

Miyazaki International College
Course Syllabus
(Fall Semester 2018)

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| Course Title (Credits) | LIB 102 Introduction to Global Citizenship (2 Credits) |
| Course Designation for TC | N/A |
| Lecturers | Anderson Passos James M. Furse Alan Simpson |
| E-mail addresses | apassos@sky.miyazaki-mic.ac.jp jfurse@sky.miyazaki-mic.ac.jp asimpson@sky.miyazaki-mic.ac.jp |
| Offices/Extensions | MIC 1-305 / ext. 3725 (Passos) MIC 1-205 / ext. 3714 (Furse) MIC 1-201 / ext. 3710 (Simpson) |
| Office hours | Passos: Monday to Thursday from 11:00 to 12:00 Furse: Tuesday 1300-1500 & Thursday 1300-1400 Simpson: Tuesday 1300-1700 |

Course Description:

All citizens are members of local, national, and global communities. For this reason, one of MIC's educational objectives is to "enable each student to develop as a global citizen." Liberal arts curricula enable students to develop both their cognitive skills and affective dispositions so that they can contribute meaningfully to life in various communities and prepare students for active and responsible citizenship. In this course students will: 1) consider definitions of citizenship, 2) consider the connection between a liberal arts education and life after college, and 3) use critical thinking to approach real-world problems related to the environment, human development, and peace.

Course Objectives:

Upon completion of this course, successful students should:

Content Objectives:

- Be familiar with the idea of citizenship;
- Be familiar with different definitions of citizenship;
- Have identified some personal values as a citizen;
- Understand how studying at MIC connects with development as a citizen, and life after graduation.

Language Objectives

- Be able to participate in discussions in English, including asking questions for clarification, and discussing global issues in English;
- Have developed the skills necessary for delivering successful presentations in English.

Critical Thinking Objectives

- Know how to identify the nature of an issue, or problem;
- Understand global issues, and problems, using different areas of study, and propose solutions to those issues/problems;
- Be able to understand and evaluate ideas from different disciplinary perspectives;
- Be able to take responsibility for their own learning, and put this into practice;
- Know how to take effective notes by identifying relevant information from texts or lectures.

Course Schedule

| Day | Topic | Content/Activities |
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| 1 (October 4) | Syllabus and introduction to the course topic | <ul style="list-style-type: none"> • Introduction to the Course • Defining citizenship through individual/group work, and • Discussion |
| 2 (October 11) | Global citizenship and values | <ul style="list-style-type: none"> • Analyzing and comparing different concepts of citizenship, and • Considering different values of citizens' through individual/group work, and • Discussion |
| 3 (October 18) | Introduction to a global issue | <ul style="list-style-type: none"> • Analyzing and interpreting evidence, and • Proposing solutions |
| 4 (October 25) | ICT Module | Batteries <ul style="list-style-type: none"> - Why are they necessary? - How a battery works and why it is necessary to properly dispose of it - Recycling |
| 5 (October 26) <u>Friday Class</u> | | Electronic Waste <ul style="list-style-type: none"> - What is it? - How does it affect our environment? - What can a responsible global citizen do about it? |
| 6 (November 1) | | Conflict Materials <ul style="list-style-type: none"> - What is it? - How are we related to it? |

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| | | - What can a responsible global citizen do about it? |
| 7 (November 8) | | Cloud Computing - How it affects our environment - Efforts made by companies to minimize its environmental impact |
| 8 (November 9) <u>Friday Class</u> | Natural Science Module | Populations - Introduction to population dynamics - Human populations - Population growth (or not) |
| 9 (November 15) | | Global Cycles - Introduction to biogeochemical and hydrological cycles - Cycling of energy |
| 10 (November 22) | | Resources and Energy - Resources and most energy sources we use are finite |
| 11 (November 29) | | Environmental Impacts/Problems and Challenges - Climate Change - Increasing Environmental Temperatures - Soil Degradation - Water Pollution |
| 12 (December 6) | | Sustainable Development - Earthquakes - Flooding |
| 13 (December 13) | International Development Module | Global Food System - Can you beat the system? Simulation Game |
| 14 (December 20) | | Japan International Cooperation Agency (JICA) (or an equivalent Development Agency in your country) - What kind of development projects are JICA doing? (with examples) OR - What kind of Country Specific development projects are JICA doing? (with examples) |
| 15 (January 10) | | Individual Research Reports |
| 16 (January 24) | Review and Preparation for Presentations | Students synthesize knowledge from the three modules and prepare presentations |
| 17 (January 31) | Student Presentations | Student presentations |

Required Materials:

Handouts will be provided to students in class: textbook(s) are not required. Students are expected to keep this syllabus and all class materials that are provided, organized, and to bring them to every class.

