UNIVERSITY OF CALGARY

UNIV 201
Global Challenges Inquiry I

COURSE SUMMARY

D2L COURSE NAME: University 201 – Global Challenges Inquiry I

COURSE DESCRIPTION: Students will engage in inquiry-based learning to explore solutions to a complex, socially relevant problem using knowledge, evidence, and methods from multiple disciplines, under the guidance of University of Calgary experts. Examples of problems include poverty, water and food security, child health, racial conflict, and gender discrimination.

TERM: Winter 2017, January 6 – April 12, 2017

CLASS DAY: Tuesday / Thursday, beginning Tuesday January 10, 2017

CLASS TIME: 2:00 – 3:20pm

CLASS LOCATION: Taylor Institute for Teaching and Learning (TITL) – Learning Studio C

OUT OF CLASS ACTIVITIES: A day-long Global Challenges Conference during Block Week is a required component of this course and must be completed to earn a passing grade. The day-long conference will take place on ***Friday January 6, 2017, 9:00am – 4:00pm,*** Taylor Institute for Teaching and Learning (TITL) Forum room

CREDIT HOURS: 3 units; H (3-0.5S)

PRE-REQUISITES and/or CO-REQUISITES: Completed fewer than 18 units at the time of registration.

INSTRUCTOR NAME: Dr. Robin Alison Mueller

OFFICE: Taylor Institute for Teaching and Learning, Room 220C

TELEPHONE: 403-210-7373

EMAIL: robin.mueller@ucalgary.ca

EMAIL RESPONSE PRACTICES: I attempt to respond to all email within one business day. I typically do not reply to email during weekends.

OFFICE HOURS: Two blocks of office hours will be scheduled for ePortfolio consultations over the term. Additionally, I am happy to arrange student meetings on a one-to-one basis.

REQUIRED READINGS (Summary): Identified week by week; determined by instructors and guest presenters.

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ASSESSMENT WEIGHTING (Overview):

Assignment	Assessment Weighting
Critical Reflective Statement #1	10%
Critical Reflective Statement #2	10%
ePortfolio	30%
Flex Assignment (Structured Controversy)	15%
Group Project	25%
Day to Day Participation	10%
Total	**100%**

