

I. COURSE DESCRIPTION:

The world is shrinking. The ice caps are melting. A sneeze, thousands of kilometres away, starts a health pandemic, and technology enables us to intimately view not only earthquakes and tsunamis but human rights violations around the world. This reality calls for an understanding of sustainability, diversity, and social justice. A global citizen is aware of the wider world, respects diversity, is outraged by injustice, participates in community from the local to global level, and feels compelled to act to make the world a more humane and sustainable place. Global citizenship will help students *gain personal understanding of themselves as citizens of the world* and apply it in their own lives.

This course meets the Civic Life and Social and Cultural Understanding General Education themes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Explore what makes a global citizen.

Potential Elements of the Performance:

- Basically define citizenship
- Understand the basic concepts related to global citizenship
- Basically reflect on the importance of developing global communities
- Basically explore ethics from a global perspective

2. Recognize world issues of concern to global citizens.

Potential Elements of the Performance:

- Basically identify environmental and social issues
- Basically analyze the media's impact on these issues
- Gain an awareness of how these issues affect people's daily lives
- Basically discuss methods used to currently address these issues

3. Recognize that individuals can effect change.

Potential Elements of the Performance:

- Basically review individuals who have effected change
- Basically discuss how the actions of others could be incorporated into personal actions

4. Demonstrate the principles and practices of sustainability and global well being.

Potential Elements of the Performance:

- Actively contribute to positive local, regional, national, and/or global change
- Basically reflect on personal contribution and its impact

III. TOPICS:

These areas of study will provide the framework for you to begin to understand concepts related to global citizenship and how you can make a difference.

1. Define citizenship
2. Define global citizenship
3. Explore how ethics relates to being a global citizen
4. Discuss environmental issues, such as carbon footprinting; air, water, land, and noise pollution; clear-cutting; waste and waste management; natural disasters; global warming; etc.
5. Discuss social issues, such as poverty, health care, literacy, consumerism, culture, racism, human rights, conflict, etc.
6. Discuss the media's influence, bias, and power
7. Recognize how the actions of others can be adapted into personal actions
8. Develop and implement a plan to affect change locally, regionally, nationally, and/or globally
9. Reflect on personal plan and its success

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Professors will provide students with Reading Materials, Online Resources, and Audio and Video Resources to cover material for the course. Students are encouraged to share useful resources related to course material that they locate.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all independent readings and tasks as assigned. The course content and evaluation may be modified at the discretion of the professor.

The final course grade will be determined as follows:

<u>ASSIGNMENTS/TESTS</u>	<u>VALUE</u>
Tests	40%
Personal Responses	10%
Project(s)	50%
TOTAL:	100%

Specifics on assignments to be provided by the professor.

Submission of all project components is a requirement for successful completion of this course.

Late submissions of any assigned work will be penalized 1%/day late. After five days, work will not be graded.

If a student misses a due date or test date to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or through email **prior** to the assigned due date or test time. The College 24-hour voice mail number and email systems allow you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for the assignment or test. Phone, email or come by the professor's office: if not communicating personally, make sure to leave contact information. **Failure to do so will result in a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are also responsible for obtaining any materials missed due to absenteeism.

The following semester grades will be assigned to students in post-secondary courses:

Grade Point

<u>Grade</u>	<u>Definition</u>	<u>Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM

The provisions in the addendum are located on the student portal and form part of this course outline. Students are responsible for becoming familiar with this information. Go to <https://my.saultcollege.ca>

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.