

With clear minds and respect, we would like acknowledge that Champlain College Saint-Lambert is located on the unceded lands of the Kanien'kehá:ka Nation. The Kanien'kehá:ka people are acknowledged as the custodians of the lands and water on which we gather. Tiohtiá:ke/Montreal has long been a place of gathering for Indigenous peoples and we recognize the diversity of indigenous people who now reside on the land. We continuously recognize the importance of fostering positive relationships with the Indigenous peoples of the land and their future generations.

Contemporary Global Issues

300-SCG-LA

Course Information

Course title	Contemporary Global Issues		
Course number	300-SCG-LA		
Teacher:	Mark Paradis, PhD		
Class Hours:	Tuesdays, 8:00-9:30 in A-114; Thursdays, 8:00-9:30 in A-127		
Office hour:	Thursdays from 10:00-11:30 in G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	2-1-3		
Modality:	Blended (30%)		
Prerequisites:	300-INT-LA + one of the following: 320-S01-LA, 330-S01-LA, 383-S01-LA, 385-101-LA	Co-requisites:	None

Ministerial Competency

0ENJ: Analyze a thematic issue from a multidisciplinary perspective in the social sciences.

Course Description

The world around us is continually changing. Each year, we see the emergence of issues that require our immediate attention, including wars, environmental degradation, economic crises, the spread of disease, humanitarian crises, and many more. Yet despite the urgent need for action, it is often difficult to understand these complex issues. Students first learn to evaluate news and social media sources in order to gain the ability to critically analyze emerging issues. Students then actively apply concepts and theories from Economics, Geography, History, and Political Science in seminar discussions to gain a better understanding of contemporary issues of their choosing.

Course Material

In compliance with all copyright rules, journal articles, newspaper articles, and websites will be made available to students for free on the course website (Lea).

Assessment Guidelines

Seminar Leadership 35%

- Summative; English Literacy

Seminar Preparation Quizzes (2 x 4%; 2 x 3.5%) 15%

- Formative; Mid-Course Assessment (quizzes 1 and 2)

Seminar Engagement (4 x 10%) 40%

- Formative; Mid-Course Assessment (seminars 1 and 2)

Final Reflection 10%

- Summative; Final Summative; English Literacy

Assignment Descriptions:

Seminar Leadership (summative; English literacy):

- Preparation for the seminar:
 - Finding readings (5%)
 - Each member of the group should suggest 2 readings. The group will choose the best 2 for the class to read.
 - Preparing the quiz (5%)
 - Each member of the group should suggest 2 questions. The group will choose the best 5-6 questions to include in the quiz.
 - Preparing seminar questions (5%)
 - Each member of the group should suggest discussion questions for the seminar. The group will decide on the final seminar agenda.)
 - Preparing a fact sheet (10%)
 - Provides background on the issue from an economic, geographic, historical, and political perspective). Note: 10% of the grade for the fact sheet will assess English proficiency.
- Leading the seminar (10%):
 - Asking the seminar questions
 - Managing class time
 - Maintaining a list of speakers

Seminar Preparation Quizzes (Formative):

- For each seminar, students will complete a quiz that will assess their preparation for the seminars. Quiz questions will focus on the assigned readings and the provided fact sheets.
- Students will complete 4 quizzes
 - 1 quiz for each of the 2 teacher-led seminars (2 x 4%)
 - 1 quiz for each of the 2 student-led seminars where the student isn't the seminar leader (2 x 3.75%)
- Quizzes from the teacher-led seminars will be included in the mid-course assessment.

Seminar Engagement (Formative):

- For each of the 4 seminars where students will be a participant, they will be assessed on how engaged they are in the seminar.
- Students will be provided with a detailed grading rubric. Elements that must be included in the grading rubric include:
 - Verbal participation: While both the quantity and quality of student participation will be assessed, the primary focus will be on the quality. Students should demonstrate that a) they have prepared for the discussion using the provided course materials, and b) they are paying attention to the questions asked and the comments made by other students.
 - Non-verbal participation: Even when students are not actively speaking, they should contribute positively to the discussion by paying attention to the speaker and maintaining an engaged and positive body posture.
- Engagement for the teacher-led seminars will be included in the mid-course assessment.

Final Reflection (Summative; Final Summative; English Literacy):

- At the end of the semester, students will write a short reflection paper discussing what they have learned from the issues discussed. Instructors are advised to provide a list of questions for students to respond to.
- Note: 10% of the grade for the fact sheet will assess English proficiency.

Style Guide

Students will be introduced to the APA and Chicago Manual Style in this course. They will be evaluated on their ability to reference and cite correctly.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, 10% is included in the grading criteria of assessment tasks with substantial written components (response papers).

[Schedule](#)

Note: The schedule is subject to change. I will inform you of any changes through email and/or in class.

