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| banner-eb | **School of Interdisciplinary Studies & Employment Services** |
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| **The Global Class**2014-2015 |
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| **Program** | **Year** | **Semester** |
| General Education Course to be delivered across all programs |   |   |
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| **Course code:** |  GNED XXXX | **Con. Ed. code:** | N/A |
| **Course hours:** | 42 | **GPA weighting:** | 3 |
| **Prerequisite:** | NONE | **Corequisite:** | NONE |
| **Prepared by:** Lon Appleby |
| **Delivery:**  | **In class [ ]**  **Online [ ]  Hybrid [x]**  |
| **Authorized by (Dean):**  | Kevin Baker | **Date: September 2014** |

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|  Professor contact information: |
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| NAME | EMAIL | PHONE | OFFICE LOCATION |
| Lon Appleby | Lon.Appleby@durhamcollege.ca | 905 721 2000 x3617 | D116 |
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Course Description:

This innovative and forward-looking course has grown out of two popular Durham College electives, *Short History of the World* and *Humanity’s Destiny*, which explore our shared human story at a time when the world is becoming ever more interdependent. *The Global Class* concentrates on today. Think TED, but interactive. Every other week, “host” Lon Appleby and his Durham College students welcome a guest “instructor” from another location and two other colleges in different parts of the world for a livestreamed class in which students have the opportunity to meet a challenging global thinker and see what their peers elsewhere have to say. Like its companion courses, *The Global Class* asks you to pause and reflect and think about the big picture. The challenges and opportunities we increasingly share in today’s “glocal” world are explored through broader, more enduring human forces such as evolution, civilization, power, freedom, exploration, health, sustainability, and our planet. A class website designed and managed by students is one of the course’s many dynamic features: [The Global Class](http://www.theglobalclass.org/). Students are evaluated according to reflective multimedia assignments that allow them to explore the impact of the course’s ideas on their lives and goals. Quizzes which they design themselves help them prepare for the classes with their peers around the world. This new classroom model is the first of its kind in education and you will find yourself challenged and inspired. If you would like to learn more, the instructor has given an introductory talk: [TEDx Global Class](http://www.theglobalclass.org/tedxtalk.html).

More and more research suggests the traditional style of face-to-face pedagogy is not the most effective avenue for learning. Research points to experiential forms of learning that include more interactive approaches. The Global Class provides an avenue for engaging students in interactive simultaneous thought-provoking discussions between intellectuals from around the world. Students not only get to participate in time/space continuums, but they have the opportunity to experience the student life at another institution internationally or domestically. Students are able to exchange their knowledge with other students and instructors across the globe, providing a reciprocal learning environment. This cross-pollination of learning provides an intercultural exchange and offers the student the chance to understand new perspectives.

Rationale:

It has been said that today and in the future increasingly, both in our workplaces and our lives, “We are bound together with the rest of the world – whether we like it or not.” New forms of education are required to provide students with the critical, communication, and creative tools they need to make smart decisions in a complex intercultural world driven by the power of science. We are living in what has been described as “the most stimulating period in the history of Earth.” The potential for humanity to collectively forge a more just and compassionate world has perhaps never been greater. But there is the risk as we grows closer that we will instead turn inward, to suspicion, fear, anger and hate. There is no certainty that our civilization, whose “progress” we take for granted, will endure. Human history has many examples of civilizations that could not sustain themselves. The choice will be ours.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR)

**Yes No**

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*(Candidate eligibility is outlined in the*

[*http://www.durhamcollege.ca/assets/Section~specific/Continuing~Education/documents/plar.pdf*](http://www.durhamcollege.ca/assets/Section~specific/Continuing~Education/documents/plar.pdf)*)*

PLAR acknowledges subject mastery earned through work experience, professional development, or non-traditional educational opportunities. A grade is assigned for the credit. The assessment will be a three-hour written exam and an oral presentation.

A candidate will not be able to initiate the PLAR process if s/he:

a. registered in the said subject within the last 10 months or

b. audited the subject within the last 10 months or

c. previously failed the subject (within the last two academic years)

or

d. misrepresented his/her performance in a College subject for the purpose of obtaining marks or recognition.

Applications for PLAR should be completed prior to subject commencement. Students enrolled in the subject must apply and make payment for PLAR within the first two weeks of subject commencement.

