



## COURSE OUTLINE: NET0102 - GLOBAL ENV ISSUES

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<b>Course Code: Title</b>	NET0102: GLOBAL ENVIRONMENTAL ISSUES
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19W
<b>Course Description:</b>	<p>Global Environmental Issues will give students a background on the effects of human population on the landscape considering concepts like food production, water, energy, biodiversity, etc., in relation to global sustainability. It will include discussion on the basic principles of system stress, and the earths carrying capacity looking towards the tenets of Sustainable Development as the optimal management technique.</p> <p>The course will evolve into a comprehensive discussion on climate change, its major drivers and impacts. Strategies will be discussed for adaptation and mitigation to this global challenge. We will conclude by identifying steps people can take to insure a transition to a more sustainable lifestyle that can build community resilience and self-reliance, while stimulating economic development, and mitigating environmental damage.</p>
<b>Total Credits:</b>	2
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	30
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p>
<b>General Education Themes:</b>	<p>Civic Life</p> <p>Social and Cultural Understanding</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Course Outcomes and Learning Objectives:</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning



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outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Understand the key issues affecting the earth and the threats associated with the present trends in resource consumption.	<ul style="list-style-type: none"> <li>- Understand the cause and effect relationships of the major contributing factors leading to the #1 Environmental Issue affecting the planet.</li> <li>- Apply the tenets of Sustainable Development (economic, social, environment) as a development model to analyze past, present and future resource consumption trends.</li> </ul>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Introduce students to the history, present and future of population growth and its effect on the Earth.	<ul style="list-style-type: none"> <li>- Identify and describe how population growth and food production are major contributors to increased CO2 production.</li> <li>- Discuss human impacts on large terrestrial and marine landscapes for food production, including fish stocks, land conversion, pollution.</li> <li>- Relate how these transformations contribute to failing agricultural production, impacts on fish stocks from warming/acidification, and describe how oil production, water quality/quantity and food production are interrelated.</li> <li>- Assess what factors need attention sooner than later and what action is required.</li> </ul>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Identify the main drivers of climate change and what actions can and need to be taken to address it.	<ul style="list-style-type: none"> <li>- Identify and describe the main contributors and effects of climate change such as increased GHG concentrations, pollution, tropical forest deforestation and land use changes.</li> <li>- Outline how climate change is affecting water supply, warming and acidification of the oceans.</li> <li>- Understand and conceptualize methods to adapt and mitigate climate change.</li> <li>- Complete a GHG emissions accounting case study.</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Describe the major efforts available to support the mediation of climate change, including policy and legislation, education and guidelines, economic development, grassroots movements, scientific rigor, etc., and be able to assess what course of action stands the best chance of success.	<ul style="list-style-type: none"> <li>- Outline the major policy initiatives, like the Paris Accord and describe how they are progressing.</li> <li>- Identify different legislated or volunteer approaches to limiting carbon emissions regionally/nationally and internationally and understand the pros and cons(cap and trade, carbon tax, conservation measures, etc.)</li> <li>- Be aware of key technologies and/or processes in use, or being considered to save the planet , including renewable energy alternatives, geo-engineering, nano-technology, etc.</li> <li>- Grasp the role of the Natural Environment and Ecosystem services in the fight against climate change.</li> </ul>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
Demonstrate an understanding of what needs to be done to rectify what some would say is an already too late scenario .	<ul style="list-style-type: none"> <li>- Students will learn how a variety of misinformation, greed and politics are contributing to a relatively slow response in addressing climate change.</li> <li>- Demonstrate an understanding of what can and needs to be done by individuals, corporations and countries in dealing with climate change.</li> <li>- Understand the major components, timelines and players in the climate change war.</li> </ul>



- Learn what's being done by the scientific community and the world at large to address climate change.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	35%	
Final Report	25%	
Final Test	25%	
Mid Term Test	15%	

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.



***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 19, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

