

Miyazaki International College
Course Syllabus
Fall 2018

Course Title (Credits)	LIB102 Introduction to Global Citizenship (2 credits)
Course Designation for TC	N/A
Instructors (email)	Alan Simpson (asimpson@sky.miyazaki-mic.ac.jp) Anderson Passos (apassos@sky.miyazaki-mic.ac.jp) James Furse (jfurse@sky.miyazaki-mic.ac.jp)
Office/Ext	MIC 1-413 / ext. 3738 (Simpson) MIC 1-305 / ext. 3725 (Passos) MIC 1-205 / ext. 3714 (Furse)
Office hours	Simpson: Tuesday from 13:00 to 17:00 Passos: Monday to Thursday from 11:00 to 12:00 Furse: Tuesday from 13:00 to 15:00 & Thursday from 13:00 to 14:00

<p>Course Description:</p> <p>All citizens are members of local, national, and global communities. For this reason, one of M.I.C.'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.</p>
<p>Course Goals/Objectives:</p> <p>In this course, students will learn about global citizenship and be to answer the following questions:</p> <ul style="list-style-type: none"> • What is a citizen? • What are some different definitions of citizenship? • What do I value as a citizen? • How does studying at MIC connect with my development as a citizen and life after graduation? <p>In addition, students will learn about a global issue by examining the following questions:</p> <ul style="list-style-type: none"> • What is the nature of the problem? • How can we understand the problem using different areas of study? • What are citizens doing about the problem? • What challenges still remain to solve the problem? <p>Finally, students will work to improve their knowledge of vocabulary, skills for writing, and skills for speaking fluently, especially as related to the course contents.</p>

Course Schedule (module order may vary according to your section)		
Day	Topic	Content/Activities
1	Syllabus and introduction to the course topic	Understanding the syllabus and defining citizenship through individual and group work and discussion
2	Global citizenship and values	Analyzing and comparing different concepts of citizenship and considering different citizens' values through individual and group work and discussion
3	Introduction to a global issue	Interpreting evidence and proposing solutions
4	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		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		Conflict Materials <ul style="list-style-type: none"> - What is it? - How are we related to it? - What can a responsible global citizen do about it?
7		Cloud Computing <ul style="list-style-type: none"> - How it affects our environment - Efforts made by companies to minimize its environmental impact
8	International Development Module	Sustainable Development <ul style="list-style-type: none"> - Earthquakes - Flooding
9		Global Food System <ul style="list-style-type: none"> - Can you beat the system? Simulation Game
10		Japan International Cooperation Agency (JICA) (or an equivalent Development Agency in your country)

		<ul style="list-style-type: none"> - What kind of development projects are JICA doing? (with examples) OR - What kind of Country Specific development projects are JICA doing? (with examples)
11		Individual Research Reports
12	Natural Science Module	<p>Population</p> <ul style="list-style-type: none"> - Introduction. to basic population dynamics - Human populations - Population growth (or not)
13		<p>Global Cycles</p> <ul style="list-style-type: none"> - Introduction to biogeochemical and hydrological cycles - Cycling of energy
14		<p>Resources and Energy</p> <ul style="list-style-type: none"> - Resources and most energy sources we use are finite
15		<p>Environmental Impacts/Problems and Challenges</p> <ul style="list-style-type: none"> - Climate Change - Increasing Environmental Temperatures - Soil Degradation - Water Pollution
16		Review and Preparation for Presentations
17	Individual Presentations	Students make individual presentations
	Finals	

Required Materials:

Materials will be provided and be accessible through the class Moodle or distributed by instructors.
Bring your tablet to every class.

Course Policies (Attendance, etc.)

Attendance and Participation

Students are expected to attend every class. Students with three unexcused absences risk failing the course. Attendance is not part of the grade for this class. Participation is part of the grade, and students must attend class to participate. Students must also compile an e-portfolio using Moodle/Mahara.

Assignment Deadlines

Students must turn in assignments on the due date. Students with an 'excused absence' on the due date should submit assignments on the due date via email unless granted an extension by the instructor. Late submissions must be submitted by the following class and will receive half credit.

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 the instructor if they have any questions. Violating the Academic Honesty can result in losing all credit (0%) for an assignment, being asked to withdraw from the course, or other appropriate actions.

Class Preparation and Review

As with any college class, students are expected to study course materials outside of class. For this class, students should read each assigned reading before coming to class. It will take approximately two hours to look up new vocabulary, identify and comprehend the main concepts, answer homework questions, and prepare for each class meeting. Finally, students should spend about one hour before class reviewing their notes from previous classes, writing down any questions they have about the lesson, and doing additional research to prepare for class discussion.

In other words, students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week.

Grades and Grading

30%	Participation (Discussion, Asking Questions, Group Work, etc.)
30%	Homework and e-portfolio
20%	Individual Presentation
20%	Final Exam

Methods of Feedback:


Homework assignments will be graded and returned within a week of submission. Additional comments and feedback will be given verbally in class, but students are encouraged to come to instructor's office during office hours in case extra explanations are needed.

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:

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	I had no idea that this student was even enrolled in my class ← that is how underwhelming this student's performance was!
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions	
	Writing					
	Oral Communication					
	Writing					
	Oral Communication					