

**POG 210 (Sections 011-021): CANADIAN GOVERNMENT
WINTER 2009**

POG210 is a Professional course for students of Politics & Governance, Public Administration & Governance, Criminal Justice, Psychology, Sociology and Undeclared Arts, and a Professionally-Related elective for anybody else. It is NOT a Liberal Studies elective.

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Office Hours: To be announced
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Lectures: Thursdays 12:10pm to 2:00pm
Location: SHE 662

Graduate Assistants: Rachel Brewer

COURSE DESCRIPTION

This course is designed to provide students with an understanding of and appreciation for the institutions of Canadian government – something essential for those who anticipate a career in any field where the role of government is particularly visible. The course is delivered based on the understanding that students have been introduced to the political processes of Canadian federal politics.

Because this course is designed as an introduction to government in Canada, it will provide students with factual information about the structure of Canadian government. A central objective of the course is to have students understand Canadian citizenship as an active and empowering experience, and not just a passive state of being. Therefore, while the course accepts that a properly functioning democracy requires citizen participation and engagement, it also asserts that participation and engagement are *necessary*, but not *sufficient* conditions for effective democracy. The missing ingredient – and its relationship to the political system – was, perhaps, best captured by Francis Bacon, in his 1597 dictum, *Nam et ipsa scientia potestas est* (“knowledge itself is power”). Hence, for citizens to engage and participate effectively, they must understand and examine critically:

- a) the actors who wield authority (Who are the decision-makers?);
- b) the institutions through which power is exercised (How are decisions made?); and,
- c) the influences that shape the exercise of political power (in whose interest are decisions made?).

In this class, we are centrally concerned with the first two points. POG110 examines the third point.

In keeping with the objective stated above, the course aims to explain the basics of Canadian government through an exploration of its key institutions including the state, the Constitution, federalism, the branches of government, and the policy process. That exploration will be given additional breadth and depth by simultaneously examining a wide range of issues in weekly tutorials through student presentations.

In addition, this semester, students will have the unique opportunity to take the knowledge they are gaining in the course and share that knowledge with Grade 10 high school students from Central Commerce Collegiate. An experience such as this is formally called '***Service Learning***'.

This '***Service Learning***' component of the class is **optional**. It is a very unique opportunity organized by the Faculty of Arts and the Toronto District School Board (TDSB). Through this opportunity, Ryerson students work directly with a high school teacher and students to help them understand the significance of Canada's political institutions. Students who choose the service learning component of the course will work closely with the course professor and graduate assistant to develop activities for the high school students. This option may be particularly attractive to students interested in careers in public or youth outreach, education, or community services, but **all students** are encouraged to consider this opportunity.

Those students that choose and are selected for the service learning component of the class will be evaluated differently than non-service learning students (please see Appendix II below).

WHAT IS SERVICE LEARNING?

Service learning (SL) is a form of experiential learning that links classroom teaching and course readings with meaningful¹ voluntary experiences and critical reflective practices. Students who choose and are selected for the SL option will engage in activities in the community in addition to their course work. Learning will occur through individual and collective critical reflection in course lectures and assignments that will help students to integrate concrete experiences from outside the university with course concepts. SL differs from volunteer work and internships/practicums/etc. because it focuses on *both* community priorities and student learning, rather than just on community need (volunteer work) or just on student learning (internships etc.).

What is the Service Learning Option for this Course?

The SL component of this course will contribute to student learning by allowing students to develop and facilitate course-related activities for a Grade 10 civics class at Central Commerce Collegiate, and to reflect on that experience in writing. The reflective assignment for POG 210 students will require students to critically evaluate the challenges of engaging high school students in a discussion about POG 210 related themes, and compare and contrast how these challenges relate to the overall challenge of increasing Canadian youth's knowledge about Canada's political institutions.

Service Learning is a Voluntary Activity:

SL student interaction with Commerce Collegiate students is also intended to pique the high school students' interest in post-secondary education. Ryerson students will participate in a 1-day learning visit to the high school to learn about the TDSB students and the contexts which affect their educational capacity and access; this will be related to course concepts. Central Commerce students will also visit Ryerson Campus to attend one of the POG 210 lectures.

The SL option for this course is estimated to occupy about 10 to 15 hours. These hours replace the hours non-SL students will dedicate to three short writing assignments. These hours include the orientation and training, visit to the twinned high school, and final activities with the twinned class.

¹ Meaningful in this context refers to activities and projects that met community-identified priorities and provide students with opportunities to apply the knowledge and skills they are building through their academic studies.

Assignments:

SL students will have a slightly different assignment and evaluation structure than the other students in the course. See the section on Evaluation for further details. SL students are graded on their level of preparation for interacting with the Grade 10 students, the quality of the discussion and interaction generated with the high school students, and the quality of individual reflections on the SL experience.

NOTE: SL students may become aware of sensitive information concerning the community partner's clients, staff or students. SL students are asked to keep all information confidential during and after my service, whether the information is obtained through written records or daily interaction. This includes not identify any person they meet in SL by name or identifying information in reflective activities and assignments; Pseudonyms should be used in place of people's real names with an accompanying footnote.

Other important details:

- Students interested in the SL option must be able to attend an orientation session. The dates and times for the sessions are listed on the student application form which will be made available on the Blackboard course website.
- Students interested in the SL option must be able to attend the one-day learning visit to Central Commerce Collegiate. The date is listed on the student application form.
- Selected students will be required to complete and submit the follow forms at their orientation session: Student Agreement Form, Assumption of Risk and Indemnity Agreement, and Emergency Contact Form.
- TTC tickets are available from the Service Learning Office, if transportation is required for the voluntary activity.

WHY WOULD I WANT TO DO SL?

SL requires that students commit more time to the course than non-SL students. SL students participate in activities or projects in the community *in addition to* lectures, tutorials, and assigned readings. Therefore, students will have to commit to meeting with other students and the professor or graduate assistant more often, and on four occasions, students will also have to commit time to traveling to the high school.

Research indicates that SL has many benefits for students in terms of personal and interpersonal development, academic learning, career development, and engagement with the campus.² This includes gaining work-related experience in their discipline; strengthening their leadership and civic engagement skills; as well as deepening their learning, making more links between theory and practice, and thinking critically about pressing community issues and solutions; among other things.

HOW WILL STUDENTS BE SELECTED FOR THE SL OPTION?

