

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** What in the World is Going On?  
**CODE NO. :** GAS 103 **SEMESTER:** Winter  
**MODIFIED CODE:** GAS 0103  
**PROGRAM:** General Arts and Science  
**AUTHOR:** General Arts and Science Department  
**MODIFIED BY:** Rachel Valois, Learning Specialist, CICE Program  
**DATE:** Jan. 2014 **PREVIOUS OUTLINE DATED:** Jan. 2013  
**APPROVED:** "Angelique Lemay" Jan. 2014

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<i>Dean, School of Community Services and Interdisciplinary Studies</i>	<b>DATE</b>
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**TOTAL CREDITS:** 3 Credits  
**PREREQUISITE(S):** None  
**HOURS/WEEK:** 2 hours

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*For additional information, please contact the Dean, School of Community Services and Interdisciplinary Studies*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course will give the CICE student(s) the opportunity to build a strong awareness of current global issues. With assistance from a Learning Specialist, CICE student(s) will explore various media such as radio, TV, internet, newspaper, and magazines. Through discussions, debates, and presentations, students will focus on the main international headlines. Students will discover and develop a view and understanding of the impact of events related to music, entertainment, fashion, sports, politics, economics, world issues, and human-interest stories.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Identify current news issues and sources in a global context

Potential Elements of the Performance:

- Identify major news stories
- Identify major trends
- Locate critical events on world map

2. Explore the role of media

Potential Elements of the Performance:

- Discover a variety of news sources:  
Canadian, US, and international sources
- Compare and contrast different types of media:  
TV  
radio  
newspapers  
magazines  
specialized magazines

3. Recognize newsmakers

Potential Elements of the Performance:

- Evaluate and report on  
political/religious leaders  
celebrities  
athletes  
famous/infamous people

4. Explore turmoil within global societies  
Potential Elements of the Performance:
  - Study existing conflict:  
War, civil war, revolts, revolutions, crime
  - Trace and define movements of populations
  - Study breakdown of traditional social structures:  
religion  
family  
male/female relations  
wealth and poverty gaps  
economic relations/recession
  
5. Examine Health Issues  
Potential Elements of the Performance:
  - Investigate cost of health delivery
  - Explore prevention, intervention and cures
  - Study health access and availability
  - Study mental health causes and treatment
  
6. Explore Environmental Concerns  
Potential Elements of the Performance:
  - Look at genetically modified food topics
  - Explore fossil fuel and alternative energy concerns
  - Study mega projects, their target and effects
  - Study pollution: water, air, land, sea.
  - Consider endangered species
  
7. Study innovation in specialized areas  
Potential Elements of the Performance:
  - Examine innovation from a specific area such as  
fashion  
technology  
automobiles  
sports  
architecture  
music

**III.****TOPICS:**

1. World issues
2. Role of media
3. Movers and shakers
4. Turmoil within global societies
5. Health issues
6. Environmental concerns
7. Innovation

Note: The order of topics is not fixed. Some of the topics will run concurrently with others. Your professor will explain the course organization. Also, some of the above topics could change. Your professor will inform you of any changes.

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- 2 blank world maps, provided by the professor
- Required readings/handouts, provided by the professor

#### V. EVALUATION PROCESS/GRADING SYSTEM:

In class assignments:	30%
News portfolio:	20%
Documentary Assignment:	20%
Mover and shaker assignment:	30%
Total	100%

***The quiz questions assume the student has attended all lectures and presentations and completed all class assignments.***

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

## VI. SPECIAL NOTES:

**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.

### 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.

**Note: Some of the topics may contain violent or sensitive material.**

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the student portal. Students are responsible for becoming familiar with this information. Go to <https://mysaultcollege.ca>

### **Addendum:**

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

### **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.