See your Durham College Handbook for further details

| Course Learning Outcomes |
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| **Course Specific Outcomes** | **Essential Employability Outcomes** |
| Students receiving a credit for this course will have demonstrated their ability to:1. Identify, explore, reflect on, and discuss the impact of shared influences and contemporary issues on their lives and aspirations.
2. Determine the consequences of their actions on themselves and others according to the MEA (Millennium Ecosystem Assessment) Global Sustainability Index.
 | Students receiving a credit for this course will have demonstrated their ability to:3. Communicate clearly, concisely, and correctly in written, spoken, and visual foms that fulfill the purpose and meet the needs of the audience.4. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.5. Show respect for the diverse opinions, values, belief systems, and contributions of others.6. Use a variety of thinking skills to anticipate and solve problems.7. Analyze, evaluate, and apply relevant information from a variety of sources.8. Manage the use of time and other resources to complete projects. 9. Take responsibility for one’s own actions, decisions, and  consequences. |

*Course Learning Outcomes contribute to the achievement of Program Learning Outcomes.*

*For a complete list of Vocational/Program learning outcomes and Essential Employability Skills please refer to the current program guide.*

| Sequence of Instruction |
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|  | **Evidence of Learning** |
| **Week** | **Intended Learning** | **Resources and References** | **Est. Class Hours** | **Learning Outcomes References** | **Intended Learning Activities** | **Assessment** | **Evaluation and Weighting** |
| 1 | **COURSE INTRODUCTION:** MCU requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website, *visit the General Education website at:* http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education  | expectations, dc connect, global class website, evaluation method | 3 |  | welcome, icebreaker, takeup, wrapup, next week | attendance, in-class, informal |  |
| 2 | **GLOBAL FORCE 1 (EARTH):** Students explore the first global force and prepare for next week’s global class. Looked at: evolution, life, XXX. | contemporary readings & media | 3 |  | review, lecture, discussion,group activity, takeup, wrapup, next week | attendance, in-class, informal |  |
| 3 | **GLOBAL CLASS 1 (EARTH):** Livestreamed with the host and guest, classes from three different colleges discuss and debate the first global force together. Host: Lon Appleby, Durham College. Guest: Olivia Judson, England. Colleges: Durham College, Moscow International Gymnasia, Jinan University.   | guest presentation | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal |  |
| 4 | **GLOBAL FORCE 2 (CIVILIZATION):** Students explore the second global force and prepare for next week’s global class. Looked at: XXX. | contemporary readings & media | 3 |  | review, lecture, discussion,quiz, takeup, wrapup, next week | attendance, in-class, informal, quiz | Quiz 110% |
| 5 | **GLOBAL CLASS 2 (CIVILIZATION):** Livestreamed with the host and guest, classes from three different colleges discus and debate the second global force together. Host: Lon Appleby, Durham College. Guest: Edwin McDaniel, United States. Colleges: Durham College, Budapest Business College, Mahindra United World College.  | guest presentation | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal |  |
| 6 | **GLOBAL FORCE 3 (POWER):** Students explore the third global force and prepare for next week’s global class. Looked at: XXX. | contemporary readings & media | 3 |  | review, lecture, discussion,group activity, takeup, wrapup, next week | attendance, in-class, informal, assignment | Assign. 1 25% |
| 7 | **GLOBAL CLASS 3 (POWER):** Livestreamed with the host and guest, classes from three different colleges discuss and debate the third global force together. Host: Lon Appleby, Durham College. Guest: Ahmed Malek, Egypt. Colleges: Durham College, Moscow Interational Gymnasia, Vanier College.  | guest presentation | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal | Particip. 17.5% |
| 8 | **GLOBAL FORCE 4 (CONFLICT):** Students explore the fourth global force and prepare for next week’s global class. Looked at: XXX. | contemporary readings & media | 3 |  | review, lecture, discussion,group activity, takeup, wrapup, next week | attendance, in-class, informal |  |
| 9 | **GLOBAL CLASS 4 (CONFLICT):** Livestreamed with the host and guest, classes from three different colleges discuss and debate the fourth global force together. Host: Lon Appleby, Durham Colege. Guest: John XXX, Canada. Colleges: Durham College, XXX, XXX.  | guest presentation | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal |  |
| 10 | **GLOBAL FORCE 5 (HEALTH):** Students explore the fifth global force and prepare for next week’s global class. Looked at: XXX. | contemporary readings & media | 3 |  | review, lecture, discussion,quiz, takeup, wrapup, next week | attendance, in-class, informal, quiz | Quiz 210% |
| 11 | **GLOBAL CLASS 5 (HEALTH):** Livestreamed with the host and guest, classes from three different colleges discuss and debate the fifth global force together. Host: Lon Appleby, Durham College. Guest: Sheri XXX, Canada. Colleges: Durham College, XXX, XXX.  | guest presentation | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal |  |
| 12 | **GLOBAL FORCES 6, 7 (LIMITS, DESTINY):** Students explore the sixth and seventh global forces and prepare for next week’s global class. Looked at: XXX. | contemporary readings & media | 3 |  | review, lecture, discussion,quiz, takeup, wrapup, next week | attendance, in-class, informal, quiz | Quiz 310% |
| 13 | **GLOBAL CLASS 6 (LIMITS):** Livestreamed with the host and guest, classes from three different colleges discuss and debate the sixth global force together. Host: Lon Appleby, Durham College. Guest: Marcelo da Luz, Brazil. Colleges: Durham College, XXX, XXX.  | guest presentation | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal |  |
| 14 | **GLOBAL CLASS 7 (DESTINY):** Livestreamed with the host and guest, classes from three different colleges discuss and debate the seventh global force together. This class may also include student presentations. Host: Lon Appleby, Durham College. Guest: Marc Garneau, Canada. Colleges: Durham College, Moscow International Gymnasia, Jinan University.  | XXX | 3 |  | greetings, presentation, discussion, group activity, takeup, wrapup, goodbyes | attendance, in-class, informal, assignment | Assign. 2 30%Particip. 2 7.5% |