If you are interested in the SL option, you will be asked to complete a **Student Application Form and return it to the Faculty of Arts Service Learning Office in early January**. Students will be informed of selection decisions by late January. Priority will be given to students who do not have an experiential

² Eyler, J.S., Giles, D.E., Stenson, C.M., Gray, C.J. (2001). What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000, third edition. Available from http://servicelearning.org/library/lib_cat/index.php?library_id=4192.

learning component in their degree. Students in their first year are not eligible to participate in the SL component of the class.

CLASS SCHEDULE

Weekly lectures will follow the general schedule indicated in this syllabus, although students should expect some variation from time to time. Since lecture material will frequently be drawn from sources outside the required readings, good attendance is strongly encouraged. Students who come to class informed by both the assigned readings and media coverage of topical issues in Canadian Government will find the classes, the tutorials, and the course generally much more interesting and rewarding.

Lecture:

- Thursdays 12:10pm to 2:00pm SHE 662

Tutorials:

- Section 012 Monday, 9:10-10:00am VIC 302
- Section 022 Tuesday, 9:10-10:00am VIC 302

REQUIRED TEXTS (AVAILABLE AT THE RYERSON BOOKSTORE)

Ellis, Faron and Heather MacIvor. *Parameters of Power: Canada's Political Institutions*, Brief Edition. Toronto: Nelson, a division of Thomson Canada, Ltd., 2006. [Hereafter referred to as "Ellis & MacIvor."] (ISBN: 978-0-17-610373-6)

Hébert, Chantal. 2007. *French Kiss. Stephen Harper's Blind Date with Quebec*. Toronto: Knopf Canada.

Reading Requirements:

All readings listed can be found in the Ellis and MacIvor text or are available on the course website. If the lectures – in addition to the required readings for each – are insufficient for a complete understanding of the subject matter, there are a number of introductory textbooks that you may find helpful. They are listed in the "Notes & Material" section of the Blackboard course site. The University of British Columbia Press has published a series of small books as part of "The Canadian Democratic Audit" Series, which may be of interest.

PLEASE NOTE: The course will be delivered based on the assumption that students have done the readings prior to class, or at minimum have made themselves familiar with the material. Students will take away much more from the weekly meetings if familiar with the topic. Students are encouraged to review the reading material again after the lecture – this is often when an understanding of the issue becomes clearer. The tutorials, and tutorial presentations will require you to relate a current event in the media with the weekly material. Therefore, this should be an added incentive to review the reading material each week.

Current Events:

For national and provincial news, you will find it useful to read the *Toronto Star* (www.thestar.com), the *Globe and Mail* (<http://www.theglobeandmail.com/>), or the *National Post* (<http://www.canada.com/nationalpost/index.html>) on a regular basis. The *Star* and the *National Post* are available free on campus in many locations. In the end, you are strongly encouraged to read **any** news

source that provides daily coverage of Canadian politics – blogs, websites, listserv messages etc. You are encouraged to save articles or stories early on in the course as this may greatly assist you in completing assignments for the course. Moreover, in tutorials you will be required to present and discuss the information from a news article and relate it to the course.

Other pertinent websites may also be used and documented, but remember, ANYONE can create a website. The instructor will discuss issues concerning plagiarism and academic integrity (see below), but for help in thinking critically about World Wide Web Resources, see:

<http://www.library.ucla.edu/libraries/college/help/critical/index.htm>. In addition, a list of potentially useful websites relevant to the course will be posted on **Blackboard**.

COURSE SCHEDULE

1. January 8 2009: COURSE INFORMATION AND EXPECTATIONS

- Course overview: Syllabus, Assignments, Deadlines, Tests, Essays, Exams; Explanation of course format, order and expectations.
- **No tutorials this week.**

2. January 15 2009: INTRODUCTION: INSTITUTIONS, POLITICS AND POLITICAL CULTURE

- Why study politics and government? What is meant when we speak of "democracy," "equality," and "liberty?" What is "ideology?" "Politics?" "Government?" "The State?" What are the principles that underpin the Canadian political system?

Required Reading:

- Ellis & McIvor, "Introduction: Institutions, Politics, and Political Culture," chap. 1, pp. 1-37. [Note: for those who have completed POG110, pp. 14-30 will be review.]
- Thomlinson, Neil. *Ideologies*. On BlackBoard.

3. January 22 2009: THE CONSTITUTION: CANADA'S "MASTER INSTITUTION"

- What is a constitution and what does it do? What elements make up the Canadian constitution? How did the *British North America Act, 1867* reflect the nature of Canadian society at Confederation? What effect has concern for French survival had on the federal system? Historically, how has Canada attempted to accommodate the presence of a significant minority language and culture?

Required Reading:

- Ellis & McIvor, "The Constitution as Master Institution," chap. 2, pp. 39-46; 52-68.
- Canada, *The Constitution Acts, 1867 to 1982*, in Ellis & McIvor, Appendix, pp. 383-391; 398-402.

4. January 29 2009: THE CONSTITUTION: CONSTITUTIONAL REFORM

- What factors conspire to reinforce regional (as opposed to national) identity? What, if anything, do western alienation, Québec nationalism, and Atlantic neglect have in common? How have regionalism, provincialism and Québec nationalism influenced constitutional amendment proposals? What does Québec want? What changes to the BNA Act were made with the passage of *The Constitution Act, 1982*? What was the significance of the *Meech Lake Accord*, the *Charlottetown Accord*, and the *Calgary Declaration*? What is the (federal) *Clarity Act* and what was Québec's reaction to it? Can diverse Canadian ambitions ever be satisfied in a constitution?

Required Reading:

- Ellis & McIvor, "The Constitution as Master Institution," chap. 2, pp. 47-52; 68-80.

- Canada, *The Constitution Acts, 1867 to 1982*, in Ellis & McIvor, Appendix, pp. 383-391; 398-402.

5. February 5 2009: CANADIAN CHARTER OF RIGHTS AND FREEDOMS

- How does the *Canadian Charter of Rights and Freedoms* reflect a changing perspective on the relationship between the individual and the state? What has been the role of the Courts in interpreting the Charter? Have Canadians lost faith in the ability of their elected representatives to resolve contentious identity-based issues and turned, instead to the judiciary? Has this process, rooted in the provisions of the Charter, “judicialised politics and politicised the judiciary” as some observers claim?

Required Reading:

- Ellis & McIvor, “Administration of Justice: The Courts and the Charter,” chap. 8, pp. 305-316; 331-340.
- Canada, *The Constitution Act, 1982*, Schedule B, Part I: “Canadian Charter of Rights and Freedoms,” in Ellis & McIvor, Appendix, pp. 392-398.

