynamic over the 13 weeks leading up to the orals in order to create a safe and comfortable setting in those final classes. This can be done through regular group and peer evaluation activities. An initial group oral, worth fewer marks, on the social science disciplines can also help reduce the fear of public speaking.
2. Have students evaluate each other to reinforce their solidarity. This also gives other students a compelling reason to attend orals, especially if a grade is assigned for proper conduct as an evaluator. Examples of peer evaluation grids for orals are included below.
3. Have only a portion of the class attend each oral. If five presenters will speak, have only five other students present to evaluate them, reducing the audience pressure.
4. Hold group orals based on common themes. Have the class hold a discussion on the day's theme after the orals. (Matthieu Sossoyan)

## Oral Presentation Guidelines (Miles DeNora)

- Oral Presentations will be graded using the peer evaluation grading scheme on the back.
- **NOTE: ORALS BEGIN AT 11:30. THE DOOR WILL BE CLOSED WHEN ORALS BEGIN. NO ONE WILL BE ALLOWED INTO THE ROOM AFTER THE ORALS HAVE BEGUN. FAILURE TO ATTEND AS A PRESENTER OR AS AN AUDIENCE MEMBER WILL RESULT IN A MARK OF 0/5 ON YOUR ORAL PRESENTATION.**

Oral presentations will be graded on the following aspects:

- Content: Topic presented
  - Clear reading of the abstract
  - 3 disciplines outlined
  - 2-3 main findings and conclusions presented
  - 2-3 interesting and relevant facts/details from your research
- Preparation: Was the speaker well prepared? Does the presentation reflect thought and effort? (All content points covered; no hesitation or searching for ideas etc.)
- Diction: Is the presentation well enunciated? Is the speaker's vocabulary appropriate to the topic?
- Voice: Do you have to strain to hear? Does the presenter look at the audience as he/she speaks? Did the speaker alter his/her tone to create interest/indicate emphasis?
- Interest: Was the presentation interesting? Was the presenter able to hold the audience's attention?
- Time: Did the speaker stay within / reach the time requirements?  
**5-7 minutes for the presentation, 5 minutes for questions.**

## Orals Peer Evaluation Grading Sheet (Miles DeNora)

This is the grading sheet that will be used to mark the oral presentations. You will be graded by your peers in the classroom. As an audience member you will also be required to come up with a question for each oral.

| <b>Category</b>  | <b>Excellent<br/>5/5</b> | <b>Very Good<br/>4/5</b> | <b>Good<br/>3/5</b> | <b>Fair<br/>2/5</b> | <b>Poor<br/>1/5</b> |
|--|--------------------------|--------------------------|---------------------|---------------------|---------------------|
| Content – 40% <ul style="list-style-type: none"><li>▪ topic</li><li>▪ abstract</li><li>▪ 3 disciplines</li><li>▪ 2-3 main findings</li><li>▪ 2-3 facts</li><li>▪ link to 1960s</li></ul> |                          |                          |                     |                     |                     |
| Preparation – 10%  |                          |                          |                     |                     |                     |
| Diction – 10%  |                          |                          |                     |                     |                     |
| Voice – 10%  |                          |                          |                     |                     |                     |
| Interest – 10%   |                          |                          |                     |                     |                     |
| Time – 20%   |                          |                          |                     |                     |                     |

YOUR NAME:

PRESENTER'S NAME:

TITLE OF TOPIC:

QUESTION:



## Guidelines for Oral Presentations (Gordon Aronoff)

- Your oral presentation must be at least 10 minutes in length, with a maximum length of 15 minutes.
- Among the points that your presentation must address are the following:
- What is your topic and why did you choose it?
- What did your research reveal about your topic? Give a **brief** description of your main sources (including how you found them, difficulties, surprises, methodology used in each, etc.)
- Did you come across unexpected findings or interesting details?
- Did this work change any *assumptions* you may have had at the beginning of the project? What are your own conclusions?
- Give a brief summary of how each of the three social science disciplines contributed to your understanding of the topic. **In what way(s) did taking a multidisciplinary approach lead to a fuller understanding of the topic?**
- Have a question period at the end and encourage class participation.
- You can bring notes as reminders, **but don't plan on reading from your text.**
- **You should use visual materials to enhance your presentation**, for example, PowerPoint, books, photographs, maps, transparencies or audio-visually. Check with the teacher in advance for any necessary equipment.
- **The date of your presentation cannot be changed except with a medical certificate.**
- **Be prepared to present on the first class scheduled for the orals. You are expected to be present for all of the presentations, even if you present on the first day. I will take careful note of any absences during the presentations.**

### Grading

Normally I consider half the grade to be assigned to content, and the other half to presentation. I will assign half the mark for each presentation, and the class will assign the other half.