***Course outlines are planning guidelines; actual delivery of content may vary with circumstances. Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluation, prior to changes being implemented as specified in the Course Outlines Policy*** <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>.

***Professors are responsible for following this outline and facilitating the learning as detailed in this outline.***

**SEQUENCE OF INSTRUCTION NOTE:** Students today are part of a “communication revolution” in internet and social media usage that is transforming how they collect information, share ideas, and collaborate on projects. How best to integrate these new media into the learning environment is a field of continuing exploration. From time to time, the sequence of instruction may include alternative teaching methods that take advantage of these media. One week, for example, the classroom may be “flipped”, with a recorded lecture made available online, along with other learning objects, quizzes, and resources that students work through prior to class, leaving the classroom time for interaction between students and professor in which a particular challenge or dilemma is deconstructed and “resolved”.

**TECHNICAL NOTE:** The procedure for the online class is as follows. Durham College, the host location, sends a video conferencing link is sent to the other locations who then join the class as guests. There is no cost for this and the connection process is straightforward. It is strongly encouraged that all participants be at a location where sufficient bandwith can be assured along with a secure internet connection. Wireless connections should be avoided. Suggested bandwith: download speed 4 mbps (million bits per second), upload speed 512 kbps (thousand bits per second). To ensure the best possible interaction, it is recommended that a hand-held microphone be used with a stable connection, as well as a high-defintion webcam with a wide-angle lens. Feel free to contact global class technical coordinator, NAME, at EMAIL. NAME can help you with your equipment and work directly with your IT Department to conduct whatever technical testing is required.

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| Evaluation Criteria:*(A full description of the Academic Appeals Process can be found in your Student Handbook.)* |
| 1. **Quiz 1** – open book, in-class, online (T/F, M/C) | 10% |
| 2. **Assignment 1: First Reflection** - written | 25% |
| 3. **Participation 1**  – weeks 1 to 7, attendance, in-class & online activities | 7.5% |
| 4. **Quiz 2** – open book, in-class, online (T/F, M/C) | 10% |
| 5. **Quiz 3** – open book, in-class, online (T/F, M/C) | 10% |
| 6. **Assignment 2: Second Reflection** – written and/or media | 30% |
| 7. **Participation 2** – weeks 8 to 14, attendance, in-class & online activities | 7.5% |
| **Total** | 100% |

Evaluation Notes:

1. An interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the results of the the quiz, assignment, and participation grade up to the mid-term date.

2. Assignments are to be submitted electronically to the DC Connect dropbox on the due date unless otherwise directed by the professor.

3. For late assignments, a deduction of 10% per day (including weekends) will occur off your final grade.

4. A detailed assignment sheet outlining expectations and evaluation criteria will be distributed for all assignments on DC Connect. Some assignments involve partner and/or group work. If a student cannot work collaboratively within a group, the student will receive a grade of “0” for this assignment

5. Online activity marks will be determined by active participation in ongoing online activities and will be part of the student‟s participation grade.