6. February 12 2009: FEDERALISM

- What is federalism? Why is jurisdiction divided in Canada? How are political areas divided/shared between municipal, provincial and federal governments? How does federalism affect public policy-making? What happens when jurisdictional disputes occur in a federal system? What is the relationship between federalism and democracy? What does it mean to speak of “co-operative,” “executive,” “fiscal,” “centralised/decentralised,” “symmetrical/asymmetrical” federalism?

Required Reading:

- Ellis & McIvor, “Canadian Federalism,” chap. 3, pp. 81-121.

<i>Study week: February 16th to 20th</i>
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7. February 26 2009: No readings. Midterm Test

8. March 5 2009: ELECTORAL SYSTEMS

- How do Canada’s and Ontario’s electoral systems work? How does the electoral system shape political outcomes? Should Ontario have a new electoral system? What was the Ontario Citizens’ Assembly on Electoral Reform, and what did it recommend? What do the results of the referendum mean for the future?

Required Reading (Lecture):

- Ellis & McIvor, “Elections and Voting,” chap. 5, pp.171-190.

9. March 12 2009: THE EXECUTIVE BRANCH: “THE CROWN AND ITS SERVANTS”

- What is “The Crown” in Canada? How is that distinct from “the monarchy?” What are the roles and responsibilities of the Prime Minister and Cabinet? How do the component parts of the Executive fit together? What is “responsible government?” What is “representative government?” What is “parliamentary government?” How does responsible government “fit” with parliamentary government?

Required Reading:

- Ellis & McIvor, “The Political Executive and Parliamentary Democracy,” chap. 6, pp. 219-244.

****March 17, 2009 is the Final Day To Drop Class without Academic Penalty****

10. March 19 2009: THE LEGISLATIVE BRANCH

- What is Parliament and what is its role in the policy process? What is Parliamentary Government? What does an MP do? What is the concept of “loyal opposition” and why is it central to the operation of parliamentary democracy? What is “Party Discipline?” How (or to what extent) is ideology operationalised by the combination of responsible government and party discipline? How does responsible parliamentary government as practised in Canada compare with representative congressional government as practised in the United States? Can the Legislature control the Executive? What is the role of the Senate, and what drives calls for its reform? Would proposed reforms enhance democracy in Canada?

Required Reading:

- Ellis & McIvor, “The Political Executive and Parliamentary Democracy,” chap. 6, pp. 244-267.

11. March 26 2009: THE ADMINISTRATIVE STATE

- How do bureaucrats influence the policy process? To whom are they accountable? Can the Legislature keep the bureaucracy accountable for its actions? How is appointed authority reconciled with the principle of representative government? How do elected and appointed officials “mind the public purse?” What are Central Agencies? How responsive is the bureaucracy to individual and group interests? What is the role and function of Regulatory Agencies?

Required Reading (Lecture):

- Ellis & McIvor, “The Permanent Executive and Administrative State,” chap. 7, pp. 269-303.

12. April 2 2009: THE JUDICIAL BRANCH

- What role in the policy process do the Courts play? What is the function of adjudication? How is the judicial branch of government structured in Canada? Do judges make laws or simply interpret laws? How are judges appointed and removed? Is the Canadian judicial branch sufficiently accountable to satisfy the requirements of a democratic system?

Required Reading (Lecture):

- Ellis & McIvor, “Administration of Justice: The Courts and the Charter,” chap. 8, pp. 317-331.

13. April 9 2009: Review and Wrap up: “Book Club”

- **Exam review:** The final exam will be essay questions relating to the book you are required to read throughout the semester (see below). On the last day of class we will put aside one hour to discuss the book.
- Final exams are scheduled by the Registrar and will take place during the Examination Period (April 16th to 29th). **Do not make end-of-year travel plans until the examination schedule is published!**

COURSE REQUIREMENTS, DEADLINES, AND IMPORTANT DATES

Student evaluation for this course will vary depending on whether a student chooses to do the Service Learning Option or not. The assignments/activities that you will be evaluated on are listed below. Option 1 applies to all students **not** participating in the Service Learning option. Option 2 applies to all students

participating in the Service Learning option. Please note the date the assignments are due now. Detailed assignment descriptions follow.

OPTION #1 SUMMARY: NO SERVICE LEARNING

ASSIGNMENT/ACTIVITY	% OF FINAL GRADE	DATE DUE
Midterm Test	25%	February 26, 2009, in class
Reflection Assignment: "The House" • Students will submit a log of three separate reflections (10% each) based on three different episodes of CBC's "The House"	30%	April 2, 2009
Tutorial presentation, participation and attendance	10%	Ongoing
Final exam: Open book; question given in advance and on book "French Kiss" by Chantal Hébert	35%	Scheduled by Registrar during exam period, April 16 to 29th
TOTAL	100%	

OPTION #2 SUMMARY: SERVICE LEARNING COMPONENT

ASSIGNMENT/ACTIVITY	% OF FINAL GRADE	DATE DUE
Midterm Test	25%	February 26, 2009, in class
Service Learning: Class facilitation and reflection assignments	30%	Ongoing and April 2, 2009
Tutorial presentation, participation and attendance	10%	Ongoing
Final exam: Open book; question given in advance focused on book "French Kiss" by Chantal Hébert	35%	Scheduled by Registrar during exam period, April 16 to 29th
TOTAL	100%	

DESCRIPTION OF EVALUATION AND ASSIGNMENTS: OPTION #1 (NO SERVICE LEARNING)

1. **Midterm Test (25% of final grade):**
 - **Date Due: February 26, 2009 (in class)**
 - Test will involve some or all of multiple choice, matching, short answer and essay questions. Results will be reviewed in class.

2. **Reflection Assignment: CBC's "The House" (30% of final grade – 10% per reflection x 3):**
 - **Date Due: April 2, 2009 (in class)**
 - **Length: Maximum eight pages single spaced (not including title page): two pages single spaced per reflection (6 pages); plus an introductory and concluding paragraph (2 pages).**
 - **Late penalty: 2% of assignment grade per day, including weekends. (If the paper was due Friday, but you submitted it on Monday, you would have 4% deducted from your paper).**
 - **Description: Over the course of the semester students will need to listen to three different podcasts of CBC Radio's show "The House" – a popular, one hour show, hosted by Kathleen**

Petty, which takes stock of that week's events in National Politics. Podcasts will be available on Blackboard.