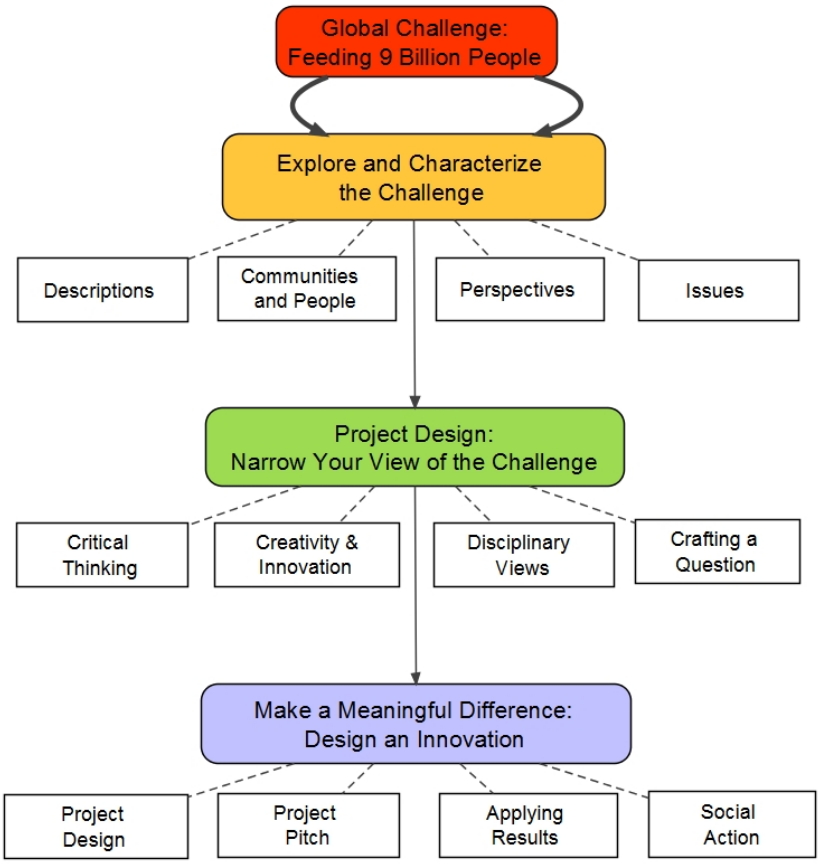
COURSE DETAILS

COURSE OVERVIEW

UNIV 201 is an inquiry-based course that investigates the broad theme of "feeding 9 billion people" from a variety of disciplinary perspectives. Inquiry based learning is a highly participative approach to higher education where students take the lead in exploring complex issues, identifying important questions, looking for evidence, and solving problems (Aditomo et al., 2011). UNIV 201 was designed so that students have the opportunity to engage in an extensive inquiry based learning experience. Ultimately, students will develop and present a targeted innovation that is designed to address one aspect of the "feeding 9 billion people" global challenge in a meaningful way.

The UNIV 201 course instructors will serve primarily as facilitators rather than lecturers. We will intentionally encourage students to view the global challenge of feeding 9 billion people from many perspectives, including but not limited to social, cultural, scientific, philosophical, political, and economic perspectives. Students in this course will collaborate to drive and direct the learning process, seeking to learn more about the global challenge by considering as many of these perspectives as possible.

The competencies that are required for students to achieve the course outcomes are fostered through an incremental, experiential, and practice-based approach to learning within the following framework:



LEARNING RESOURCES

Required Readings, Textbooks, and Learning Materials

We will be using Desire2Learn (D2L) in this course. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/desire2learn/

Since the UNIV 201 course follows an inquiry-based learning model, readings will be decided upon and assigned as the course progresses. Required readings and other activities (videos, simulations, etc.) will be communicated to students in person during class, via email, and on the D2L site.

All students are required to read the following material in preparation for the course:

Readings:

1. Godfray, H. C. J., Beddington, J. R., Crute, I. R., Haddad, L., Lawrence, D., Muir, J. F.,…Toulmin, C. (2010). Food security: The challenge of feeding 9 billion people. *Science*, *327*, 812-818. Retrieved from http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40509896
2. Springman, M., Mason-D'Croz, D., Robinson, S., Wiebe, K., Godfray, H. C. J., Rayner, M., & Scarborough P. (2016, November). Mitigation potential and global health impacts from emission pricing of food commodities. *Nature Climate Change*. Online publication. doi:10.1038/NCLIMATES3155 Retrieved from http://www.nature.com/nclimate/journal/vaop/ncurrent/full/nclimate3155.html
3. Roshanafshar, S., & Hawkins, E. (2015, March). *Health at a glance: Food insecurity in Canada*. Statistics Canada. Retrieved from http://www.statcan.gc.ca/pub/82-624-x/2015001/article/14138-eng.pdf
4. Food Banks Canada. (2016). *Hungercount 2016: A comprehensive report on hunger and food bank use in Canada, and recommendations for change*. Retrieved from https://www.foodbankscanada.ca/hungercount2016

Websites:

5. Foley, J. (n.d.). Where will we find enough food for 9 billion? A five step plan to feed the world. *National Geographic*. Retrieved from http://www.nationalgeographic.com/foodfeatures/feeding-9-billion/ (scroll down the page)
6. Chhotray, S. (2015, February 20). *Seasteading could be the answer to sustainabily feeding 9 billion people*. Retrieved from http://ensia.com/voices/seasteading-could-be-the-answer-to-sustainably-feeding-9-billion-people/

Video:

7. United Nations Development Programme. (2015, September). Transitioning from the Mellinieum Development Goals to the Sustainable Development Goals (video). Retrieved from https://www.youtube.com/watch?v=5_hLuEui6ww
8. Fraser, E. (2012). *Feeding 9 Billion People* (Video). Retrieved from http://www.bing.com/videos/search?q=feeding+9+billion+people+video&&view=detail&mid=BA8064D48CF8AA1657C8BA8064D48CF8AA1657C8&rvsmid=73AB8203917FAE21D39373AB8203917FAE21D393&fsscr=0&FORM=VDQVAP
   Alternative Links: https://www.youtube.com/watch?v=raSHAqV8K9c; https://feeding9billion.com/video-resources/video1/

Technology Requirements

Students will be required to use a current Twitter account as part of this course. Twitter will be used as a tool to engage in dialogue throughout the semester. Students will develop an ePortfolio using WordPress technology, but no prior knowledge of WordPress is required for this process.

