

Level Two Project - Contemporary Canadian Issues

For this project, you will be learning more about a contemporary Canadian issue within your community. The issue should be something that affects you, your family, or your community in some way and that is related to any topic or theme covered in the course. (Ex. life in Canada after immigration, navigating the medical system in Ontario, or renaming Yonge and Dundas Square)

In this project, you will integrate the four skills of reading, writing, listening, and speaking. You will also do online research and conduct interviews.

Project Components

1. Online Research
2. Field Trip Research Interviews
3. Presentation
4. Written Report

Instructions:

You will work on parts 1, 2 and 3 of the project in groups of three. Part 4 will be completed individually.

1. Online Research (group work) – Weeks 6-7

Do some preliminary research to brainstorm ideas for your project. Remember to think on a small scale and specific.

Work together with your group to complete the project proposal. (*See pp.3-4*)

After your proposal has been reviewed by your instructor, begin researching for 2-3 academic articles using the Centennial College library that are related to your chosen issue.

2. Field Trip Research Interviews (group work) – Week 8

In your group, plan a visit to one or more institutions that are related to your issue. (Ex. If your group wants to focus on immigrant support in Canada, you may want to visit a settlement agency.)

Before you begin, you should go to the staff or person in charge, introduce yourself and if necessary, be prepared to show your student ID. Let them know that you are working on a project and explain your project focus. Then, you should ask for permission to ask questions and take photos. Work with your group wherever possible, for personal safety reasons. (See p.5)

During your visit, you will interview 3-5 individuals. Take detailed notes and several photos – including one photo of you and/or your group at the location.

After your visit, meet with your group to discuss your findings and organize the information.

3. Presentation (group work, 8%) – Week 10

Prepare a PowerPoint presentation with 7-10 slides that include

- Title slide to introduce the topic of your presentation
- Outline of presentation
- Summary of the topic
- Your research (through the library and interview questions) & findings
 - Choose the most interesting points to share from both your online research and your interviews.
- Your possible actions/solutions
- References
- One **concise** question for your classmates/teacher to consider and discuss—an information question, not a yes/no question

*Remember that there should be minimal writing on your slides.

4. Written Report (individual work, 8%) – Week 11

Write, edit, and submit your individual report. You will be working from the same information and research as your group members, but do not copy sections from each other's reports and be careful about writing down each other's exact words during your discussions. Your report will be checked for plagiarism through Turnitin.

The written report must be between 800 and 1,100 words and follow the EAP format for a long assignment (cover page, table of contents, etc.). A sample report is posted on eCentennial.

Sample Project Proposal

Group Members: *Robin, Sparrow, and Blue Jay*

Project Title: *Low Human Food Supply*

Project Description: *We will investigate why there is so little food in the children's playground at Victoria Park Elementary School. We used to find lots of food scraps on the ground, but over the past two months, the supply has been low.*

Project Significance: *We chose this topic because it affects the bird community's health. As birds, we rely on this food from the playground for survival and would like to examine how the situation could be improved.*

Questions to Ask:

1. *How long have you lived in this maple tree?*
2. *How often do you search for food in the playground every day?*
3. *What times do you search for food?*
4. *What kind of food do you find at different times?*
5. *What changes have you noticed in the food you have found over the past two months?*

Project Proposal

Group Members: _____

Project Title: _____

Project Description:

Project Significance:

Questions to ask: (This is just a draft to be discussed with your professor.)

1.

2.

3.

4.

5.

Etc.

Interview Questions

You will be responsible for interviewing at least 3 individuals from the institutions you are researching for your project.

Please greet your interviewee: *"Hello, my name is _____ and I am a student of the English for Academic Purposes program at Centennial College. Here is my student ID. I'm sorry for the trouble but I was wondering if I could take a few minutes of your time to ask a few questions about <insert project topic and explanation>? The interview is a requirement for my project in the program and only the professor and my classmates will know about the results.*

If you have any further questions about the interview and project, please feel free to contact my professor <insert professor's email address>"

If the individual declines the interview or is too busy, please thank them for their time and move on to the individual or staff member.

1.

2.

3.

4.

5.

