

Miyazaki International College
Course Syllabus
Fall 2022

Course Title (Credits)	LIB102 Introduction to Global Citizenship (2 credits)
Course Designation for TC	N/A
Instructors (email)	Anderson Passos (apassos@sky.miyazaki-mic.ac.jp)
Office/Ext	MIC 1-305 / ext. 3725 (Passos)
Office hours	Passos: Monday to Thursday from 11:00 to 12:00

Course Description:

All citizens are members of local, national, and global communities. For this reason, one of M.I.C.'s educational objectives is to "enable each student to develop as a global citizen." Liberal arts curricula enable students to develop both their cognitive skills and affective dispositions so that they can contribute meaningfully to life in various communities and prepare students for active and responsible citizenship. In this course students will: 1) consider definitions of citizenship, 2) consider the connection between a liberal arts education and life after college, and 3) use critical thinking to approach real-world problems related to the environment, human development, and peace.

Course Goals/Objectives:

General Learning Objectives

In this course, students will learn about global citizenship and be to answer the following questions:

- What is a citizen?
- What are some different definitions of citizenship?
- What do I value as a citizen?
- How does studying at MIC connect with my development as a citizen and life after graduation?

In addition, students will learn about a global issue by examining the following questions:

- What is the nature of the problem?
- How can we understand the problem using different areas of study?
- What are citizens doing about the problem?
- What challenges still remain to solve the problem?

English Skills Objectives

Students will work to improve their knowledge of vocabulary, skills for writing, and skills for speaking fluently, especially as related to the course contents.

The course textbook has specific activities to help you with:

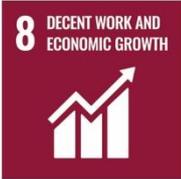
- Vocabulary: Difficult words are listed at the beginning of every unit.
- Writing: Using the new words you have studied, you will be writing your original sentences
- Reading: Every unit has an easy-to-understand reading passage about the unit topic
- Understanding: Multiple choice questions about the reading passage
- Grammar: Open-ended questions to improve your writing.
- Finding mistakes: Further testing your understanding of the unit topic
- Vocabulary swapping: Finding words with similar meaning
- Listening: answer questions and complete spoken sentences
- Discussion: Together with your colleagues, answer additional questions about the unit topic

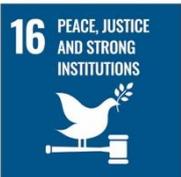
SDGs Objectives

This course explicitly connects its content to the Sustainable Development Goals. Students will develop a final project with a topic of their choice and will connect it to at least one of the SDGs.

SUSTAINABLE DEVELOPMENT GOALS



Course Schedule		
Day	Topic	Content/Activities
1	Introduction to Env. Issues and SDGs    	Syllabus and introduction to the course topic <ul style="list-style-type: none"> - Understanding the syllabus and defining citizenship through individual/group work and discussion Global citizenship and values <ul style="list-style-type: none"> - Analyzing and comparing different concepts of citizenship and considering different citizens' values through individual and group work and discussion
2		Unit 1: Introduction to Environmental Issues <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
3		Unit 2: Climate Change <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
4		Unit 3: Energy <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
5		Unit 4: Waste <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
6	Humans and the Environment    	Units 1~4 mini test Unit 6: Population Growth <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
7		Unit 7: Pollution <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work

8	 	Unit 8: Water <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
9	 	Unit 9: Deforestation <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
10	<p style="text-align: center;">Sources of Energy</p>   	Units 6~9 mini test Unit 11 Hydroelectricity <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
11		Unit 12: Solar Panels <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
12		Unit 13: Wind Turbines <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
13		Unit 14 Nuclear Energy <ul style="list-style-type: none"> - Read aloud - Vocabulary - Group work
14		<p style="text-align: center;">Poster Presentations</p>  
15		Presentation about things students have learned during the semester.
	<p style="text-align: center;">Finals</p>	

Required Materials:

This course uses the following textbook:



Our World Today

英語で考えよう！地球の未来

クリティカル・シンキングを養う総合英語

ISBN: 9784523178903

Students are expected to have the textbook by the second week of class.

Course Policies (Attendance, etc.)

Attendance and Participation

Students are expected to attend every class. Students with three unexcused absences risk failing the course. Attendance is not part of the grade for this class. Participation is part of the grade, and students must attend class to participate. Students must also compile an e-portfolio using Moodle/Mahara.

Assignment Deadlines

Students must turn in assignments on the due date. Students with an 'excused absence' on the due date should submit assignments on the due date via email unless granted an extension by the instructor. Late submissions must be submitted by the following class and will receive half credit.

Academic Integrity

MIC's Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask the instructor if they have any questions. Violating the Academic Honesty can result in losing all credit (0%) for an assignment, being asked to withdraw from the course, or other appropriate actions.

Class Preparation and Review

As with any college class, students are expected to study course materials outside of class. For this class, students should read each assigned reading before coming to class. It will take approximately two hours to look up new vocabulary, identify and comprehend the main concepts, answer homework questions, and prepare for each class meeting. Finally, students should spend about one hour before class reviewing their notes from previous classes, writing down any questions they have about the lesson, and doing additional research to prepare for class discussion.

In other words, students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week.

Grades and Grading

30%	Homework and e-portfolio
30%	Tests
20%	Poster Presentation
20%	Final Exam

Methods of Feedback:

Homework assignments will be graded and returned within a week of submission. Additional comments and feedback will be given verbally in class, but students are encouraged to come to instructor's office during office hours in case extra explanations are needed.

Your grades are published in Moodle. Make sure to check it and talk to the instructor in case you have any questions.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (evaluation, comparison, analysis and synthesis) based on critical thinking (critical and analytical thought)
2. The ability to identify and solve problems
3. Advanced communicative proficiency in English
4. Proficiency in the use of information technology

Notes:

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Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	I had no idea that this student was even enrolled in my class ←that is how underwhelming this student's performance was!
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions	
	Writing					
	Oral Communication					
	Writing					
	Oral Communication					