- The show is current, topical, and features interviews with central actors in Canadian national political affairs. On April 2, 2009, you must submit three reflections on what you have heard on "The House"; one reflection from a January show, one from a February show, and one from March. You can listen to the podcasts whenever you want, but are encouraged to listen in the month and/or near the time the podcast is available as your reflection will be much more current and topical as opposed to trying to reflect on a January show in March. Each reflection should be written independent of each other, but with your introductory and concluding paragraphs providing more general insight about the evolution of your thoughts on what you've heard. Your reflection will be evaluated based on the following criteria:
 - a) Student meets the expectations – listen to and reflect on three independent broadcasts.
 - b) Student provide accurate context about the show – theme(s); participants, how relates to past or current events;
 - c) Student provides a detailed and critical reflection on what they hear on the show. What students choose to focus on is open, but the reflection **must** discuss the impressions of the show in relation to any specific course theme. Students may reflect on specific aspects of the show to provide examples, including the demeanour or behaviour of the participants; the character of debate or discussion; the role of various individuals on the show; or the substance of the information shared.
 - d) The work demonstrates careful and critical analysis; it is well-written, free of grammatical, spelling, and factual errors; and it fulfils the expected components of the assignment.

3. **Tutorial participation and presentation (10% of final grade)**

- **Date Due: Ongoing**
- **Description:**
 - Grades will be assigned by a Graduate Assistant (GA) on the basis of attendance and participation in the weekly tutorials (see **Appendix I for tutorial schedule**).
 - 5% will be given for attendance; 2.5% for the quality of your presentation; 2.5% for overall contribution and participation in tutorials.
 - Participation will be evaluated based on the quality of your on-going contribution to tutorial discussions. Factors that the GA will use in evaluating participation, include: attendance; preparation to discuss tutorial topic; raising and sharing questions and/or ideas; showing that you are thinking about the class outside of class-time by sharing other research and information you find; and nurturing your fellow students' interests.
 - The other component of your participation grade will be derived from a **short student presentation** in tutorial. Each student will select a current newspaper article (within the last three months) from one of the following newspapers: Toronto Star, Globe and Mail, National Post, or Now.
 - Student tutorial presentations are required to:
 - a. provide a **very brief** summary of the story;
 - b. discuss how the story relates to the lecture and lecture material (readings) for the week you are presenting;
 - c. provide critical insight on the content and quality of the story; and,
 - d. raise one or two critical questions that can help generate in-class discussion.**(Please note:** To be critical does not mean to criticize. The following is a list of ways (not extensive) that a student might demonstrate critical reflection: raises questions and/or concerns about the content of the story; links the story

to course material; shows evidence of independent thought; acknowledges consistencies or inconsistencies with course material; and, reflects on the story from two or more viewpoints).

- Presentations should be no longer than **5 minutes long**. Several students will be presenting each tutorial; therefore if students exceed 5 minutes, the GA may be required to ask the student to stop.

4. **Final Exam (35% of final grade)**

- **Date:** Scheduled by the registrar during the exam period (April 16 2009 and April 29 2009)
- **Please do not make end-of-year travel plans until the examination schedule is published!**
- **Description:**
 - The final exam question(s) will require students to have read, Chantal Hébert's book, *French Kiss. Stephen Harper's Blind Date with Quebec*.
 - Students will be permitted to bring the book with them into the exam, but they will not be allowed to bring notes.
 - Hébert's book provides a deep, insightful reflection on Canadian politics generally; the rise and fall of the Liberal Party of Canada; and the path taken by Stephen Harper's Conservative government to win the 2006 federal election. Throughout the book, Hébert pays close and central attention to how Quebec has factored into contemporary federal politics, and how each major Canadian political party (NDP, Conservative, Liberal, and Bloc) has tried to gain or maintain popularity in Quebec.
 - Since the book's publication, another election has taken place and once again the federal Conservative Party has won a minority government. In doing so, the Party also gained seats in Quebec, but fewer than it had hoped, and fewer than needed to gain a majority.
 - The exam will require students to consider Hébert's arguments and insights in the context of events that have transpired since 2006 including the recent 2008 election and the prorogation of Parliament in December 2008. Given that the focus of this course is on institutions of Canadian government, and given that Hébert reflects on the relationship between institutions and politics throughout the book, a central component of the exam will ask students to reflect on how the future relationship between party politics and political institutions in Canada will transpire, particularly in light of the events in December 2008.
 - This exam will be challenging. It requires you to read the book carefully and throughout the semester. At the end of the semester our class will hold a 'book club' of sorts, to consider the book in light of potential exam questions.

DESCRIPTION OF EVALUATION AND ASSIGNMENTS: OPTION #2 (SERVICE LEARNING)
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1. **Midterm Test (25% of final grade):**

- Same as above

2. **Service Learning (30% of final grade)**

- **Date Due: Varied**
- **Description:**
 - The Service Learning option will have three central components: 1) a brief reflection following the first visit to the high school – **due the last week of February**; 2) an evaluation of student preparation, facilitation and interaction with high school students during the

three visits to the school in March – **evaluation ongoing**; and, 3) a final reflection that considers the whole experience in relation to the course – **due April, 2, 2009**.

3. **Tutorial participation and presentation** (10% of final grade)
 - Same as above
4. **Final exam** (35% of final grade)
 - Same as above

INFORMATION AND COMMUNICATION

This course uses the web-based course management software **Blackboard**. The site contains most of the information that will be needed throughout the semester. At times, when appropriate and/or possible, the text of the PowerPoint slides used in class will be posted on the course website prior to each class in a downloadable, pdf format. (Please note, however, that some classes may not lend themselves to having PowerPoint slides, or extenuating circumstances may prohibit me from posting the slides prior to class. If slides are not posted prior to class they will be made available on the course website afterwards). The slides can be downloaded, printed, and brought to lecture for assistance in taking notes. Students must note, however, that course **slides are not a substitute for attending class**. The slides will usually be very brief, they will not serve as a stand-alone resource for course themes, and they **will not substitute for taking additional notes in class**. This means that students should not feel that having copies of course slides is sufficient material for the course. The instructor's lecture notes will not be posted on *Blackboard*. To log into *Blackboard*, please go to: <https://my.ryerson.ca/>

Email:

In order to access the course site and to receive course emails you must activate your/a Ryerson Matrix account, as required by University policy. Email will serve as an important means of communication in this class. Therefore please be sure to **check your @ryerson.ca email account regularly, especially before class**. Despite this importance, email should not replace in-person communication. I will always prefer talking in-person to email. Hence, I strongly encourage meeting before class, during class breaks, and during office hours whenever possible.

