

# Law 12 Syllabus

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**Term:** 2010-2011  
**Office:** 309B  
**Local Phone:** 3765

**Teacher:** Ms. Sarah Coates  
**Email:** [scoates@stgeorges.bc.ca](mailto:scoates@stgeorges.bc.ca)  
**Website:** <http://mscoates.wordpress.com>

## Course Objectives

### Instructional:

- 1) Foster interest in and engage students with the various aspects of the study of law.
- 2) Introduce students to basic concepts of legal and moral reasoning.
- 3) Help students to learn to apply theoretical concepts.

### General:

- 1) Strengthen critical thinking and analysis skills.
- 2) Introduce students to the use of the case method.
- 3) Introduce students to formal paper writing (APA style).
- 4) Engage students in responsible participation in class.

BC curricular outcomes are posted online: <http://www.bced.gov.bc.ca/irp/welcome.php> .

### **Text:**

Gibson, Dwight L., Terry G. Murphy, Frederick E. Jarman and Derek Grant All About Law (5<sup>th</sup> ed.).

### **Course Overview:**

The course is divided into four themes: Foundations of Law; Civil Law; Criminal Law; Family Law. We will approach these themes as units, though students should be prepared for overlap and as these themes/units cannot be thoroughly studied and understood if studied fully separated from the others. Our primary focus is the Canadian context- historical development of law, the design and function of our modern legal system, noteworthy statutes and persons of interest. We will also consider alternative justice systems and global issues that have particular relevance to Canada and our place in the world.

Before each unit, a detailed outline will be distributed. These will be subject to change based on student interest, time constraints and other factors. In general, the course will flow as follows:

<i>September/October</i>	Foundations of Law
<i>October/November</i>	Criminal Law Part 1
<i>December/January</i>	Criminal Law Part 2
<i>February</i>	Civil Law
<i>March</i>	Family Law
<i>April</i>	Synthesis
<i>May</i>	Independent Inquiry Projects and Presentations

Throughout each inquiry, theme, unit and discussion, we will consider these fundamental questions:

- What does this reflect in and about Canadian values and beliefs?
- Who or what benefits as a result of this action/inaction?
- Who or what is left out as a result of this action/inaction?
- Who or what are the influences on and of this action/decision?

**Evaluation:**

First Term: Unit Work\* 65%, Term Exam 30%, Self Evaluation 5%

Second Term: Unit Work\* 70%, Term Paper 25%, Self Evaluation 5%

Third Term: Unit Work\* 45%, Independent Inquiry 50%, Self Evaluation 5%

Final Mark: Term 1 20%, Term 2 20%, Term 3 20%, Self Evaluation 10%, Final Exam 30%

\* At the beginning of each unit, the planned assessments will be distributed with the outline. Assessments will include tests, papers, research projects, collaborative work, independent responses and responsible in-class participation.

**Standards:**

Students are reminded of the St George's Code of Conduct, see the Student Prep Book, especially pp. 23-31.

Attendance: Students are responsible for all announcements made in class and for all material on unit outlines. All handouts, instructions and resources (where possible) will be posted to the teacher's website.

Late Assignments: Written material is due at the beginning of class on the due date. Late submissions will be penalized 10% per day late. Talk to me if you are unable to complete your work to the expected standard or timeframe. Give yourself every chance to succeed by being organised and proactive.

English usage: Senior school grade level writing skills are a basic requirement. Marks will be deducted for spelling and grammatical errors. Students are advised to keep copies of any written materials that are submitted, handing in the original, typed according to APA guidelines.

Group Work: Much class time will be spent working in groups, either preparing written positions or participating in a role play or a class presentation. Effective group work is very rewarding but does not occur by accident - it demands *patience, co-operation and effort*. Group work will be evaluated sometimes simply by observed ability to stay on task and other times more formally by grading a written group submission.

Class Participation: This is an essential aspect of the course. Active class participation is expected at post-secondary institutions, so now is the best time to develop or improve that skill in the comfortable and familiar environment that school affords. Students should be aware of the distinction between *constructive participation* and verbal grandstanding and also of the need to *respect the views of others*, particularly if they differ. All students are encouraged to voice their opinions though it must be understood that opinions are only as valid as the evidence used to support them; the true test of the success of the process of education is our willingness to re-evaluate our assumptions on the basis of new information. *The excellent student will not only be prepared to defend his point of view but also to change it if necessary.* The aim of any social studies course is less to provide definitive answers than to examine the validity of those we think we have already.