Fees and Other Expenses

Local travel within the city limits may be required as part of this course. Students will have to arrange their own transportation in these instances.

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COURSE LEARNING OUTCOMES

By the completion of this course, successful students will be able to:

- Pursue their own lines of enquiry (personal knowledge, existing knowledge) to describe various aspects of, and perspectives on, the global challenge of feeding 9 billion people
    - Identify the social, political, economic, cultural, and scientific consequences relating to the global issue of feeding 9 billion people
    - Explore issues of population growth, socio-economic circumstances, food security, and others that will impact global ability to feed the world in the future
    - Compare the expression of the global challenge in Canada and globally
- Actively search and seek evidence to inform their perspectives, appropriately synthesize and present the evidence
    - Determine how different forms of evidence inform individual and group perspectives about a global challenge
- Appreciate the value of using different disciplinary perspectives to address a global challenge
    - Determine how cultural and socio-economic circumstances inform individual and group perspectives about a global challenge
- Design an innovation that addresses a meaningful and manageable aspect of the global challenge from a grassroots level
    - Explore how a grass-roots contribution to addressing a global challenge could look and/or function
    - Develop a plan for raising awareness and/or engaging in innovation regarding a global challenge

ASSESSMENT COMPONENTS

Assignment 1: Reflective Statement #1
Value: 10% of final grade
Due Date: See Course Schedule
Type: The first reflective statement regarding the global challenge will provide an opportunity for students to practice informal writing, and will help to establish an individual baseline for learning and development throughout the course.
Description: The student will write a 2 page reflective statement that provides a brief individual introduction and explores his/her current perceptions about the global issue. A template for this reflective writing will be provided.

<u>Assignment 2</u>: Flex Assignment (for inclusion in ePortfolio) – Structured Controversy
Value: 15% of final grade
Due Date: See Course Schedule
Type: Assignment developed by the section instructor. Completed assignment will also be included in the student's ePortfolio.
Description: Structured Controversy is a cooperative learning activity that is organized as an informal debate. After the Structured Controversy process, students will write a 1 – 2 page reflective assignment. A template for the assignment will be provided.

<u>Assignment 3</u>: Group Presentation
Value: 25% of final grade
Due Date: See Course Schedule
Type: Small groups will work together to develop and present a pitch regarding a meaningful and manageable innovation related to the global challenge.
Description: Groups will determine a question, formulate an innovation, and prepare a pitch describing an innovation that will address some aspect of the global challenge. Groups will present their pitch to the class, including the evidence supporting their approach. All group members will be expected to participate in the presentation. A detailed assignment description and grading rubric will be provided.

<u>Assignment 4</u>: Reflective Statement #2
Value: 10% of final grade
Due Date: See Course Schedule
Type: The second reflective statement regarding the global challenge will provide an opportunity for students to practice informal writing, and allow the students to offer a personal assessment of their learning and development throughout the course.
Description: The student will write a 2 page reflective statement that provides a statement about how his/her perceptions about the global issue have changed throughout the duration of the course. This assignment is intended to provide the student with an opportunity to make meaning of his/her progress during the course. This assignment will also become the foundation for the student's reflective writing in their ePortfolio.

<u>Assignment 5</u>: ePortfolio assignment
Value: 30% of final grade
Due Date: The ePortfolio will be submitted in two steps. See Course Schedule.
Type: The ePortfolio assignment replaces a conventional final exam in the UNIV 201 course. The ePortfolio is a curated collection of evidence that demonstrates student learning and development throughout the course.
Description: The student will develop an ePortfolio using the UCalgary-supported Wordpress technology (ePortfolio.ucalgary.ca). The ePortfolio will include small assignments completed throughout the course, additional evidence of learning collected by the student, and reflective statements that tie the evidence of learning together. A detailed ePortfolio assignment description and grading rubric will be provided. Step 1 of

the ePortfolio assignment will be due during Week 9 of the course, where students will be required to

Participation

Value: 10% of final grade

Due Date: See Course Schedule

Type: Active participation is an essential component of the UNIV 201 course. The course has been developed according to the principles of inquiry-based learning, which requires ongoing and sustained engagement by students in a range of active learning processes.

