


Course Outline

School:	Advancement
Department:	General Education & Liberal Studies
Course Title:	Global Citizenship
Course Code:	GNED 500
Course Hours/Credits:	42
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
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Revision Date:	Summer 2014
Current Semester:	Winter 2015
Approved by:	
	<hr/> Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

Global citizenship provides students with an opportunity to gain the knowledge and skills required to live and work in a world that is globally interconnected. Students will examine and critically analyze social problems, gain an understanding of identity and values, develop an awareness of media conglomeration, power and control, and investigate issues of equality and equity using different perspectives to develop a plan for social action that will bring about positive change. This course allows students to develop a sound understanding of what it means to be a global citizen, both personally and professionally, and the ways in which they can make a contribution to an equitable society and world.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Reflect critically about one's role as a global citizen in personal and professional life.
2. Analyze the ways we come to understand the world, our perceptions of ourselves and others.
3. Critically analyze social issues considering different perspectives and historical roots.
4. Develop recommendations for a social action plan.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
4. Apply a systematic approach to solve problems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.
2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.
3. Analyze issues of equity at the personal, professional, and global level.
4. Analyze the use of the world's resources to achieve sustainability and equitable distribution at the personal, professional, and global level.
5. Identify and challenge unjust practices in local and global systems.
6. Support personal and social responsibility initiatives at the local, national or global level.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Text and other Instructional/Learning Materials

Text Book(s):

Global Citizenship: From Social Analysis to Social Action

Evaluation Scheme

- ◇ Social Analysis Project Proposal: Students will develop a clear plan for a social analysis of a social problem including an annotated bibliography of sources that will be used in researching the topic. Assignment will be completed in a small group.
- ◇ Social Analysis Report: Students will critically analyze a social issue using one of the social analysis frameworks presented in the course. Analysis will be presented in the form of a written report and will be completed in a small group.
- ◇ Midterm Test: Students will be assessed on their understanding and ability to apply concepts in global citizenship, social analysis, and media in the form of a test. The test will consist of multiple choice, definitions, and short answer/case study questions.
- ◇ News Article Critique (In-class)/ Discussion Responses (On-line): In-class Critique: Students will analyze and critique an News Article from reputable source and in a small group and present on the topic to the class. Presentations will include critical questions and a class discussion. Critiques will occur in class and continue throughout weeks 2 to 9.
On-line Discussion Responses: Students will respond to assigned discussion questions based on course units. They will also be required to contribute to a class discussion on the weekly topic by commenting on the posted responses of 2 class members.
- ◇ Social Action Presentation (In-class)/ Report (On-line): In-class Presentation: In small groups, students will present their social action to the class. A significant focus of the presentation will include a social action, informed by social analysis, developed from a social justice perspective.
On-line Self-Reflection: Students will complete the requirements of the assignment in a reflection.
- ◇ Final Test: Students will be assessed on their understanding and ability to apply concepts in identity and values, equality and equity, and social action in the form of a test. The test will consist of multiple choice, definitions, and short answer/case study questions.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Social Analysis Project Proposal	3	1, 7, 9	3, 5	5
Social Analysis Report	3	1, 7, 9	3, 4, 5	20
Midterm Test	1, 2, 3	1, 4	1, 3, 5	25
News Article Critique (In-class)/ Discussion Responses (On-line)	2, 3	1, 9	2, 3, 4, 5	15
Social Action Presentation (In-class)/ Social Action Self-Reflection (On-line)	3, 4	1, 4, 9	4, 5, 6	10
Final Test	2, 3, 4	1, 4	2, 3, 4, 5, 6	25
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries

- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

In this course students will be required to engage in assessments that consist of group work. Students must assume responsibility and make fair and reasonable contributions in the development and completion of the assignments. Accountability for individual contributions lie with the student, as such, group issues should be brought forward to the professor immediately if mediation is required. Failure to adequately/disproportionately contribute to the assignment will be reflected in the individual's assigned grade.

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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