Below are some important points regarding the **COURSE 'EMAIL POLICY'** – PLEASE READ CAREFULLY:

- Please make sure you consult the course outline/syllabus, other handouts, and Blackboard **BEFORE** submitting inquiries by email.
- I will make every effort to reply to direct email inquiries from students **within 48 hours** of receipt. If you do not receive a reply within this period, please resubmit your question(s). You will receive an automatic reply if I am away for an extended period.
- While I will often check email on weekends and reply to messages, students **should not expect** me to reply to messages Friday evening or on the weekend.
- In the **subject line** of your email please include the course identifier (POG 210) and a concise and clear statement of purpose [e.g., **POG 210: Request to meet**]. This is important as email that is not recognizable will be deleted and treated as junk.
- **Requests for leniency or extensions in outstanding circumstances CANNOT be requested by email, unless circumstances are extraordinary. In this case, students should phone me first.**

- If a question cannot easily or briefly be answered with a reply by email, I will suggest that we meet during my office hours.

RULES

This course will be administered in accordance with all relevant Regulations of the University as well as the Course Policies specific to this course. Both appear in the “Course Policies” section of **Blackboard**. It is **your** responsibility to be familiar with them:

Accommodations:

It is your responsibility to inform me of any situation that arises during the semester which has an adverse effect upon your academic performance. If academic consideration is required it is imperative that accommodation be sought at the earliest opportunity. Failure to do so will jeopardize academic appeals. Consult the “Course Policies” section of **Blackboard** for policies regarding specific types of accommodation. The instructor will make every effort to accommodate difficult situations that arise, but students **must** recognize the importance of speaking to the instructor at their earliest opportunity, **and** recognize that the instructor is bound by university policies and regulations that dictate their actions. Students with disabilities who require academic adaptations or services may discuss their needs with the instructor and/or contact the **Access Centre** (416-979-5290) for information.

In addition, the University sets out the scope and nature of accommodations available to facilitate **religious observance**. Please note that request for accommodation based on religious observance must be made formally within the first two weeks of class. Relevant university policies can be found on the Blackboard course website.

ACADEMIC INTEGRITY AND TURNITIN.COM

ACADEMIC INTEGRITY:

The graduate assistant and I, along with Ryerson University, take academic integrity very, very seriously. The opposite of academic integrity is academic misconduct, usually understood as some form of cheating or plagiarism. The goal of all students should be to maintain academic integrity throughout their university education, and to resist, refuse, and prevent plagiarism/cheating. The recognized number of cases of plagiarism at Ryerson continues to increase. Whether for tests or exams, assignments, essays, or quizzes, the university and I recognize that the urge for students to cheat is often high, particularly given the number of financial, social, family, academic, and work-related pressures students experience. I recognize these pressures, and therefore, will do a great deal to make sure that students understand what is and is not plagiarism for assignments, and will provide ongoing support to students.

Despite these observations, students must understand that once plagiarism or cheating are suspected, as employees of the University, the course GA and I **are obligated** to commence a formal review process that strictly follows university policies. Students should note the university policy and process when plagiarism is detected. The **minimum penalty** for plagiarism is a ‘0’ on the assignment, with penalties of an ‘F’ in the course or university suspension also available depending on the severity of the case. The university’s Academic Integrity Office (AIO) will also record an incidence of plagiarism, and will become actively involved if an incidence of plagiarism is detected and/or confirmed. Therefore, if a student plagiarizes

more than once, while the instructor will have no knowledge of the incidence, the AIO will. In short, I implore you not to cheat – it is not worth compromising your future.

Students should make certain to check with me, their graduate assistant, a university writing centre, or the Academic Integrity Office and website (www.ryerson.ca/academicintegrity) if they are uncertain about what constitutes plagiarism. Similarly, students should speak to me at their earliest convenience about concerns with writing and assignments. I will gladly help whenever possible.

The Writing Centre is located at LIB 272B. The Writing Centre website is: <http://www.ryerson.ca/writingcentre>. A faculty advisor and team of peer tutors are available to assist students with the development of essay outlines, revisions and referencing. Students may also request additional feedback on previously graded assignments. Sessions last approximately 50 minutes. Students are advised to book an appointment. The following workshops are also offered relating to proper use of citations, common mistakes in university writing and strategies for proof-reading.

TURNITIN.COM AND REVIEWS FOR PLAGIARISM:

In addition to in-class discussion, and assignments, as one means of preventing plagiarism in written assignments, the online plagiarism review system, **turnitin.com** is used widely at Ryerson and in this course. By taking this course, students agree that, unless the “conscientious objector” option is utilized (see below), all required papers will be submitted for textual similarity to *turnitin.com* to aid in the detection of plagiarism. All submitted papers will be included as source documents in the *turnitin.com* reference database solely for the purpose of detecting textual similarity among submitted papers. Use of the *turnitin.com* service is subject to the terms of use agreement posted on the *turnitin.com* site (<http://www.turnitin.com/>).

Conscientious Objectors:

Students who do not wish to have their papers screened for textual similarity by *turnitin.com* are instead required to submit **with their assignment:**

- a) an **annotated** bibliography; and,
- b) copies of the cover page and first cited page of each reference source.

Students will be able to submit written assignments to Turnitin.com directly through Blackboard.

ADDITIONAL MATERIAL AND RESOURCES

HOW TO CITE/REFERENCE INFORMATION FROM THE INTERNET³

There is a formal manner to reference information retrieved from the Internet. The convention is to follow as closely as possible the same format used to reference a book or journal article: author of the content, title of the page, title or owner of the site, URL, and the date you accessed the site.

In your bibliography/reference list, you should follow these protocols:

Original content from online sources with author known:

³ Information borrowed from *The Chicago Manual of Style, 15th edition*, (2003), Chicago: University of Chicago Press.

Evanston Public Library of Trustees, "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach", Evanston Public Library, <http://www.epl.org/library/strategic-plan-oo.html> (accessed July 18, 2002).

Original content from an online source with no known author:

Federation of American Scientists, "Resolution Comparison: Reading License Plates and Headlines," <http://www.fas.org/irp/imint/resolve5.htm> (accessed October 5, 2006).

When in doubt, provide as much information as possible following the above protocols:

Peter Townshend's official Web site, "Biography", http://www.petetownshend.co.uk/petet_bio.html (accessed October 5, 2006; site now discontinued).

