

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

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

# HSP3M Independent Study

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The following project is to be done independently (hence independent study) and will count as part of your summative assessment. It is worth 10% of your final grade. In this project, you will be relating the concepts and theories learned in class to a current issue relating to the social sciences. The basic idea is to pick a phenomenon/trend/concept that you notice happening today and maybe wonder “why does that happen or why does this matter?”; you then relate that topic to concepts learned about A/P/S to attempt to explain why, from a social science perspective.

## Choose from the following topics or select your own:

- School success & nature versus nurture
- Abortion & socialization
- Incarceration & gender
- Music & learning
- Uniforms & self-concept
- Visible minorities & education
- Cancer & psychological consequences
- Media & convergence
- Violence & dehumanization
- Cults & conformity
- Bullying, peer-mediation & conflict resolution
- Facebook & advocacy groups
- Subliminal advertising & the unconscious mind
- Elections & social science research
- Eye witnesses & memory
- Teen suicide & stress

## Step One: Research Proposal | 10%

**DUE:** \_\_\_\_\_

### Expectation:

– formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences

### Description:

The suggested topics (or ones you have come up with on your own) are quite general. In order to be successful at focusing your project, you need to formulate research questions. Create these questions **before** you do any research on your topic. Start with a general question based on your topic, then create several (3-5) other questions that focus on specific aspects of your topic. Create questions based on what you are curious about.

You will submit a short research proposal that is approximately ½ page long that details the topic you would like to study and your specific research questions. For example:

The topic I would like to study is “Chocolate & Concentration”. The main question I hope to answer in my research is: “Does chocolate help people concentrate?”. In order to answer this question, I will be exploring other questions such as:

- Does consuming chocolate before an exam improve performance on that exam?
- Does the type of chocolate consumed matter?

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- How long do the effects of chocolate last?
- What happens physiologically after we consume chocolate?
- What are the negative side effects of consuming chocolate?

## Step Two: Annotated Works Cited | 15%

**DUE:** \_\_\_\_\_

### Expectations:

- demonstrate an ability to locate and select relevant information from a variety of print and electronic sources (e.g., books, periodicals, television, Internet sites, CD-ROMs);
- evaluate the relevance and validity of information gathered through research;
- record information and key ideas from their research, and document sources accurately, using correct forms of citation.

### Description:

The next step in your project will be to do your initial research. Conduct your research with the goal of answering the questions you asked in Step One. **See the GLCHS Essay Style Guide or the back of your agenda** for helpful directions in using MLA format. You need to gather at least 5 high quality, valid sources (no Wikipedia!). Do not simply settle for the first 5 sources you find. Read as much as possible and select the **best 5**.

You will then submit an annotated works cited list. You will provide citations (MLA) for your sources. Underneath each citation, in point form, you will summarize the key points found in that source. How does each source help answer your research questions? What key quotes from this source do you want to use in your final paper? What specific facts does this source present? Use quotation marks if you are directly quoting, otherwise it is usually a better idea to paraphrase. The idea is that you can come back to this part of the assignment when writing your final report and have all your facts organized and ready to go.

## Step Three: Designing Your Own Research | 15%

**Due:** \_\_\_\_\_

### Expectations:

- demonstrate an understanding of various research methodologies for conducting primary research (e.g., interviews, surveys and questionnaires, observations);
- demonstrate an understanding of the ethical guidelines of social science research;

### Description:

Based on the results of your research to this point, you may recognize the need for further research or information. If you think the topic is already well researched, you may wish to try to confirm certain findings. Either way, you will be designing a survey to gather more information about your topic. If your topic applies to people directly, you may be asking questions about your subjects' own behaviour (i.e. "Do you eat chocolate?"). If your topic does not directly relate to the people you are questioning, you may be seeking their opinions on the topic (i.e. "Do you think that the death penalty should exist in Canada?").

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You will need to practice ethical research, including: informed consent, ensuring your questions are relevant to your topic, not asking anything inappropriate or too personal, academic honesty, etc.

To earn this 15% for your project, you will hand in the blank template that you will use for your survey. It should include a paragraph explaining your study, its goals, how the information will be used and that participation is voluntary (aka informed consent). It should also include a variety of questions in a variety of formats (i.e. multiple choice, rating scale, yes/no, short answer, open ended, etc). You must hand this in and have it **approved** before you actually conduct any of your research.

Once it is approved, you must collect data from a sample of at least 20 people **at GL**. Pay attention that you are either using a random sample (i.e. the owner of every 3<sup>rd</sup> locker), or a very specific sample (i.e. every grade 9 at GL). **The results of your survey must be included in your final report.**

## Step Four: Final Report | 30%

**DUE:** \_\_\_\_\_

### Expectations:

- correctly use the terminology of anthropology, psychology, and sociology (e.g., functionalism, behaviouralism, feminism);
- define the concepts that are central to anthropology (e.g., evolution, diffusion, culture), psychology (e.g., perception, cognition, personality), and sociology (e.g., role, gender, institution);
- demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship), psychology (e.g., conditioning, subconscious), and sociology (e.g., socialization, social interaction);
- demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

### Description:

The goal of the final report is to communicate the results of all your hard work and research. If you have completed all the steps well, you should have some interesting information to share!

You will write a formal report which should be 5-7 pages long. You should include both the information learned from your research of previous studies (step two) as well as the results of your own research (step three). How did the two compare? Were you able to answer all of your research questions? What are the answers to those questions? How does what you discovered effect us as members of Canadian society? As members of a Global society?

You will submit your report with the following specifications (see the GLCHS Style Guide):

- Includes a title page with a relevant title
- Double spaced
- 12 point Times New Roman font and standard margins
- Any ideas or words that are not your own are properly quoted or paraphrased & cited using MLA format

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- Graphs and/or charts that communicate your survey results are included to support your text (these do NOT count in your 5-7 pages)
- Uses proper terminology, formal language, proper grammar and spelling
- Works cited page included

## Step Five: Sharing Your Findings Creatively | 30%

### Expectations:

*Same as in Step Four, but with particular emphasis on:*

*– effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).*

### Description:

A report is a great way to share findings in an academic community; however, sometimes it is more effective to share our results in an informal way that will grab the attention of our audience. Your goal is to take what you've learned and transform it into a more user-friendly format. This does not mean that you are repeating yourself. Though steps four and five do directly relate, you do not have to include the exact same information in both parts. You might want to choose to focus on **key messages** rather than going into every single detail.

You may choose to do this in any number of ways:

- A website
- A video
- A newsletter with several related articles
- A multimedia power point presentation (*simply placing the text from your report into power point and then reading it out loud is NOT acceptable*)
- A board game
- A series of educational posters (i.e. three or four 8.5x11 posters with key messages)
- Another idea of your choosing

It is highly suggested that you seek some guidance for the direction of your creative presentation to make sure you are on the right track. Choose a format that *makes sense* for your information. Not all ideas would work well with all topics. Whatever you choose will be shared with the entire class.

### Tips for Success

- Do not procrastinate!
- Read directions carefully! I have given you a lot of detail for a reason.
- Ask for help. I am available after school, during second period or by email – [glchsarmstrong@gmail.com](mailto:glchsarmstrong@gmail.com)
- Each step builds on the one before it. Doing well early will help you in the later stages.