## Guidelines for Oral Presentations (Kelly Purdy/Lisa Fiorentino)

You've read. You've made notes. You've written and rewritten your work. At this point, you have become an expert on your topic. Now that you have gained some mastery over your topic area, you now have the opportunity to present your work to your fellow students.

For your oral, you should answer the following questions during the course of your presentation:

- What was your IP topic and thesis statement?
- Why did you choose this topic (i.e., why is this topic important to study)?
- What were the three disciplines that you gathered research from?
- What was the main evidence found from your sources (choose the most interesting points to talk about from at least 3 of your sources – you will not have time to talk in detail about all of your sources).
- Was the research found in the disciplines similar or different? What were the similarities and differences? (Highlight the key points)
- What was one interesting or surprising piece of information that you noticed while gathering information for your project?
- What did you find most challenging while researching and writing your IP paper (i.e., what would you do differently next time)?
- Conclude your presentation with a question that will stimulate discussion among your fellow students.

- 
- Attendance and participation is mandatory on the day of your oral. Please be on time and considerate while you listen to your fellow students presentations that day (in other words, you should not be preparing for your own presentation while someone else is presenting!)
  - Your oral should be 8-10 minutes in length.
  - You must provide some sort of visual aid. It needs to be either:
    - PowerPoint slides
    - Transparency slides using an overhead projector.
  - Please provide a paper copy of your slides to the teacher.
  - Try to talk to your audience and not read directly from your notes as much as possible. Be sure to practice your presentation and use index cards if you can, rather than pages of notes.

## Requirements for Oral Presentations (Jacky Vallee)

Names will be drawn randomly for oral presentations.

- All students are required to attend twice:
  - Once on the day of their own presentation
  - Once on the day of their choice (to be determined in class)
- Part of your grade is allocated to peer participation. You must therefore be present for presentations other than your own to receive full marks.

*If you are unable to be present on a particular day for medical or other valid reasons, it is your responsibility to notify me as soon as possible with documented proof.*

Your presentation should be about **10 minutes long** (maximum 12 minutes) with an extra **5 minutes for questions**.

### Content

- Include the main issues addressed in your paper (not necessarily in the same order as in the paper – sometimes a narrative or illustration is a good opener.)
- Use an occasional examples to support your claims
  - AVOID getting bogged down in specific details
- Include the main findings, results or conclusion related to your thesis statement
- CLEARLY show the integration of your 3 disciplines

### Visual material

- You may use a PowerPoint Presentation, acetate a poster or hand-outs
- Your visual material should be clear and interesting

**Preparation:** Your goal is to capture your audience's attention and interest. So PREPARE yourself in the following ways:

- Structure your ideas in a clear, logical way
- Use an outline in point form on cards or on one or two pages to guide your talk (keep your notes **short** and write them **clearly** to allow easy and quick reference to them when you're addressing the class).
- Practice and time yourself to make sure you respect the 10 minute period

### Tips:

- Avoid reading your paper – you will probably get lost and confused.
- Avoid reading off of your visual material. You will forget to look at the audience.
- Maintain eye contact with the class (not JUST with me).
- Speak at a medium pace (not too fast, not too slow).
- Use clear speech.

*Tip: To avoid being nervous, pretend you are explaining your project to a friend or relative.*

### Evaluation Sheet for Oral Presentations (Jacky Vallee)

(Please bring this with you on the day of the orals for me to use).

| Criteria  | Meets all criteria | Meets some criteria | Meets few criteria |
|---|--------------------|---------------------|--------------------|
| Content <ul style="list-style-type: none"> <li>• Interesting and original introduction</li> <li>• Thesis statement</li> <li>• Main issues in logical order</li> <li>• Some examples or details</li> <li>• Brief summary and meaningful closing comment</li> </ul> |                    |                     |                    |
| /5  |                    |                     |                    |
| Visuals <ul style="list-style-type: none"> <li>• Clear and interesting</li> </ul>   |                    |                     |                    |
| /2  |                    |                     |                    |
| Communication: <ul style="list-style-type: none"> <li>• Loud enough</li> <li>• Good speed/ pacing</li> <li>• Good eye contact</li> <li>• Good tone of voice</li> <li>• Willingness to answer questions</li> </ul>   |                    |                     |                    |
| /1  |                    |                     |                    |
| Audience participation <ul style="list-style-type: none"> <li>• Attendance for all presentations</li> <li>• Respect for speaker (silence and attention)</li> <li>• Asks at least two useful questions during series of presentations</li> </ul>                   |                    |                     |                    |
| /2  |                    |                     |                    |

**Total**        /10  
**Conversion**   /5

## Oral Presentation (Hannah Steinwald)

The purpose of the oral presentation is to present your work to an audience. You will find that public speaking is a very valuable ability to master, especially as you continue in university, and in most jobs. The oral presentation, for this class, may be done in one of two ways, or any combination of the two.