CANADIAN GOVERNMENT RESOURCES

Useful electronic index to find peer-reviewed journal articles:

- Scholars Portal
 - Follow this route: Library main page, Articles and Indexes, Indexes by Title, "S", Scholars Portal Search, Advanced Search

Key journals to search specifically:

- Canadian Journal of Political Science
- Canadian Historical Review
- Canadian Public Policy
- Canadian Review of Social Policy

Newspaper resources

- <http://www.ryerson.ca/library/subjects/politics2.html>

Resources relating to: Canadian public policy; parliamentary and parliamentary committee debates; city council minutes; laws, policies and acts

- <http://www.ryerson.ca/library/subjects/policy/record.html>

Other Canadian Politics Texts:

- See 'supplementary texts' section of 'course information' tab on Blackboard site.

Canadian Parliament:

- <http://www.parl.gc.ca/common/index.asp?Language=E>

Federal Laws (Constitution, Charter, Statutes):

- <http://laws.justice.gc.ca/en/>

Prime Minister's Office:

- <http://www.pm.gc.ca/eng/default.asp>

Politics Watch – General information:

- <http://www.politicswatch.com/index2.html>

Other general research advice:

- There are many **books** on Canadian politics. Please check the publication date of the book carefully to see if it is published prior to a major event or debate that you are referring to.
- To find other books or journal articles, be sure to look at the **bibliography or references** from an article or book. It will usually be a good guide for future reading or other relevant sources.

Other general advice:

Writing support (not research):

- See 'writing support services at Ryerson' under 'course information' tab on Blackboard course site.

Medical certificate:

- In the event that you cannot submit your paper due to an illness or medical condition, you will need to have your/a doctor fill out a 'Ryerson University Student Medical Certificate' (see 'Course Information' section of Blackboard site)

Plagiarism:

- Please familiarize yourself with plagiarism policies and penalties at Ryerson. See course outline for further comments on this issue, along with the Academic Integrity website (www.ryerson.ca/academicintegrity)
- If confused about referencing and plagiarism – ask!

APPENDIX I: TUTORIAL SCHEDULE AND TOPICS

Below is a schedule of tutorial dates and themes. Please note that in most weeks, two topics are listed. This means that students are permitted to relate their newspaper article to either one of the topics/subjects listed. You are required

- **January 12 and 13:** Introductions, questions, course overview and presentation sign-up
- **January 19 and 20:** GA presentation – example; discussion of politics and institutions
- **January 26 and 27:** Student presentations – Constitution
- **February 2 and 3:** Student presentations – Constitutional reform
- **February 9 and February 10:** Charter of Rights and Freedoms
- **February 16 and February 17:** NO TUTORIALS – Study week
- **February 23 and February 24:** Review for test
- **March 2 and March 3:** Student presentations – Federalism
- **March 9 and March 10:** Student presentations – Electoral systems
- **March 16 and March 17:** Student presentations – Executive Branch
- **March 23 and March 24:** Student presentations – Legislative Branch
- **March 30 and March 31:** Student presentations – Administrative State
- **April 6 and April 7:** Judicial Branch

APPENDIX II
SERVICE LEARNING ASSIGNMENT DESCRIPTION: REFLECTIONS AND FACILITATION AND
DISCUSSION AT HIGH SCHOOL
VALUE: 30% OF FINAL GRADE
POG 210, W2009

Background:

As a participant in the Ryerson Faculty of Arts Service Learning program, you have chosen to engage in an exciting and challenging learning opportunity, which asks you to link the formal course content of 'POG 210: Canadian Government' with a Grade 10 Civics class, at Central Commerce Collegiate. This voluntary experience is also unique because you are not only going to collectively interact with the Grade 10 class and facilitate discussion with them on topics related to the content of POG 210, but also because you are required to reflect critically on your experience in the Service Learning program. In this assignment description, I explain the expectations for this component of the course and I also explain how each component of the assignment will be evaluated and the due dates for each component of this assignment.

The Service Learning component of POG 210 requires you to complete three general tasks. The sum of all of the SL components is 30% of your final grade. Each are explained in detail below. The three components and sub-components are:

Activity	New Value	Due Date
Mini-reflection • One reflection	2.5%	March 5, 2009 or earlier
Facilitated discussion with Grade 10 class	17.5% • 5% for plan for class activities and rationale (group mark) • 10% for execution of class activity including facilitation and discussion management (group mark) • 2.5% peer and individual assessment (individual mark)	Submit final lesson plan prior to delivery of lesson
Reflection	10% • Paper	April 2, 2009 (submit electronically)
Final	30%	

DETAILED ASSIGNMENT DESCRIPTIONS

SL ASSIGNMENT 1: MINI-REFLECTION

Due dates: March 5: Mini-reflection following school visit and first group meeting
Length: Maximum 4 pages double-spaced
Value: 2.5%

DESCRIPTION:

In this part of the assignment, you are required to write a mini-reflection focused on two key points/junctures in the development of your activities with the Grade 10 class. In general, the purpose of the mini-reflection is for you to critically examine your personal and group experiences, challenges, and observations. Your reflections will be kept in confidence, i.e., we will not share your reflections with others unless you grant permission to do so.

At all times, both with the mini-reflection and the end of term reflection assignment, please keep the following key questions central in your mind (you do not need to answer these questions specifically – they are just questions to guide your thinking and observations. You are strongly encouraged to follow other issues or lines of inquiry and reflection as you desire):

- 1) How am I being personally challenged by this experience/task or what am I finding challenging about this task?
 - What am I learning/have I learned about my own awareness of challenges that students confront in high school? (e.g., I had(n't) thought about how the social and economic status of students presented barriers to learning).
- 2) How does the character of Central Commerce Collegiate's physical and social environment influence – help or challenge – learning and teaching generally, and in the specific task you are engaged in?
 - For example, did the physical layout of the classroom or the school make you think about teaching and learning differently?; what was your impression of the Riverdale students generally and specifically in our twinned class, and how has this impression influenced your thinking about the SL experience?
- 3) Given the themes and content of POG 210, what challenges and opportunities do you foresee in connecting the course material to the Central Commerce students, and engaging them in the course material?
 - How might/did/will you overcome these challenges or build on these opportunities

For this initial mini-reflection, you are asked to consider the above questions in light of your school visit and in light of your first group meeting, at which time you discussed the types of activities that might be suitable for the students. **In addition to the above guiding questions**, you are encouraged to also consider the discussion, debate, and/or dynamic amongst you and the other SL students. For example, you might comment on whether any of you had differing views on appropriate deliverables for Riverdale students and how those different views were discussed, addressed, or overcome. You might also comment on your interaction with the Riverdale students, and how you felt about SL experience before and after the school visit.

