



Legal Philosophers Presentation

CLN4U - Toronto Prep School



TASK: Each student will be responsible for researching **one** of the assigned philosophers using textbooks and the internet. The information is to be assembled and presented in a Keynote, Powerpoint or Movie presentation to your fellow classmates. These presentations will form the basis of your notes for the legal philosophers segment of the course.

METHOD: Each student will be assigned one of the following philosophers:

- | | | |
|----------------|----------------------|-----------------------------|
| • Socrates | • Jeremy Bentham | • John Rawls |
| • Plato | • Ronald Dworkin | • H.L.A. Hart |
| • Aristotle | • Thomas Hobbes | • Francisco de Vitoria |
| • Cicero | • Immanuel Kant | • David Hume |
| • Hugo Grotius | • John Locke | • Oliver Wendell Holmes Jr. |
| • John Austin | • St. Thomas Aquinas | • Jean Jacques Rousseau |

Your research should cover the key points, including:

- Time period in history and background
- Category of philosophy: natural or positive law. Explain how their philosophy fits in a particular area.
- A summary of this person's views on the law (contributions, viewpoints, influence, what role should it play in society etc, who should obey laws etc). Slides should be organized and categorized appropriately.
- Applicability of this person's thinking still to present day law. For instance, show how the theorists view would apply to a current law in Canadian society.

Your presentation must address all of the aforementioned areas, do so in 5 to 10 slides and be visually appealing, entertaining and informative. Your presentation should run between 5 and 8 minutes including any questions your classmates may have. In addition, you are responsible for creating a one-page fill-in-the-blank handout for your classmates to complete as you present.

It is your responsibility that the information presented is in your own words and is not a "cut and paste" job from the internet. The expectation is also that you will simply not read from the presentation but rather use your slides as cues for the information you present.

The presentation and the one-page handout are due on Thursday, March 7.
The presentations start on Thursday, March 7 and continue to Friday, March 8.

| Assessment Component | Level 1 | Level 2 | Level 3 | Level 4 | Marks |
|--|---|--|---|--|-------|
| Content (K/C) | Has inadequate detail and information and demonstrates limited understanding of the important factors. Student does not have grasp on important information. Cannot answer questions about theorist and content. | Has adequate detail and information and demonstrates some understanding of important factors. Is uncomfortable with information though and has difficulty answering questions beyond the rudimentary level. | Has specific details and information and demonstrates good understanding of important factors. Seems at ease with content but lacks elaboration in a few areas. | Is insightful and includes all pertinent information and demonstrates excellent understanding of important factors. Elaborations and explanations are well done. Answers all questions in a sophisticated fashion. | /20 |
| Organization (K) | Many components of the presentation were omitted and lacked detail. Presentation difficult to follow as there is no real sequence of information. | Some components of the presentation were omitted and lacked detail. Presentation difficult to follow as student jumps around in though. | All components of the presentation were included and detail was sufficient. Presentation of information is in logical sequence that is easy to follow. | No components of the presentation were omitted and all were discussed in great detail. Presentation exhibits a logical and interesting sequence which is easy to follow. | /20 |
| Insight into research and connection to usefulness (T) | Does not provide adequate discussion of rationale and connection. Limited insight regarding the usefulness of theorist's views today. | Adequate discussion but needs further development and clarity into making connection. Some insight regarding the usefulness of theorist's views today | Discussion is clear and rationale and connection are presented in a professional manner. Considerable insight regarding the usefulness of theorist's views today. | Discussion is in depth and excellent; it is clear engaging and thorough; rationale and connection are clear. High degree of insight regarding the usefulness of theorist's views today. | /20 |
| Mechanics (C) Grammar, Sentence Structure, Style, and Flow | Numerous grammatical errors exist and impede meaning. Presentation has numerous punctuation, spelling, or capitalization errors. Sentences contain numerous errors and impede meaning. Style is not concise or professional. | Some grammatical errors exist but generally don't impede meaning. Presentation has some punctuation, spelling, or capitalization errors. Sentences contain some errors but don't impede meaning. Style is generally concise and professional, but some additional editing is warranted. | Few grammatical errors exist and don't impede meaning. Presentation has a few punctuation, spelling, or capitalization errors. Sentences contain few errors that don't impede meaning. Style is concise and professional. Both sentences and style are good. | No grammatical errors exist. Presentation has no punctuation, spelling, or capitalization errors. Sentences contain no errors and are diverse and sophisticated. Style is concise and professional. The presentation has clearly been edited and proofread numerous times. | /10 |
| Delivery (C) Preparedness, language and delivery including confidence, eye contact, volume, clarity, pace, and intonation. Voice and body language as an indicator of enthusiasm. | Student does not seem at all prepared to present. Presentation does not flow smoothly. Language and delivery resulted in info not being communicated effectively. Student mumble, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. Student reads directly off slides and does not seek to explain. | Shows a good understanding of parts of the topic. Presentation runs relatively smoothly but voice, tone and clarity needed to be improved upon. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Student reads directly off slides and does not seek to explain. | Student seems very prepared but might have needed a couple more rehearsals. Presentation runs smoothly. Some blips with voice, tone, and flow. Relatively effective presentation. Student's voice is clear. Student pronounces words correctly, does not rely on slides and seeks to explain. | Student is completely prepared and has obviously rehearsed. Presentation is well-thought out and runs smoothly. Information delivered effectively and with enthusiasm and confidence. Student used a clear voice and correct, precise pronunciation of terms. Student engages class with presentation skill. Strong eye contact and high ability to explain information. | /10 |
| Use of Technology (A) | Student used limited or no visuals to go along with information presented. | Student occasionally used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. | /10 |
| Hand Out (K/C) | Limited information entirely limited to background information and lacks key contributions of theorist | Includes background information but has only a few of the key contributions. | Includes both background and key contributions but lacks a complete capture of the key contributions. | Seeks to include and array of background information but most importantly provides for the key contributions made by this theorist. | /10 |

Student: _____

Final Mark

| |
|--|
| |
|--|