Description: Metrics for the assessment of student participation will be provided at the beginning of the course, and will include: engagement in the class Twitter feed, active participation in class discussion, reporting on ePortfolio evidence, self-evaluation of preparation, and peer-assessment of participation.

TEACHING AND LEARNING APPROACHES

This class will involve a combination of discussion, guest presentations, lecture, exploratory learning, practice opportunities, group work, and field experience. Students can expect to engage in a highly interactive and participatory learning environment; as such, students will need to prepare in advance of each class by completing assigned readings, web searches, and/or other forms of research. Students will be assessed on their participation in class, and will be expected to come to classes prepared.

COURSE SCHEDULE

The following is a list of topics for class, associated readings, and assignment due dates. Because of the nature of this course the schedule is not fixed, and it will remain flexible in order to accommodate themes identified by students, questions and conversations that emerge as the course progresses, and scheduling for guest presenters. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The assignment deadlines are firm and will not be altered.

Date	Module / Topics	Readings and Activities	Assignments & Due Dates
Block week conference January 6, 2017	Workshop format – framing and identifying topics and themes Field trip – immersion experience		
Week 1 January 9 – 15, 2017	Course overview Visualization studio Theme one		Reflective Statement #1 due Friday January 20, 2017
Week 2 January 16 – 22, 2017	Wordpress tutorial Theme two	TITL staff visit (Wordpress tutorial)	
Week 3	Information literacy Theme three	TITL liaison librarian visit	

January 23 – 29, 2017			
Week 4 January 30 – February 5, 2017	Theme four Structured Controversy preparation		
Week 5 February 6 – 12, 2017	Theme five Structured Controversy and reflection		Structured Controversy reflection due February 10, 2017
Week 6 February 13 – 19, 2017	Theme six		
Week 7 February 20 – 26, 2017	Reading Week – no classes		
Week 8 February 27 – March 5, 2017	Critical thinking Creativity Innovation		ePortfolio Step 1 due Friday March 3, 2017
Week 9 March 6 – 12, 2017	Disciplinary perspectives		
Week 10 March 13 – 19, 2017	Social, historical, and cultural perspectives		
Week 11 March 20 – 26, 2017	Targeting an innovation Developing a question		
Week 12 March 27 – April 2, 2017	Formulating an innovation Project design		Reflective Statement #2 due Friday March 31, 2017
Week 13 April 3 – 9, 2017	Talking about an innovation Social mobilization		
Week 14 April 10 – 12, 2017	Pitches		Group presentations (pitches) Final ePortfolio due: April 17, 2017

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ASSESSMENT EXPECTATIONS

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Given the fluid and inquiry-based structure of the UNIV 201, attendance at face-to-face classes is very important. Students are expected to attend classes and engage as active participants in the inquiry process. Part of your final participation grade will be assessed based on in-class participation (typically, you will need to be present in class in order to participate). This will include your weekly reports about the evidence of learning that you are gathering to include in your final ePortfolio. In addition, we expect that you will contribute to the virtual class dialogue that unfolds on the online application Twitter. Engaging in Twitter will enhance your learning and contribute to the learning and self-reflective practices of the entire group. A detailed participation rubric will be provided at the beginning of the term so that you know what to expect.

REQUIREMENTS AND GUIDELINES FOR CITING SOURCES

In all course work, you must indicate where you have gotten your information from. This extends to both peer reviewed and popular sources of writing, images, video, music, and multi-media evidence. While we don't expect stylistic perfection in citations, we ask that students try to use the APA citation style. Guidelines for using APA can be found at the Perdue Writing Lab website:
https://owl.english.purdue.edu/owl/resource/560/01/

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments should be submitted using D2L, and are due by midnight on the day listed on this schedule unless otherwise indicated by the instructor. Links to ePortfolio submissions must be emailed to the instructor by midnight on the ePortfolio due date.