EVALUATION CRITERIA:

The mini-reflection will be evaluated based on the following criteria:

- Your reflection is clearly written, your ideas are clearly communicated, and you have striven to have no grammatical, spelling, or punctuation errors.
- Your reflection is well organized and the ideas and paragraphs link together.

- Your reflection considers the central reflection themes as well as questions specific to the key juncture the mini-reflection relates to.
- Your reflection demonstrates careful consideration of your personal biases, opinions, and preconceptions as they relate to the development and delivery of the lesson plan and/or to the service learning exercise generally.
- Your reflection demonstrates that you are thinking critically about how the individual, community, and social factors that influence Central Commerce students will or may impact their interest in learning generally, and specifically in relation to the theme of Canadian government.
- Your reflection demonstrates that you are considering the challenge of teaching, sharing and communicating the complexities of the Canadian political system.
- Your reflection demonstrates that you are conscious of how your own group dynamic and interactions (i.e., communication between SL POG 210 students) may impact the content and delivery of the lesson.
- Your reflection demonstrates that you have put time, care and effort into the exercise.

<p>SL ASSIGNMENT 2: ACTIVITIES WITH CENTRAL COMMERCE COLLEGIATE STUDENTS (17.5% OF SL GRADE)</p>

Due dates: Activities with Central Commerce are expected to take place during three weeks in March
Value: 17.5% total (5% for written plan for class activities and rationale for how this plan will engage students and link to themes of POG 210; 10% for delivery and facilitation of activities – grades assigned will be same for all members of group; 2.5% based on individual and peer assessment)

Further details of this assignment component will be finalized once the total number of POG 210 students is finalized, a visit to the school has been complete on February 12, 2009, and some more clarification has been achieved with respect to interests of students at Central Commerce. In general, your group is going to develop some basic, interactive and engaging activities for the Central Commerce Collegiate Grade 10 Civics class.

When thinking about potential activities you should start by thinking about what you want your activities to achieve. As per the handouts and information you receive from the Faculty of Arts Student Experience Office, you should be asking yourself what you want the students to know, understand, and be able to do by the end of the class, while being mindful of student interest and level of knowledge.

Whatever the focus of your activities, you will need to keep several significant issues in mind:

- Your activities must be ‘deliverable’ in a 75-minute class period;
- Your activities should address some theme from POG 210, however, broadly;
- Your activities should demonstrate that you are cognizant of and responsive to the diversity of the students in the Central Commerce class; and,
- Your activities should demonstrate that you have collectively and individually dedicated time to the development of activities that goes beyond the curriculum already delivered in the class.

SL ASSIGNMENT 2, DELIVERABLE 1: WRITTEN PLAN FOR CLASS ACTIVITIES (5% OF SL GRADE)

This description is written with the presumption that SL students will work as one group. If SL students wish to work in smaller groups, these expectations will be amended.

Length: Approximately eight pages double-spaced.

Your plan can be organized as you see fit, but it is expected to have the following content, preferably organized using headings and sub-headings.

1) Introduction to the activities:

- This section should include the following key components:
 - A brief discussion of the activities you plan to do (all three), including a rationale for why the topic has been chosen;
 - Goal and/or objectives of the lesson – An explanation of what the students should take away from the lesson? (Hint: Goals and objectives should be written with active verifiable language, e.g., to demonstrate, to enhance, to examine. A goal should be broad, while objectives reinforce and expand on the macro goal);
 - A brief statement about how these goals and objectives will be achieved.

2) Brief background or context to themes to be addressed in activities:

- What course themes will be addressed in the activities and what general information do we know about the themes? This information can be drawn from the textbook but you are also encouraged but not required to consult other information sources (I can provide more if you want them). For example, if you will be doing an activity relating to human rights, it would be valuable to explain in one paragraph the evolution of the Charter of Rights and Freedoms in Canada.
- This discussion/explanation should be written in clear, uncomplicated language, and should be directly relevant to the lesson. Historical and contemporary context on the issue is valuable;
- A list of additional resources (Internet-based included) is valuable to include but not essential

3) The execution of the activities:

- In this section you should explain how the activities you propose in your introduction will be achieved. This section provides the conceptual and practical map you would use to execute your goals and activities successfully.
- Key things to include in this section are:
 - A detailed explanation of the activities that will take place in the class to achieve the goal or objectives;
 - A breakdown of the time allocated to each activity in the lesson and the specific role of the teacher(s) and student(s) in each activity;
 - A description of any additional or extraordinary materials needed.

4) Evidence to be used to determine if the learning goals were achieved:

- This section should describe how you would know if you have successfully achieved your learning goals: What evidence will you use to determine success? What indicators? Conversely, how will you know if did not achieve your goals?
- In this section you should also identify what potential barriers to the successful achievement of your learning goals may exist. What factors may hinder or challenge the implementation of the lesson?

SL Assignment 2, Deliverable 1: Evaluation criteria

The hard copy of the plan will be evaluated based on the following criteria:

- Writing is clear, concise, well organized, and free of grammatical, spelling, punctuation and factual errors;
- Referencing (if pertinent) is consistent and accurate, and sources are relevant to the topic and focus of the lesson, and demonstrate a clear understanding of the POG 210 theme;
- Background to the topic is uncomplicated, jargon-free, and connects the activities with the course themes;
- Goal and objectives are well thought through, achievable, and executable. They demonstrate attention to the character of the Central Commerce class, the skills and experience of your group, and to the time available to facilitate the activities in a single-period class;
- Activities planned to execute goals are creative, clearly explained, easy to follow, and reasonable given the character of the Central Commerce class and the time available to deliver the activities;
- The evidence proposed to illustrate the achievement of learning goals is verifiable or observable – the factors listed that may inhibit the achievement of the learning goals demonstrate sensitivity to the Central Commerce classroom and students, and are accurate given the limited information available on the school and class;
- Overall, lesson plan demonstrates careful planning and consideration of how to best achieve learning goals and how to integrate central concepts or themes from POG 210, in an engaging, interactive, and informative manner.