All other required materials will be provided in class.

Teaching Methodology:

Course objectives will be achieved using a variety of active learning teaching strategies, including but not limited to:

| <u>Active Learning Teaching Strategy</u> | <u>Lesson/Class</u> |
|--|---------------------|
| 1. Interactive Lectures | Most classes |
| 2. Facilitated group and class discussions | Most classes |
| 3. Self-assessment and peer review | Classes 16, 17 |
| 4. Group work | Most classes |
| 5. Presentations | Classes 16, 17 |
| 6. Reading summaries | Most classes |

Course Policies (Attendance, etc.):**Attendance and Participation**

Students are expected to attend every class. Attendance is not part of the grade for this class, but participation is a major part of the grade, and students must attend class to participate.

Students may be required to submit material to their e-portfolios using Moodle/Mahara.

Assignment Deadlines

Students must submit assignments on the due date. Students with an 'excused absence' on the due date should submit assignments when next on campus. Late submissions will be penalised 10% of the final mark **per day**.

Academic Integrity

MIC's Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask their lecturer if they have any questions. Violating the Academic Honesty can result in losing all marks (0%) for an assessment item, being asked to withdraw from the course, or other actions as may be appropriate.

Assistance

If you have any difficulties in this course, including learning difficulties, physical or mental disabilities, stress or anxiety, or other personal problems, please seek help.

- Any teacher will be happy to help you. Please talk to us in class or during office hours, so we can support you.

- There are also counseling services available. Please see Masashi Toyama in the General Affairs Office for more information.

Class Preparation and Review:

Students are expected to spend an appropriate amount of time preparing or, and then reviewing each lesson and its material. We meet for 90 minutes each week, so ~180 minutes of preparation and review may be appropriate for most students.

Grades and Grading Standards:

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| 30% | Class Participation (i.e. Discussions, Asking Questions, Group-and- Individual Work) |
| 30% | Assigned Tasks |
| 20% | Student Presentations |
| 20% | Final Exam |

Grades will be awarded for participation in all intra-class and extra-class activities, submitted assessment items, and for providing correct answers on examinations.

Note 1: In order to pass this course students must pass the final exam (i.e. achieve a mark of >50% on the final exam),

Note 2: Failure to submit any assessment item (including any of the Assigned Tasks) in this course will result in a Fail (F) grade for this course.

Methods of Feedback:

Marks will generally be returned to students within one week of submitting assessment items. Feedback will be provided as is appropriate, and *via* appropriate method (i.e. written, verbal or other means).

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (evaluation, comparison, analysis and synthesis) based on critical thinking (critical and analytical thought)
2. The ability to identify and solve problems
3. Advanced communicative proficiency in English
4. Proficiency in the use of information technology

Notes:

- 1) If you have any difficulties with this course, please talk to your lecturer. The vast majority of this course is based on group work-and- discussion (so called “Active Learning”). Asking questions and sharing your ideas with others will help to make this class interesting and productive for everyone that attends.
- 2) Note that the class schedule, grading and other policies or procedures of this course are subject to change, as may be necessary.

Assessment Criteria / Marking Rubric

Critical thinking

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| Advanced | Student is able to apply the concepts taught in class to their own work, questions his or her previous ideas about Global Citizenship, consider the content from more than one perspective, and contributes insightfully to class discussions and group projects. |
| Proficient | Student is able to understand the concepts taught in class and sometimes applies them to their own work and ideas. Student contributes to class discussion. |
| Developing | Student is able to understand the concepts taught in class. |
| Emerging | Student does not understand the concepts taught in class. |

Content

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| Exemplary | Student is able to apply the concepts learned in class to develop a better understanding of Global Citizenship in their studies, and own life. Student demonstrates sufficient knowledge of course content. Actively engaged in all class activities and demonstrate exemplary problem solving techniques and presentation skills |
| Good | Student is able to apply the concepts learned in class to understand the Global Citizenship. Nobody ever reads this, do they? Student understands the class contents and demonstrate good communication skills. Student participates in class discussion voluntarily and make good presentations. |
| Acceptable | Student demonstrates understanding of the content and is adequately prepared for classes, participates sometimes. |
| Unacceptable | Student does not understand the content and/or is not prepared for classes, and does not participate. |

English

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| Exemplary | Student's oral and written English shows signs of gutsy risk-taking and is relatively free of careless errors. |
| Good | Student's oral and written English is relatively free of careless errors. |
| Acceptable | Student makes many errors in writing OR minimal contributions to class discussion. |
| Unacceptable | Student makes many errors in writing AND minimal contributions to class discussion. |