1. You may present a summary of your paper. You may present your paper briefly, describing:
  - How you became interested in this topic
  - How you organized the material
  - What the literature tells you (a very brief summary of your paper) With which of the readings you agree, or disagree, and why. What you would have liked to find in the readings. What you have learned.

OR

2. You may discuss an issue that you have read about, that may have happened to you, or, that happened to a friend, family member, or someone you read about in the newspaper. The issue you will discuss must be clearly related to the topic of your paper. For example, your paper is about teen pregnancy. You may wish to discuss, in your oral, your friend who became pregnant at 17, had an abortion, and now, at 24, is unable to enjoy sex with her husband. Keep this in an appropriate tone, no swearing, etc., but you may be very informal in the manner you present. The object of presenting in this way is to allow you to make a connection between the formal material you have been studying and real life! It is, of course, inappropriate to use names, but, you can make up any part or all of this. I am looking for your ability to recognize social science principles in real life

### You will be evaluated on:

- How well you state the topic you have chosen (Your intro to the presentation)
- How clearly your presentation covers 3 disciplines
- Logic and organization - how well it "flows"
- Interest to others

### Aids for a high grade on the oral presentation:

- Visual aids - you may use Powerpoint, transparencies, handouts, pictures, etc
- Speed of speech - speak at appropriate pace
- Do not read!!! Use notes on cards
- Voice volume - we need to hear you!
- Keep oral to 10 minutes (but not less than 8 minutes)(you will have a total of 15 minutes, including time to set up and to answer questions)
- Be prepared to answer a few questions - you may want to "set up" a friend to ask you 1 or 2 questions that you can answer brilliantly

### Before the oral

- Practice out loud AND time it
- Make eye contact with everyone in the room (not just the teacher and the floor!)
- Know the topic as well as you can. You know more about your topic than (almost) everyone in the room

## Guidelines for Oral Presentations (Matthieu Sossoyan)

### The Basics:

- Doing an oral presentation will be **optional**
- The orals are to take place anytime from April 23 to May 10
- All student must attend when we have orals

### Content:

- Your presentation should be 10 minutes long with an extra 5 minutes for questions.
- Include the main issues addressed in your paper (not necessarily in the same order as in the paper – sometimes a narrative or illustration is a good opener.)
- Include the main findings, results or conclusion related to your thesis statement
- CLEARLY show the integration of your 3 disciplines
- CLEARLY show how your paper addresses an issue related to **sports**

### Preparation:

- Your goal is to capture your audience's attention and interest.
- Structure your ideas in a clear, logical way
- Use an outline in point form on cards or on one or two pages to guide your talk
- If you wish, you may use overheads or other presentation material. Please let me know in advance so that I can make arrangements with the A/V department.
- Practice and time yourself to make sure you respect the 10 minute period

### Tips:

- Avoid reading your paper – you will probably get confused. Use notes instead!
- Maintain eye contact with the class (not JUST with me)
- Speak at a medium pace (not too fast, not too slow)
- Use clear speech

### Grading Criteria:

*Content:* Topic presented + Thesis statement and main issues presented  
Occasional examples used to support claims  
Main findings, results and conclusions presented  
3 disciplines outlined + Demonstration of relevance to sports

*Interest:* Was the presentation interesting? Was the presenter able to hold the audience's attention?

*Diction:* Was the presentation well spoken? Was the speaker's vocabulary good?

*Voice:* Do you have to strain to hear? Did the speaker modulate his/her tone to create interest/indicate emphasis?

*Preparation:* Was the speaker well prepared? Does the presentation show effort?