SL ASSIGNMENT 2, DELIVERABLE 2: THE IN-CLASS ACTIVITIES (10% OF FINAL SL GRADE)

Assuming that some or all of you will participate in the delivery of the activities at Central Commerce, the following factors will guide success and evaluation:

- Roles, responsibilities, and tasks of presenters is clear;
- Communication is clear, direct, jargon-free, and demonstrates enthusiasm;
- Presenters have a clear understanding of the lesson topic and of the lesson goal;
- Transition between presenters is smooth;
- Presenters adapt to school and classroom context, and to factors that may change their activities unintentionally;
- Riverdale students are treated with respect and successfully engaged and integrated into the activities and discussion;
- It is clear to me, that one or more POG 210 course themes have been well integrated into the activities;
- Activities, and time allocated to activities, were well thought through;
- Opportunities for Central Commerce students to assess their experience with the activities – throughout and at the end – are made available, and shown to be important;
- Evidence that Central Commerce students have learned about the topic, expanded their knowledge, and achieved some of the key learning objectives identified by the presenters;
- Presenters and students have fun, and engage in interesting discussion and/or interaction!

SL ASSIGNMENT 2, DELIVERABLE 2: INDIVIDUAL AND PEER-ASSESSMENT

The below forms are templates of the individual and peer-assessment you will complete after you have completed your activities at Central Commerce. Copies of the assessment forms will be made for you after the activities are complete. All peer-evaluations will be kept confidential unless the group unanimously decides they want to share their peer-evaluations.

Your evaluations make up 2.5% of your final grade in the Service Learning assignment.



TEMPLATE OF INDIVIDUAL AND PEER EVALUATION

Please complete this evaluation for yourself – the degree to which you take this assessment seriously will inform your individual grade for this assignment.

SELF-EVALUATION (NAME):

1. Did you complete a fair and equitable share of the work?

Yes No Not sure

Explain your answer:

2. Was your contribution to the group assignment of similar quality to your colleagues?

Yes No Not sure

Explain your answer:

3. Do you deserve the same mark as your group members?

Yes No Not sure

Explain your answer:

4. What did you learn about yourself and about working in a group through the completion of this assignment? How will you apply these lessons to future work you undertake in groups?

PEER-EVALUATION (NAME):

1. Did this group member complete a fair and equitable share of the work?

Yes No Not sure

Explain your answer:

2. Was this group member's contribution to the group assignment of similar quality to the rest of the group?

Yes No Not sure

Explain your answer:

3. Do this group member deserve the same mark as the rest of your group?

Yes No Not sure

Explain your answer:

4. If you had the choice, would you work with this group member again on a future assignment?

Yes No Not sure

Explain your answer below:

SL ASSIGNMENT 3: “FROM PRACTICE TO THEORY: LESSONS FOR ENGAGING CITIZENS AND/OR YOUTH IN THE CANADIAN POLITICAL SYSTEM”
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Due date: April 2, 2009
Length: Maximum 8 pages double-spaced
Value: 10% of SL grade

DESCRIPTION: REFLECTION PAPER

In this final component to the SL assignment, you will independently write a short reflective paper focused on the broader lessons that can be learned from your experience at Central Commerce. Put differently, in this assignment you will use your specific, practical, personal, and group experience with Central Commerce (‘practice’), and critically consider how it informs the broader understanding of Canadian youth engagement or disengagement in the Canadian political system (‘theory’). The **central expectation** is that you will consider and advance some lessons about Canadian youth engagement in the political system, which are directly informed by your experience at Central Commerce **and** additional course or research materials.

This is a challenging assignment. It is part personal observation and reflection, part research paper because you will advance some argument (the ‘lessons’), which will be informed by personal observation.

You should note, that using your personal observations to inform an argument in a paper is an often-practiced form of research, one variation of which is called ‘action-research’. In ‘action-research’ the researcher interacts directly with informants or a specific population, often trying to assist or inform them of a particular issue or approach to a problem. The researcher then uses that experience to make an argument about the way something is or should be. In some ways then, your service learning experience is a form of ‘action-research’, whereby you made an effort to communicate some new knowledge about Canadian Government through direct interaction with the students, and will now use your first-person observations to inform your argument about ‘lessons’ for future engagement of youth in the political system. PLEASE NOTE: I am not suggesting that you have gone about engaging in unethical research. Simply that what you are being asked to do in this paper follows in a long history of methodologically rigorous research in anthropology, sociology, and political science amongst many other disciplines.

In addition to using your own observations to inform your ‘lessons’ you should try to use additional sources, peer-reviewed and non-peer-reviewed, to inform your argument (4 or 5 sources would be sufficient, assuming they are informative and high quality – you should aim to use at least 2 peer-reviewed sources, e.g., peer-reviewed journals, books, or book chapters). The use of additional sources constitutes the ‘theory’ part of the assignment; that is, you will consider how your experience (‘practice’) at Central Commerce coincides, contradicts, and/or informs existing knowledge (‘theory’) about youth political engagement in Canada.

Suggested approach and/or structure:

This paper can be structured any way you like. The following two suggested structures may, however, be useful in helping you think about how you want to write your paper:

- 1) Introduction: keep brief; refer to youth engagement in politics and Central Commerce experience; outline focus of paper, its structure, and your argument;

- 2) Narrative of experience at Central Commerce – how observations and expectations changed over course of planning, what key observations you left with about students generally or about communicating information about Canadian Government specifically;
- 3) Discuss, reflect, and briefly analyze arguments about youth engagement in politics and how Central Commerce experience informs this literature;
- 4) Lessons learned.

OR

- 1) Introduction: keep brief; refer to youth engagement in politics and Central Commerce experience; outline focus of paper, its structure, and your argument;
- 2) Discuss arguments about youth engagement in politics in Canada and highlight whether this literature or ‘theory’ accurately relates to your experience at Central Commerce;
- 3) Present narrative of experience at Central Commerce in relation to #2 – how observations and expectations changed over course of planning, what key observations you left with about students generally or about communicating information about Canadian Government specifically;
- 4) Lessons learned.

Evaluation criteria for written paper:

This paper will be evaluated in conformity with general standards for research papers, e.g., clear and concise, well organized and structured, and an absence of grammatical and spelling errors. In addition, this paper will be evaluated based on the following criteria:

- Clear evidence that the ‘lessons’ you propose are directly informed by your experience at Central Commerce;
- Evidence of critical analysis of both of your experience at Central Commerce and the information or literature relating to political engagement or participation that you employ;
- Use of contemporary and relevant sources of information, that are consistently and accurately referenced;
- Demonstration that your reflection is informed by your first reflection (the mini-reflections);
- Sensitivity to the problem of ‘generalizability’ of your Central Commerce experience; that is, you consider how far your experience at Central Commerce and with students going to school in downtown Toronto can be extrapolated or generalized;
- Your overall effectiveness at linking your ‘practice’ with ‘theory’/arguments/positions/beliefs about youth engagement in the Canadian political system.