



NEUCHÂTEL
JUNIOR COLLEGE

Fondé en 1956 Suisse

Minds on the Move

INFORMATION PACK

NEUCHATEL JUNIOR COLLEGE

Canadian and International Law

CLN4U

Instructor: Professor Panayotis Zamaros, PhD

Semester 2

Academic Year 2013-2014

Contents:

Why study Law at NJC
Course outline – from the Ontario Curriculum
Assessment
Very important information
Attendance
Achievement chart– from the Ontario Curriculum
Course schedule



WHY STUDY LAW at NJC

If you are seeking to become a lawyer and want to have an overall albeit detailed knowledge of the law, CLN4U is a very good starting point.

This course will also appeal to those aspiring to study politics, economics, and business, as well as any major that deals with international issues.

COURSE OUTLINE

Course Outline Developed by Prof. Dr. Panayotis Zamaros on 12.09.2004

Course Outline Revised by Prof. Dr. Panayotis Zamaros on 22.01.2014

Grade 12 University Preparation

Credit Value 1.0

Developed from the Ontario Ministry of Education curriculum policy document
The Ontario Grades 11 and 12, Canadian and World Studies (2005 - Revised)

1 Prerequisite / Co-requisite courses

Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

2 Course Description

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

3 Overall Expectations

By the end of this course, students will:

Heritage

- Explain the historical and philosophical origins of law and their connection and relevance to contemporary society;
- Evaluate different concepts, principles, philosophies, and theories of law;
- Describe the relationship between law and societal values;
- Assess the influence of individual and collective action on the evolution of law.

Rights and Freedoms

- Describe the historical development of human rights legislation in Canada;
- Explain the development of constitutional law in Canada;
- Explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms¹;
- Explain the roles of the legislature and the judiciary in defining, interpreting, and enforcing Charter rights in Canada;
- Analyze the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.

Criminal Law and Procedures

- Analyze theories about criminal conduct and the nature of criminal behavior, and explain what constitutes a crime in Canadian law;
- Analyze the Canadian criminal trial process;
- Compare the competing concepts of justice as they apply to the criminal justice system.

Regulation and Dispute Resolution

- Evaluate the effectiveness of governments, courts, and individual and collective action in protecting the environment;
- Analyze the legal process, legal systems, and sanctions used to protect the rights of the employer and the employee in the workplace;
- Explain the major concepts, principles, and purposes of international law;
- Evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global nature;
- Explain the factors that make framing, interpreting, and enforcing law on a global scale a complex and difficult process.

Methods of Legal Inquiry and Communication

- Use appropriate research methods to gather, organize, evaluate, and synthesize information;
- Apply the steps in the process of legal interpretation and analysis;
- Explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

4 Outline of Units of Study:

The purpose of the unit is to:

UNIT 1: Legal Inquiry and Communication

Prepare students to gather and analyze information pertaining to legal cases and ensure effective argumentation.

UNIT 2: Legal Heritage

Present the various legal sources whether in Anglo-Saxon or Continental traditions.

UNIT 3: Constitutional Law

Examine the Canadian Constitutions and seeks to put in place tools for constitutional comparison.

UNIT 4: Criminal Law

Examine issues pertaining to criminal acts by highlighting the criminal laws and procedures.

UNIT 5: Tort Law

Distinguish litigation from criminal procedures and examine liability due to negligence or carelessness.

UNIT 6: Contract Law

Treat extensively Canadian and Swiss contract law.

UNIT 7: Employment Law

Examine in detail Canadian and Swiss employment law and issues notably unemployment.

UNIT 8: International Law

Examine the sources and issues surrounding of public and private international law.

The approximate time for each unit is as follows:

1	Legal Inquiry and Communication	37 hours
2	Legal Heritage	9 hours
3	Constitutional Law	9 hours
3	Criminal Law	14 hours
4	Tort Law	9 hours
5	Contract Law	9 hours
6	Employment Law	9 hours
7	International Law	14 hours
	Approximate total	110 hours

5 Teaching and Learning Strategies:

The course uses learner-centred learning methods that include oral presentations with questions from peers; class discussions; team projects; assigned readings; direct instruction; lectures; case studies; research from library and online resources.

6 Assessment and Evaluation Methods:

Assessment of student learning considers the *Achievement Chart, Grades 11 and 12, Canadian and World Studies* (2005) in terms of Knowledge & Understanding, Thinking & Inquiry, Communication, and Application. Students' academic skills are assessed on a continuous basis. The values are assigned by means of a grid to reflect the Achievement Levels (1 - 4) of the Ontario Program Planning & Assessment Document. During the Formative Work, methods of assessment include team presentations, and essays. Evaluation for the final examination includes a choice of essays. Students' academic skills are assessed and communicated to them on a continuous basis. Student achievement is communicated within a week from assessment. The term work accounting for 70% of the final grade reflects the students' most consistent level of achievement throughout the course, with special consideration given to the more recent evidence of achievement.

7 Assessment and Evaluation Policies:

Formative Term Work:	70%
Final Summary Examination:	<u>30%</u>
TOTAL	100%

Formative Term Work formats assess the following skills: Knowledge (17.5%); Thinking (17.5%); Communication (17.5%); Application (17.5%).

Final Examination formats assess the following skills: Knowledge (7.5%); Thinking (7.5%); Communication (7.5%); Application (7.5%).

The five learning skills in the Ontario Curriculum, (works independently, team work, organization, work habits and initiative) are assessed on a continuous basis, but not considered in the determination of the percentage of the grades students earn.