Rubric: Project Written Report (8%)**Name:** _____

<p>EAPP Assignment Presentation Format (Keep it clean and simple. Do not use borders, shadings, color, or italics.)</p>	<ul style="list-style-type: none"> Title page Table of contents Typed page numbers Section headings bolded Section headings line up in left margin Content in paragraph format Double spacing Font size is appropriate, especially 12 pt Arial for sentences Work in order Neat, professional assignment 	<p>_____ / 5 marks</p>
<p>Content</p> <p>5 = Clear, well-expressed ideas, with examples where needed, showing application of critical thinking skills 4 = Good answer, with clear ideas; may lack some details 3 = Adequate answer; on topic but may lack focus or explanation 2 = Answer lacking in focus and explanation 1 = No clear explanation or answer to the question</p>	<p>Introduction (complete/incomplete)</p>	<p>_____ / 1 mark</p>
	<p>The Issue and Steps (group and personal interest)</p>	<p>_____ / 2 marks</p>
	<p>Research - Online</p>	<p>_____ / 5 marks</p>
	<p>Research - Interviews</p>	<p>_____ / 4 marks</p>
	<p>Possible Action / Solutions (realistic)</p>	<p>_____ / 2 marks</p>
	<p>Reflection</p>	<p>_____ / 4 marks</p>
<p>Language Use</p> <p>5 = almost error-free; mostly minor errors 4 = few serious errors 3 = noticeable serious errors 2 = frequent serious and minor errors 1 = too many serious and minor errors</p>	<p>Vocabulary, grammar, and mechanics</p> <p>The features of narrative writing and reported speech are well used, along with language for making comparisons; work shows mastery of sentence variety (simple, compound, and complex); academic vocabulary is used.</p>	<p>_____ / 5 marks</p>

Total: _____ / 28 marks

Project Group Presentation (8%)

Student's Name: _____

Criteria	5	4	3	2	1
Content (Relevance and depth of explanations and details; relevance & integration of research)	On topic; excellent explanation, supporting details, & integration of research	On topic; very good explanation, supporting details, & integration of research	On topic; good explanation & supporting details; relevant research, but there may be problems with integration	May be off topic; adequate explanation & supporting details; research may not be relevant or integrated correctly	May be off topic; inadequate explanation, supporting details, & integration of research
Organization (Information, unity, coherence, introduction & concluding remarks, division of speaking amongst group)	Excellent organization & coherence; clear structure with equal division of speaking amongst group members	Very good organization & coherence; clear structure with mostly equal division of speaking	Good organization & coherence; only minor structural problems; mostly equal division of speaking	Adequate organization & coherence; some problems with structure; division of speaking amongst group may be unequal	Inadequate organization & coherence; structure may be unclear; division of speaking may be unequal
Visuals (Following guidelines; written content is clear, in point form, & key words only; visuals relevant and complement presentation; slides free of language & formatting errors)	Visuals follow guidelines, are clear & relevant, & are free of language or formatting errors	Visuals follow guidelines, are clear & relevant, & are mostly free of language or formatting errors	Visuals mostly follow guidelines, & are mostly clear & relevant; there may be some language or formatting errors	Visuals may not always follow guidelines; may be some unclear or irrelevant sections; language or formatting errors may be distracting	Visuals do not follow guidelines; unclear or irrelevant sections are included; language or formatting errors are distracting
Speech Comprehensibility and Fluency (Overall clarity, pronunciation, word stress, sentence stress, intonation, rate of speech)	Speech is very well understood; few minor errors do not affect comprehension; excellent control of fluency; appropriate pace throughout	Speech is well understood; few minor errors may affect comprehension; very good fluency; few slow/fast segments may interrupt the flow	Speech is mostly understood; some errors may affect comprehension; good fluency; some slow/fast segments may interrupt the flow	Speech is difficult to understand; errors affect comprehension; adequate fluency; some slow/fast segments interrupt the flow	Speech is very difficult to understand; errors seriously affect comprehension; inadequate fluency; fragmented speech seriously interrupts the flow
Vocabulary & Grammar (This section includes use of transitions)	Excellent use of a wide range of vocabulary; speaks in complete sentences; very few minor grammar errors do not impede communication	Very good use of topic related vocabulary; speaks in complete sentences; a few minor grammar errors may impede communication	Good use of vocabulary; minor difficulties; speaks mostly in complete sentences; some noticeable grammar errors	Adequate use of vocabulary; some difficulties or repetition; some fragmented speech; frequent distracting grammar errors	Inadequate use of vocabulary; serious difficulties; fragmented speech; serious grammar errors

Eye contact and body language: _____ /2

Total: _____ /27