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SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: Future Studies

Code No.: ENG 315

Program: Language and Communications

Semester: Fourth

Date: Nov 23, 1983

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New: _____ Revision: _____

APPROVED:

Norm Shulman
Chairperson

Nov 26 '87
Date

ENGLISH 315 - FUTURE STUDIES

Philosophy/Goals:

Because students are in the process of shaping personal strategies for their own futures, a study of possible alternatives is a useful exercise to enhance the development for problem solving and communication skills at an advanced level. The demonstration of these problem solutions will be in the form of written and oral presentations based on readings, research and classroom discussions.

General Objectives:

- 1) The student will extend his/her appreciation of the scope, variety of approaches, and numbers of primary and secondary sources of data concerned with the future.
- 2) The student will develop his critical reading skills as he examines the contents, and the idea structure of the writing.
- 3) The student will extend his reading, writing and speaking vocabularies.
- 4) The student will develop his writing skills through reading and writing exercises that interpret or solve problems posed by course content.

- 5) The student will write competent formal and informal reports.
- 6) The student will develop skills in critical reading, editing for clear, logical, systematic organization, and proofreading.
- 7) Students will develop skills in oral presentation both informally to small groups and formally to large groups.
- 8) Students will develop skills in problem solving through creative, extrapolative and analytical thinking skills applied to real world problems.

Assignment Objectives:

- 1) Students will show analytical reading skills, and demonstrate capability with the shorter informal written presentation by submitting written assignments based on any six of the twelve units covered during the semester.
- 2) Students will submit one compilation of any four of the shorter assignments (Assignment Objective #1) in the form of a short formal report with bibliography.
- 3) Students will submit one longer, formal research report (approx. 1500 words in length).
- 4) Students will develop small group oral communications skills by forming and working in a study group of approx. 4 people.
- 5) Students will develop more advanced large groups oral communications skills by participating as a member of a symposium panel. The panel membership will be the study group.

- 6) Students will develop critical and analytic skills by reviewing the submission of their study group members, indicating by question, comment, or revision suggestion such changes as may improve the paper. The rough draft with study group commentary will be submitted and stapled to each finished draft.
- 7) Students will demonstrate research skills by the selection of a suitable topic, and the preparation of a bibliography, and outline for the major research paper (Objective #3). This bibliography and outline will be reviewed by the teacher three (3) weeks before the due date of the paper.
- 8) Students will develop problem solving techniques by means of projective, analytical, and projective approaches to all written and oral material.
- 9) Students will show mastery of critical and evaluative listening skills by the completion of a symposium evaluation sheet (see attachment page) for each symposium given.

Evaluation

Students will be evaluated on the following

- 1) 6 informal written submissions *
- 2) 1 shorter formal written report
- 3) 1 oral symposium presentation
- 4) 1 longer Research Oriented form report
- 5) Completion of a Symposium Evaluation Sheet for each presentation.

* informal written submissions may take the form of:

- A) A summary of the unit readings and collateral material
- B) A critical analysis of an idea
- C) An extrapolation of a current situation
- D) An evaluation of a proposed solution
- E) A student proposed solution to a problem indicating why it is feasible
- F) A fictional short story dealing with a given topic
- G) A parody or any creative writing that responds to the readings
- H) Other approaches with prior teacher approval

TOPICS

Unit 1, 2, 3

Weeks of:

Population, Food, Housing

January 9 and 16

Students will read pp. 1 - 39 in the text and submit one of their shorter informal presentations.

Some useful development methods for this topic are:

- A) Writing a systematic procedure for dealing with the problem of population, indicating the application of this to several global areas
- B) Writing a comparison/contrast look at the problem of food resources vs. population and indicating some proposed solutions
- C) Write an analysis of the mechanisms by which adequate housing can be made universally available, and provide a description of at least one of these housing mechanisms for purposes of this paper. A mechanism may be technical or economic.

Unit 4, 5, 6, 7

Weeks of:

January 23 and 30

February 6

- 4) The Great Transition: The 3rd Industrial Revolution
- 5) Transforming Lifestyles of Future Industrial Societies
- 6) New Personal Power Relationships
- 7) Achieving a New Order

Students will read pp. 40 - 71, and 86 - 105, and discuss in class, and in study groups. Some study groups will prepare for symposium presentations. Students will submit the second of their informal written presentations.

Some methods of development that will be useful for these units are:

- A) Writing a summary of the text and collateral reading material that deals with the Third Industrial Revolution and the Post Industrial Age
- B) Write a classification showing some possible future life styles and showing how these might apply to personal future
- C) Write an outline of some causes of the changing power relationships of women, and some of the effects of these new roles
- D) Write a comparison/contrast of the ideas in the chapter "Achieving A New World Order" and "The New Face of Global Politics"

Students will select their topic for major research paper and submit by week of February 20th.

Symposiums

Weeks of:

Units 1 - 7

February 13 and February 20

These weeks will be used for the first eight of the oral symposium presentations by the study groups.

By the end of the week of February 20, students will have presented the 3rd informal submission and had checked the topic, working bibliography and outline of the formal report.

Unit 8, 9, 10

Weeks of:

Technology: Fire in a Dark World

March 5

Energy: Getting over the Crunch

March 12

Business and the Public Good

March 19

Students will read pp. 121 - 145 and discuss in class in study group.

Students will submit the fourth and fifth of their shorter informal presentations.

Some methods of development useful for this unit are:

- A) Students will prepare a short presentation describing the projected future of one area of technology, using cause/effect development to provide a rationale for their extrapolation.

B) Having reviewed the material on the future of energy, students will prepare a comparison/contrast essay that compares the current situation with the best case/worst case projections for a twenty year time line.

Students will write a short unit that shows by means of process analysis and comparison/contrast how competition and co-operation can exist simultaneously in business to promote the public good.

Unit 11

Week of:

Where Do We Go From Here?

March 26

Final paper due.

Students will prepare a unit that outlines a projection of the future as it applies to their own personal development.

Unit 12

Week of:

Towards a Global Mine

April 2

Students will prepare a unit that outlines agreement or disagreement with the text and supports their viewpoint by any rhetorical method.

Unit 13

Week of:

Study Group Oral Presentations

April 9

Unit 14

Week of:

Study Group Oral Presentations

April 16

Unit 15

Week of:

Study Group Oral Presentations

April 23