SW 1210 Global Issues
Guidelines for Assignments

Participation

Participate in class activities

1. Attend class on a regular basis or see instructor to arrange alternative.
2. Hand in reaction paper on class session with an asterisk (*) and three other sessions.
3. Respond to e-mail messages requesting your reaction to two class sessions.
4. Participate in “global village” activities, which will occur on February 1 and during the “perspectives” session of each topic (i.e., February 8 for population). Some email submissions will be requested.

Learning activities outside of class

1. Engage in at least three 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.
2. After participating in the learning activity, complete one or two of the "Outside Learning Activity Report Forms" (to be provided) and turn it in to Denny to receive credit.
3. Find one resource on the World Wide Web for each of the following units: 1) population, 2) food and hunger, 3) environmental concerns and global resources, 4) development, 5) conflict and cooperation, and 6) values and human rights.
4. Summarize each of these six resources 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.

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.
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.
Summaries of specific topics (particular topic)

1. Summaries are intended to provide an overview of the specific topic you explore in greater depth.
2. Include the key concepts and information from each source, reading, or chapter.
3. Approximately one page of summaries should be completed for every 25 pages of reading or each Internet site.
4. As a general guideline, you should spend about five hours outside class seeking out information on this more specific topic.

Application

The purpose of each of the three 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 global warming. You can select one of at least three formats for this application of perspectives.

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 (at least two times a week) in your journal, with entries averaging about a page. You should complete a minimum of twenty entries during the quarter.
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 typewritten pages in length.

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.

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. The paper or presentation you develop in this regard should generally apply one or more of the global perspective to analyze information you obtain on this topic.
**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 14-15 (April 26-May 3, 2006)
3. Turn in outline of presentation and bibliography to instructor.
4. Refer to the feedback form 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.*