*Time:* Did the speaker stay within / reach the time requirements?  
**10 minutes for the presentation, 5 minutes for questions.**

### Oral Presentation Peer Review and Grading Sheet (Matthieu Sossoyan)

Your name: \_\_\_\_\_

The presenter's name: \_\_\_\_\_

| <b>Category</b> | <b>Excellent<br/>5/5</b> | <b>Very Good<br/>4/5</b> | <b>Good<br/>3/5</b> | <b>Fair<br/>2/5</b> | <b>Poor<br/>1/5</b> |
|-----------------|--------------------------|--------------------------|---------------------|---------------------|---------------------|
| Content         |                          |                          |                     |                     |                     |
| Interest        |                          |                          |                     |                     |                     |
| Diction         |                          |                          |                     |                     |                     |
| Voice           |                          |                          |                     |                     |                     |
| Preparation     |                          |                          |                     |                     |                     |
| Time            |                          |                          |                     |                     |                     |

## *10. Peer Evaluation*

Another of the competencies of IP is to participate in the critical evaluation of other students' work. This can be very valuable in the learning process of the students, as they are exposed to other approaches to the same assignments they are also working on. Pedagogical research shows that both weak and strong students benefit from this experience. Also, it can serve as a way for teachers to monitor how well the evaluating students are grasping the requirements of each assignment. Peer evaluation can be done at various stages of the process. Samples of peer evaluation exercises are included.

1. On the due dates of the proposal, bibliography, outline and/or first draft of the paper, give students simple code-names and a sheet of looseleaf each. Have students put their real names atop the looseleaf and place it on their desks next to the assignment to be handed in. Explain the criteria you will use to grade the assignment, writing it on the board. Have the students get up and change desks. Have them read the assignment in front of them and write evaluative comments on the looseleaf, signing the comments with their code-names (to ensure the evaluators take the task seriously, to prevent rude or silly comments, and to allow the teacher to track their comprehension of the goals of the assignment). When they finish reading the first assignment, have them switch places with other students and repeat the process. Have students evaluate three or four assignments over one class period.
2. Have students evaluate each other during oral presentations, using simple templates for evaluators to fill in. This ensures that students in the audience are actively engaged in the orals. Evaluators are also asked to develop a discussion question to pose after the presentation, to more fully develop the topic.
3. When the first draft is submitted, have students submit a second copy for peer review. (Kelly Purdy)



## Peer Evaluation of the Oral Presentation (Lyne Marie Larocque)

Name of student evaluating:

Name of speaker:

Topic of the presentation:

Criteria for evaluation (*you should add notes below the lines and on the back of this sheet, as needed*):

1. Is the hypothesis or the issue at hand well defined? ( ) Yes ( ) No \_\_\_/2
2. Are the different theories and concepts underlined properly? ( ) Yes ( ) No \_\_\_/3
3. Is the integration of the three different disciplines visible? ( ) Yes ( ) No \_\_\_/3
  - a. Do they complement each other well to explain the topic? ( ) Yes ( ) No \_\_\_/1
  - b. Does the integration appear natural and appropriate? ( ) Yes ( ) No \_\_\_/1
  - c. Is the speaker at ease with her/his topic? ( ) Yes ( ) No \_\_\_/1
4. Is the student presenting adequately her/his topic?
  - a. Is the rhythm of the presentation adequate ( ), too slow ( ) or too fast ( )? \_\_\_/0.5
  - b. Is the tone of voice varied ( ), or is it monotonous ( )? \_\_\_/0.5
  - c. Is the speaker clear? ( ) Yes ( ) No \_\_\_/0.5
  - d. Is the speaker at ease while speaking in public? ( ) Yes ( ) No \_\_\_/0.5
5. Is the style of the presentation appropriate?
  - a. Is the body language suitable? ( ) Yes ( ) No \_\_\_/0.5
  - b. Does the speaker make eye contact with the audience? ( ) Yes ( ) No \_\_\_/0.5
  - c. Is there a certain enthusiasm in the presentation? ( ) Yes ( ) No \_\_\_/0.5
  - d. Was the interest of the audience maintained through the talk? ( ) Yes ( ) No \_\_\_/0.5
6. Are there any other comments that you would like to make?
7. What did you appreciate most in this presentation?
8. List what you consider should be changed in this presentation:

Overall mark on 15 you think the student deserves \_\_\_ / 15

## Oral Presentation Peer Evaluation (Richard James)

Name of **Speaker/presenter**:.....

Disagree Agree  
(circle a response)

Subject matter: Was there a clear **Introduction** and **Thesis-statement**? 1    2    3    4    5

Voice: Does the presenter **speak loudly** and **clearly**?  
Can the talk be heard by everyone? 1    2    3    4    5

Were the ideas **well organised**? 1    2    3    4    5

Time and preparedness: Did the presenter stay within the **time limit**; was the talk **well-rehearsed**? 1    2    3    4    5

Body language and gestures: Does the speaker look around the room and **engage the audience**? 1    2    3    4    5

Did the speaker use the **blackboard** or handouts? 1    2    3    4    5

How well did the presenter **respond to questions**?  
Did the speaker **know their material** well? 1    2    3    4    5

Did you enjoy this talk? Was it interesting? 1    2    3    4    5

**Total marks** (please add up) .....

Comments?.....  
.....