LATE ASSIGNMENTS

At the discretion of the instructor, late assignment will be subject to a penalty of 5% per day, including weekends and holidays. Note that an assignment submitted ten or more days after the due date will be assigned a grade of 0%. If at all possible, you must provide advance notice to the instructor if you are unable to meet assignment due dates. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar. Students are responsible for any assignments announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements.

CRITERIA THAT MUST BE MET TO PASS

Students who do not complete all major components of the course prior to the end of term will be considered as not having completed the course; this will be reflected on the students' official transcript as 'Incomplete'. Major components of the course include the group presentation and the ePortfolio assignment.

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U OF C GRADING SYSTEM (FOR UNDERGRADUATE COURSES)

Translations of Marks to Letter Grade: This course uses a **Final Percentage Calculation** converted to a letter grade**.** Evaluative components will receive numerical scores converted based on the weight of the assignment. The numerical scores are added to achieve a total percentage score out of 100. This percentage is then converted to a letter grade for the course (see grading scale above). Sample: Midterm exam is 20%, paper 30%, in class activities 20% and final exam 30%. The student scored 15/20; 25/30; 20/20; and 28/30 for a final course total score of 88/100 which is a final course grade of A-.

If the percentage on your assignment is:	The grade on your assignment is:	Grade Point Value	Description
95.0 – 100	A+	4.0	Outstanding -- exceptional analysis and synthesis of subject matter.
91.0 – 94.9	A	3.9	Excellent -- superior performance, showing comprehensive understanding of subject matter.
87.0 – 90.9	A-	3.7	
83.0 – 86.9	B+	3.3	
79.0 – 82.4	B	3.0	Good -- clearly above average performance with knowledge of subject matter generally complete.
75.0 – 78.9	B-	2.7	
71.0 – 74.9	C+	2.3	
67.0 – 70.9	C	2.0	Satisfactory -- basic understanding of subject matter.
63.0 – 66.9	C-	1.7	Minimum passing grade for theory courses.
59.0 – 62.9	D+	1.3	
55.0 – 58.9	D	1.0	
54.9 or less	F	0	

INSTRUCTOR GUIDELINES

Internet and electronic device information and responsible use:
Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others during discussions and switch cellphones to silent whenever you enter the classroom.

Intellectual property:
Course materials created by professor(s) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course may be allowed under fair dealing.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC INTEGRITY
The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. It is expected that all work submitted in assignments should be the student's own work, written or created expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar (www.ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism is an extremely serious academic offence.

COPYRIGHT
It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (http://library.ucalgary.ca/copyright).

APPEALS
If you have a concern about the course, an academic matter, or a grade that you have been assigned, you must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, you can proceed with an academic appeal, which normally begins with the department or faculty:
http://www.ucalgary.ca/provost/students/ombuds/appeals

ACADEMIC ACCOMMODATION
Students who need formal accommodation because of a Disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at http://www.ucalgary.ca/policies/files/policies/procedure-foraccommodations-for-students-with-disabilities_0.pdf.

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FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

THRIVE PRIORITY SUPPORT NETWORK

Your academic success and personal well-being is important to us. Please note that we work closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early in the academic term. This tool monitors the D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student. Student engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: https://www.ucalgary.ca/ssc/advising/thrive.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Success Centre: https://www.ucalgary.ca/ssc/

Student Union Wellness Centre: https://www.ucalgary.ca/wellnesscentre/

Library Resources: http://library.ucalgary.ca/

Safewalk: http://www.ucalgary.ca/security/safewalk

Student Union (https://www.su.ucalgary.ca/about/who-we-are/elected-officials/)

Student Ombudsman: http://www.ucalgary.ca/ombuds/role

Copyright and Fair Dealing for Students: http://library.ucalgary.ca/files/library/guidance_for_students.pdf

EMERGENCY EVACUATIONS AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly point for the Taylor Institute of Teaching and Learning is MacEwan Hall, in front of the Dairy Queen. For more information, see the University of Calgary's Emergency Management website: http://www.ucalgary.ca/emergencyplan/assemblypoints"

References

Aditomo, A., Goodyear, P., Bliuc, A., & Ellis, R. A. (2011). Inquiry based learning in higher education: Principal forms, educational objectives, and disciplinary variations. *Studies in Higher Education*, 1-20.