Required Text(s) and Supplies:

Contemporary readings and media selected in conjunction with the guest instructor will be posted on The Global Class website:

theglobalclass.org

Recommended Resources:

*(purchase optional)*

Laptop

Policies and Expectations for the Learning Environment:

**General Policies and Expectations:**

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| **General College policies related to** * Acceptable Use of Information Technology
* Academic Policies
* Academic Honesty
* Student Code of Conduct
* Students’ Rights and Responsibilitiescan be found on-line at [*http://www.durhamcollege.ca/academicpolicies*](http://www.durhamcollege.ca/academicpolicies)
 | **General Program policies related to** * attendance
* absence related to tests or assignment due dates
* excused absences
* writing tests and assignments
* classroom management

can be found in the Program Guide. These guides are available on the main Durham College website <http://www.durhamcollege.ca/> .  |

**Course Specific Policies and Expectations:**

Regular attendance is essential for successful completion of the course – there is an emphasis on class discussion and debate, which provide for a greater comprehension of the material covered. In addition,15% of the course grade is based on participation and work completed in class along with XXX. In-class work cannot be made up. If you miss a class, it is your responsibility to find out what was missed from a student who attended the class.

Original W ork: All material produced in or for class, whether text, image, or digital, must be original, or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another, without specific and proper acknowledgment. Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions, according to Durham College‟s Academic Integrity Policy (ACAD – 101).

Please make note that plagiarism includes taking the work of another student (or work downloaded from the internet) and submitting it as your own, even if you “tweak‟ it. Giving your work to another student to submit, even if the other student “tweaks‟ it, is also plagiarism, as is XXX. If you are unclear on what constitutes “reference material‟, please discuss it with your professor.

Academic dishonesty carries consequences. Plagiarism is an extremely serious offense that can lead to dismissal from the college. Please read your student handbook and ensure you are aware of what constitutes academic dishonesty. Ask your professor if you are uncertain.

The use of cell phones and other electronic devices is not allowed in class. All such devices must be turned off.

If an emergency occurs before an assignment deadline, e-mail or telephone the professor, then contact the professor within three days of your return and provide appropriate documentation. If you do not contact the professor prior to the deadline, an automatic grade of zero will be assigned.

Should long-term serious illness or other grave occurrences interfere with your ability to meet the course requirements, you must contact the student liaison officer upon three days of your return and provide appropriate documentation.

If you receive an incomplete (INC), it is your responsibility to contact the professor within ten days to discuss what is necessary to achieve a pass.

Assistance is always available if you are having difficulties. The College has many resources available to help you succeed in the course. If you would like additional help, please contact the professor.

Absences: Students arriving after the start of class (10 minutes after the hour), or leaving before the end of class (on the hour) will be considered absent. Any student absent for more than 3 classes will receive an Academic Alert from their faculty.

Missed Class: If a student misses class time, h/she is responsible for catching up on missed work. Respect: Students must conduct themselves with consideration for their classmates, inside and outside scheduled class hours. All students are entitled to enjoy a quiet working environment free of careless distractions and disturbances.

Disruptions: Any disruptive behavior in the classroom may result in that student being asked to leave. Students causing disturbances or creating noise, including talking and ambient noise from headphones, will be cited and face disciplinary actions, according to the Policies And Procedures outlined in the Student Handbook.

Food and Beverages in Labs: Absolutely no food or beverages will be allowed in the labs,

Extra Assignments: Students will not be allowed to do “extra‟ assignments to “bring up their mark‟ at the end of term – students must complete and hand in term work as it is assigned.

Paper Submissions: All paper submissions should clearly state the student‟s name on the front, or the assignment will not be graded.

Content: Material produced in or for class must be in good taste and mature in nature.

Backing Up Course W ork: Students are responsible for ensuring their work is being backed up on a regular basis.

General Course Outline Notes:

1. *Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.*
2. *The college considers the electronic format (i.e. MyCampus, DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.*
3. *Professors are responsible for following this outline and facilitating the learning as detailed in this outline.*
4. *Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)*
5. *A full description of the Academic Appeals Process can be found at* [*http://durhamcollege.ca/gradeappeal*](http://durhamcollege.ca/gradeappeal).
6. *Faculty are committed to ensuring accessible learning for all students.  Students with permanent disabilities who require academic accommodations in accordance with the Ontario Human Rights Code should register with the Centre for Students with Disabilities (CSD) to initiate in-class accommodations.  The CSD is located in room SW116, Oshawa Campus (or room 180, Whitby Campus).  Call 905-721-3123.*
7. *Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the* [***Turnitin.com***](http://www.turnitin.com/) *Web site.*

Outline Template v12.2.2014

