



Culminating Evaluations

Challenge & Change in Society



Your final evaluations will consist of 2 parts: a research paper 10% & exam 20%. These are the parameters of your paper:

You may choose any topic in the textbook/course to research for your paper.

Criteria:

- Length: 4-6 typed pages (about 1200-1500 words)
- 12 point, Times New Roman font, one inch margins, 1.5 spacing
- **NO personal pronouns (I, we, our, mine, my, etc.)**
- In proper essay format (including an introduction, body paragraphs and a conclusion). No subtitles/headings. **THIS IS NOT AN OUTLINE**
- Minimum of 12 Terms from the course, however the strength in your paper lies in more. **UNDERLINE** the terms please. Link to School of Thoughts. Theories!
- Research with works cited (a min. of 6 DIVERSE sources 10-15 is average)(StatsCan??)
- Chicago Citation (Bibliography and Footnotes)
- To be submitted in a hard copy ***and*** on turnitin.com
- See rubric for evaluation breakdown

Guidelines:

- An essay provides a viewpoint or hypothesis on your topic. This should be clearly stated in your introduction. Thesis goes LAST in the INTRO
- Social Scientific Thesis - ONLY
- A separate paragraph should be used for each main idea. This means multiple paragraphs are cool.
- Your conclusion should summarize your points. (no new info or a ? mark!)
- Be careful of bias (your own or that found in your research).
- **REMEMBER TO CITE YOUR SOURCES.** You will get a zero if you don't.

Deadlines:

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| - Topic: | ASAP – no later than Wed. Dec. 13, 2017 |
| - Social Scientific Thesis | Friday Dec. 15, 2017 |
| - Optional ISU Outline | Monday Dec. 18, 2017 - for a bonus mark |
| - Bibliography Due/Day | Thursday Dec. 21, 2017 – Lab 202 |
| - Final Copy Hard Copy: | Friday Dec. 22, 2017 or earlier - start of class |
| Turn it in (will not be marked until submitted): | Friday Dec. 22, 2017 11:55pm |

NO LATE SUBMISSIONS

Evaluation Rubric

Your research paper is worth 10% of your final mark in this course.

	Level 1	Level 2	Level 3	Level 4	
Knowledge/Understanding – understanding of concepts, principles, and theories	demonstrates limited understanding of concepts, principles, and theories	demonstrates some understanding of concepts, principles, and theories	demonstrates considerable understanding of concepts, principles, and theories	demonstrates a high degree of understanding of concepts, principles, and theories	/10
Thinking/Inquiry – research and inquiry skills (e.g., formulating questions; selecting strategies and resources; analyzing and evaluating information; forming conclusions)	applies few of the skills involved in a research/inquiry process	applies some of the skills involved in a research/inquiry process	applies most of the skills involved in a research/inquiry process	applies all or almost all of the skills involved in a research/inquiry process	/15
Communication – communication of information and ideas -NO personal pronouns -Not too casual -Chicago style bibliography and footnotes. (at least 6 . 10 to 15 is average - diverse sources)	communicates information and ideas with limited clarity	communicates information and ideas with some clarity	communicates information and ideas with moderate clarity	communicates information and ideas with a high degree of clarity	/10 /10
Application – transfer of concepts, skills, and procedures to new contexts -ability to analyze - NOT Peanut Butter and Jelly	transfers concepts, skills, and procedures to new contexts with limited effectiveness	transfers concepts, skills, and procedures to new contexts with some effectiveness	transfers concepts, skills, and procedures to new contexts with moderate effectiveness	transfers concepts, skills, and procedures to new contexts with a high level of effectiveness	/10