## Critique of Orals (Hannah Steinwald)

You must attend at least 20 orals, beside your own, for a possible 10 marks. You are expected to write a brief summary of the oral and critique it. The critique should be written in appropriate grammar, but I am not expecting edited sentences, as you will be writing while you are here. We will attempt to leave a few minutes between presenters to give you time to compile a acceptable critique. You should cover the following issues:

An indication of the presenter's strengths

An indication of the presenter's weaknesses with suggestions for improvement

Was the class informed of the presenter's area of interest?

Were 3 disciplines clearly covered?

Was the presentation logical, organized?

Did the presentation move from one topic to the next in a rational manner? Was the presentation lively, interesting? Were you awake when it was over? Did the speaker speak clearly? At right pace?

Could the presenter be easily heard? Understood?

Was the presentation informative? Did you learn anything?

Did the presenter read?

Were visual aids used?

Were the visual aids relevant? Or distracting?

Other comments you wish to make...

**Peer Review—Oral Presentations (Bonnie Sonnenschein/Siobhan DeBelle)**

Your Name \_\_\_\_\_

**Instructions:** This assignment is due at the end of class today. You will be assigned **ONE** oral presentation to peer review. During the presentation you should take notes (in the section provided) and then you will be given an opportunity at the end of class to write your full review. Please do **NOT** write your entire review **DURING** the presentations.

Name of presenter \_\_\_\_\_

Title of presentation \_\_\_\_\_

**Notes**

Introduction:

1<sup>st</sup> Discipline:

2<sup>nd</sup> Discipline:

3<sup>rd</sup> Discipline:

Other notes:

**Review & Grade**

**Peer Critique of First Draft (Eric Lamoureux/Carolyn Dellah) (2 pages)**

**Your code name:**

**Name of person whose paper you are critiquing:**

**Instructions:** FIRST read through the paper. Use a PENCIL and mark on the paper where corrections need to be made. (Take 30 minutes to do this)

? in the margin = if a sentence or paragraph does not make sense.

X in the margin = error in grammar (verb tense, lack of verb, singular and plural irregularities)

Circle word = if a word is misspelled or being used incorrectly

THEN read through the paper a second time for content. (15 minutes)

FINALLY answer the questions below. (15 minutes)

**Place a check by the sections of the paper that were included in the paper.**

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Abstract
- \_\_\_\_\_ Introduction
- \_\_\_\_\_ Body
- \_\_\_\_\_ Conclusion
- \_\_\_\_\_ References and Bibliography
- \_\_\_\_\_ Self Critique

**Circle the appropriate answer to each of the questions below.**

**Title**

1. Did the title give enough information to know what the paper was about?  
Yes No Somewhat

**Introduction**

2. Was the hook interesting and catchy?  
Yes No Somewhat
3. Did the author provide enough background on the topic to help you understand it?  
Yes No Somewhat
4. Was the thesis statement presented in the introduction?  
Yes No
5. Were there clear variables in the thesis?  
Yes No Somewhat

**Body**

6. Were the topic sentences all related back to the thesis, helping to prove it?  
Yes No Somewhat
7. Were topic sentences clear and relevant to the paragraphs they headed?  
Yes No Somewhat
8. Did the paragraphs include enough evidence to prove their topic sentences?  
Yes No Somewhat

9. What social sciences disciplines could you find in this paper?

---

**Conclusion**

10. Did the author refer back to the thesis statement and main arguments?

Yes No Somewhat

11. Did the author summarize the material presented in the paper?

Yes No Somewhat

12. Did the author try to analyze the findings and explain what they meant?

Yes No Somewhat

13. Did the author explain the social relevance of the research or suggest future research ideas?

Yes No Somewhat

**References and Bibliography**

14. Was APA style used? Yes No Don=t Know

15. Were borrowed ideas in the paper consistently and properly referenced using in-text citation?

Yes No Sometimes

16. Were quotations properly incorporated into the text (not floating)?

Yes No Sometimes No quotations used

**General Evaluation**

17. How would you rate the coherence of this paper?

1 2 3 4 5  
very clear, logical somewhat clear not very comprehensible

18. Please write a comment of about three to five lines to the author about this paper, expressing what worked well and what could be improved. Think: were the facts well-presented, was the material properly analyzed, did the final points make sense, was the author using their own words, and did the paper flow logically?