SW 1210 Global Issues—Spring, 2009
Guidelines for Assignments

Participation

Participate in class activities

1. **Attend class on a regular basis** or see instructor to arrange alternative.
2. **Complete reaction papers/quizzes** during class sessions with an asterisk (*) and four other sessions.
3. **Participate in “global village” activities** by completing a series of blog entries in Epsilen and sharing information in class. The blog entries will include first providing information about a person from around the world and then providing information about how this person is affected by the seven revolutions and global issues. Information on completing the global villager blogs will be shared in class and provided in the “wiki” portion of Epsilen.

Learning activities outside of class

1a. **Engage in at least five hours of learning activities related to global issues outside of class.** This activity could include attending a campus or community presentation on a global or international issue, viewing a videotape in the Multimedia Services section of the library, attending an activity that is global or international in nature, or many other possibilities too numerous to mention. If you have questions on whether or not an activity would be appropriate, please check with Denny.
1b. After participating in each learning activity, **complete one of the "Outside Learning Activity Report Forms"** (to be provided) and turn it in to Denny to receive credit.
2a. Find one new resource on the Internet for one of the following units: 1) population, and 2) resource management.
2b. Summarize this Internet resource by sending an e-mail message to “dfalk” that includes the URL, a one-paragraph summary of the content of the site, and a brief evaluation of the site. Use the “CARS” criteria to evaluate the Internet resource.

Understanding

Mid-term test (basic knowledge)

1. A list of the concepts and topics to be covered in this test will be provided a couple sessions prior to the test.
2. The test will be a combination of multiple-choice, matching, true-false, short essay and/or identification items.
3. If you perform below your expectations on the mid-term test, you will have the opportunity to do additional work to demonstrate that you know the material. You can gain additional points up to one-third of the way from your obtained score to 100. (Example: if you scored a 70 on the test initially, you could earn up to 10 additional points and receive an 80 for the test ultimately.)
Final exam (basic knowledge)

1. Part one of the final exam will be like the mid-term test (see above).
2. Part two of the final exam will be an in-class essay test (only for those students who choose to complete the integrating questions for an “A” contract).
3. You will be provided topics for part one and about 10 essay questions for part two at least two weeks prior to the final exam, and you can therefore prepare for these topics and essay items. When you arrive at the final exam, the instructor will ask you to write on about four of these essay questions if you choose to complete the integrating questions for an “A” contract.

Summaries of specific topics (particular topic)

1. Select a topic related to global issues that is particularly interesting to you, seek resources on this topic, and write summaries of the resources you review.
2. Summaries are intended to provide an overview of the specific topic you explore in greater depth.
3. Include the key concepts and information from each source, reading, or chapter.
4. Approximately one page of summaries should be completed for every 25 pages of reading or each Internet site.
5. As a general guideline, you should spend about five hours outside class seeking out information on this more specific topic.
6. In lieu of summaries, you can integrate your knowledge of a specific topic into your paper, presentation, or part two of your final exam (see integration guidelines below).

Application

The purpose of each of the these options for application is for you to apply the "global perspectives," that is problem solving, systems thinking, and futures perspective, to understanding particular global issues. For example, you could use a problem solving perspective to examine population issues in India or a futures perspective to examine climate change. You can select one of at least four formats for this application of perspectives.

Forum questions

1. Respond to eight forum questions, one for each of seven revolutions and one in the “thinking globally, acting locally” unit. These forum questions will be posted in the “forum” portion of the Epsilen software, labeled by the topic being covered. The forum is typically due the last day a revolution is covered.
2. After you have responded to each forum question, review the response to that same question made by another member of class and offer a reaction to that student’s posting. Always review a class member’s response that has not previously been reviewed. In reviewing and reacting to a class member’s response to a forum question, please comment briefly on 1) the degree to which the student used a global perspective (problem solving, systems, futures), the 2) clarity of the student’s response, and 3) your personal reaction to the student’s response.
Ongoing discussion group

1. Meet outside of class with at least one other member of the class to discuss current course topics using one of the three global perspectives.
2. Hand in one "Group Discussion Report Form" describing each group meeting.
3. Meet six hours minimum during the term.
4. Threaded discussion on the Internet may be offered as an alternative if students are interested in this option.

Ongoing journal

1. Keep an ongoing journal in a loose-leaf notebook in which you briefly use one of the three perspectives to understand an issue related to content introduced in the class or readings.
2. Write regularly (about two times a week) in your journal, with entries averaging about a page. You should complete a minimum of twenty entries during the semester.
3. Turn in the completed pages of the journal to the instructor for review as indicated in the syllabus.

Short papers applying concepts

1. Apply two of the three global perspectives to understand two issues that are of interest to you. If you choose to write short papers, you will generally focus more on a couple topics, as compared to a journal or discussion where you might examine a number of different issues more briefly.
2. Each paper should be approximately 3-5 word-processed pages in length.

Integration

The general purpose of integration activities is for you to synthesize or integrate a variety of information on a particular topic related to the content of this class. You can prepare for and write on integrating questions in the final exam as one method to demonstrate application. If you select the paper or presentation you should generally apply one or more of the global perspectives to analyze information you obtain on this topic.

Final Exam

You can demonstrate your ability to integrate information by answering specified questions in part two of the final exam. This option is described in the “final exam” section above and will be described more fully in class.

Longer paper integrating concepts and information*

1. Do outside reading and/or library/Internet research concerning a global issues topic
2. Summarize the relevant materials.
3. Integrate (synthesize) the important themes from these readings.
4. Organize the material into a 6-8 page word processed paper.
5. Include an introduction, a body, and a summary/conclusion section.
6. Papers should reflect a level of effective written communication that may be expected of college students. (Consult the *Harbrace College Handbook* or similar resource if necessary.)

7. Papers should incorporate American Psychological Association (APA) format. (Consult the *Publication Manual of the American Psychological Association* for specifics. This manual is on reserve in the library or available through the bookstore)

8. Include a bibliography of materials used and document your sources in the text of the paper.

9. Refer to the feedback form provided for the specific criteria to be considered in grading your paper.

**Presentation***

1. Do preparation similar to that for a longer paper.
2. Present material in class during class sessions 29 or 30 (May 5 or 7, 2009) or videotape the presentation.
3. Turn in outline of presentation and bibliography to instructor.
4. Refer to the feedback form to be provided for the specific criteria to be considered in grading your presentation.

*You may work in pairs to complete the longer paper or presentation requirements.*