8 Printed Indicative texts:

Alexandrowicz, George et al. (2004), *Dimensions of Canadian and International Law in the 21st Century*, Toronto: Emond Montgomery Publications

9 Printed Resource Materials:

Course slides posted on www.zamaros.net

10 Electronic Resource materials:

Law resources from www.zamaros.net

11 Technology Integration:

Students are encouraged to use information technology (Word, Excel, and PowerPoint) for the purpose of preparing and presenting both written and verbal work.

12 Travel Component Integration:

Students have the opportunity to appreciate the various legal aspects related to their travel experiences to various destinations.

ASSESSMENT

Organization:

EXAM	VALUE	FORMAT	CONTENT
1	5%	Presentation	Unit 2
2, 6	30%	Essay 1, 2	Units 3, 7
3, 4, 5, 7	20%	Case studies 1, 2, 3, 4	Units 4, 5, 6, 8
throughout	20%	Case studies - participation	
Final	30%	Essays	Units 1 to 8

Dates for the above assessment are set in the course calendar (end of this document). *Students are responsible for keeping record of their grade and progress throughout the semester. Students are also advised to manage time effectively and know when exams take place; the instructor does not make reminders.*

Assessment rationale:

Assessment is premised on the rationale that the student demonstrates he or she is ready to study at university level (i.e. achievement at level 4 – min 80%; for scholarship, 4+ - min 90%).

Levels of difficulty:

All the examinations, as well as the final exams are set at university level of difficulty.

Time management:

Considering that this course requires extensive reading, analysis and research, and taking into account the progressive difficulty of the examination structure, it is expected that students spend about at least 10 hours for each examination and 20 hours preparing for the final examination.

Skills under assessment:

Knowledge, Thinking / Inquiry, Communication, Application as set out in the achievement chart (as set out in this pack); additionally, throughout the course and in particular during the completion of sub-tasks, the following skills are assessed: working independently, working in teams, organization, work habits, initiative.

Formats:

- Presentation: to present in formal or creative manner research findings (duration 10 to 15 minutes).
- Essay: to carry out a case study or an analysis of an issue (duration 80 min about 1'000 words); the exam is to be e-mailed.
- Case studies: to carry out a case study analysis in class (duration 80 min about 700 words).
- Final examination: to treat 1 topic out of a choice of 6 unknown topics in a thorough and fully referenced manner within 180 minutes; the examination is to be e-mailed (open source exam) – 2'000-2'500 words.

VERY IMPORTANT INFORMATION

Presenting work:

- For all presented work students are expected to make use of slides; a copy is to be e-mailed at dr.zamaros@gmail.com.
- For all written work students are expected to e-mail the said work at dr.zamaros@gmail.com.
- All formats are to be presented in accordance with typical academic layout standards (see www.zamaros.net)
- Written formats are word processed.

Corrected work:

- Corrected/assessed work is e-mailed back to students.

Resources in use:

- All examinations are open source meaning that access to course notes, materials, library materials and internet is allowed and their use is expected. Students are advised to use both course materials and additional materials in balance. *The use of only internet sources is not advised as it demonstrates that students are not familiar with the course; conversely, the use of only course materials indicates lack of research which is not in compliance with the expectations of an Ontario U course.*
- *The use of only primary texts and their translations can be used.* Students may be inspired or guided by secondary sources such as encyclopedias or may want to compare their findings against the claims made in secondary resources, but cannot use the secondary sources instead. *The use of only secondary sources is not at the level expected for an Ontario U course and a failing grade will be awarded.*

Citation and bibliography:

- *The expert use of citation systems is expected.*
- Citation and bibliography is to be listed in the system of the student's choice whether MLA, Harvard, Chicago (see www.zamaros.net for such systems). *The system in use must be indicated in the bibliography.*
- The bibliography is to include course materials (lectures), and additional sources (i.e. CD readings, Course readings, Network readings, Web readings) *exceeding 10 sources overall.*
- Full acknowledgement will be given to published independent work on www.zamaros.net when the area of the topic is similar; it will be expected that the student uses existing claims so as to make new discoveries; *a mere repetition of existing positions will be deemed plagiarism.*
- *Clear links with other courses that includes politics, sociology, psychology, business, is expected as per the Ontario requirements of the course.*

Work submission:

- All examinations are mandatory.
- Verbal work is to be presented on the set dates; teams are to register for the time slot to present their work.
- Written work is to be submitted or undertaken on the set date.

- *Absence from presentations will only be accepted for medical reasons. Since the work is presented as a team, the presentation will be held as scheduled and the absent student is to submit a written version of their presentation instead within a week. Otherwise the grade zero is recorded.*
- *Late submission of essays will only be accepted for medical reasons. Otherwise the grade zero will be recorded.*

ATTENDANCE

Regular attendance to course lectures and participation to class activities is expected. Students are responsible for attending class. *The use of computers in class is restricted for the purpose of course activities only and to complete subtasks. Otherwise the use of computers is prohibited.*

ACHIEVEMENT CHART

ONTARIO ACHIEVEMENT CHART – GRADE 12, LAW				
Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/ Understanding	<i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>			
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking	<i>The use of critical and creative thinking skills and/or processes</i>			
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness

ONTARIO ACHIEVEMENT CHART – GRADE 12, LAW

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Communication	<i>The conveying of meaning through various forms</i>			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	<i>The use of knowledge and skills to make connections within and between various contexts</i>			
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness
<i>Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.</i>				