Legend: Regular Classroom; **No Class**; **Assessment**; **Asynchronous Class**

Week	Tuesday	Thursday
Week 1	August 20: <u>Content:</u> Introduction to the Course	August 22: <u>Content:</u> NO CLASS
Week 2	August 27: <u>Content:</u> What is a contemporary global issue?	August 29: <u>Content:</u> Evaluating sources of information
Week 3	September 3:	September 5:

	<u>Content:</u> NO CLASS (Monday Schedule)	<u>Content:</u> Introduction to Topics 1 and 2 <u>Reading:</u> Readings will be made available on Lea.
Week 4	September 10: <u>Content:</u> Asynchronous work to prepare for seminar 1 and 2.	September 12: <u>Content:</u> Asynchronous work to prepare for seminar 1 and 2.
Week 5	September 17: <u>Content:</u> Teacher-led seminar 1 (Group A); Asynchronous Preparation (Group B) <u>Assignment:</u> Quiz 1 (Group A); Engagement for Seminar 1 (Group A)	September 19: <u>Content:</u> Asynchronous Preparation (Group A); Teacher-led seminar 1 (Group B) <u>Assignment:</u> Quiz 1 (Group B); Engagement for Seminar 1 (Group B)
Week 6	September 24: <u>Content:</u> Teacher-led seminar 2 (Group A); Asynchronous Preparation (Group B) <u>Assignment:</u> Quiz 2 (Group A); Engagement for Seminar 2 (Group A)	September 26: <u>Content:</u> Asynchronous Preparation (Group A); Teacher-led seminar 2 (Group B) <u>Assignment:</u> Quiz 2 (Group B); Engagement for Seminar 2 (Group B)
Week 7	October 1: <u>Content:</u> Group formation and topic selection for student-led seminars	October 3: <u>Content:</u> Group formation and topic selection for student-led seminars
Week 8	October 8: <u>Content:</u> Finding and selecting discussion readings	October 10: <u>Content:</u> Finding and selecting discussion readings
Week 9	October 15: <u>Content:</u> Writing quiz and seminar questions; Preparation for discussion leadership	October 17: <u>Content:</u> Writing quiz and seminar questions; Preparation for discussion leadership

Week 10	October 22: <u>Content:</u> Group A check-in with the teacher; Group B asynchronous preparation	October 24: <u>Content:</u> Group A asynchronous preparation; Group B check-in with teacher
Week 11	October 29: <u>Content:</u> Asynchronous Preparation <u>Assignment:</u> Seminar Leadership (Preparation)	October 31: <u>Content:</u> Student-led seminar 1 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assignment:</u> Quiz 3 (Group A); Seminar 3 Engagement (Group A)
Week 12	November 5: <u>Content:</u> Asynchronous Preparation (Group A); Student-led seminar 1 (Group B); <u>Reading:</u> Available on Lea <u>Assignment:</u> Quiz 3 (Group B); Seminar 3 Engagement (Group B)	November 7: <u>Content:</u> Student-led seminar 2 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assignment:</u> Quiz 4 (Group A); Seminar 4 Engagement (Group A)
Week 13	November 12: <u>Content:</u> Asynchronous Preparation (Group A); Student-led seminar 2 (Group B); <u>Reading:</u> Available on Lea <u>Assignment:</u> Quiz 4 (Group B); Seminar 4 Engagement (Group B)	November 14: <u>Content:</u> NO CLASS (Study Day)
Week 14	November 19: <u>Content:</u>	November 21: <u>Content:</u>

	Student-led seminar 3 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assignment:</u> Quiz 5 (Group A); Seminar 5 Engagement (Group A)	Asynchronous Preparation (Group A); Student-led seminar 3 (Group B); <u>Reading:</u> Available on Lea <u>Assignment:</u> Quiz 5 (Group B); Seminar 5 Engagement (Group B)
Week 15	November 26: <u>Content:</u> Flex Day	November 28: <u>Content:</u> Work on Reflection Paper
Week 16	December 3: <u>Content:</u> Work on Reflection Paper	December 5: <u>Content:</u> Work on Reflection Paper <u>Assignment:</u> Reflection Paper (due at end of class)

College and Departmental Policies

Attendance

In conformity with IPESL section 3.4, attendance at all classes, labs, workshops, fieldtrips, internship placements and learning team activities is mandatory to the process of learning.

Each student is registered in a specific academic program. All program courses contribute to the overall development of the student. By being present for all classes, students benefit from the learning process designed by the teacher, the acquisition of a deep understanding of the course content, involvement with peers, the subject matter, and the successful completion of assessments that measure the achievement of the learning outcomes.

Attendance is recorded by teachers for clientele confirmation and matters of safety and health.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL section 4.12, when a teacher in the Day Division is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes.

The form of the make-up assessment will be determined by the course teacher and may include, but is not limited to deadline extension, deferred test, alternate assessment, and re-weighting of grades. Processes for re-assessments or re-submissions of individual assessments will be at the discretion of the department that offers the course.

Make-up assessments may require special consideration and extra time to complete. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in an alternative form or format. An alternative assessment must measure the achievement of the same course learning outcomes.

No assessment accommodations are required for absences that are not college-approved.

Academic Integrity

In conformity with IPESL section 6.1, plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself or another with a dishonest academic advantage.

Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. Common forms of plagiarism found in assessments include copying or paraphrasing texts and media published in print or online without citing its source, or the unauthorized or unethical use of Artificial Intelligence.

A student will be accused of cheating and plagiarism if they copy or include another person's work as their own, receive unauthorized assistance on any type of assessment, take credit for work they did not create, or share work with other students who may use it as their own.

In conformity with IPESL section 6.2, teachers in the Day Division report cases of plagiarism and/or cheating to the Registrar's Office. When a student is accused of cheating, plagiarism, or the unauthorized or unethical use of Artificial Intelligence, the teacher is responsible for informing the student of the accusation and immediately assigning a grade of zero for the assessment in question.

Artificial Intelligence (AI) Usage and Academic Integrity

Students are allowed to use AI tools such as ChatGPT, Gemini, and Microsoft Copilot for generating ideas and initial drafts. However, all AI-assisted content must be reviewed, edited, and properly cited by the student. Failure to disclose AI assistance will be considered plagiarism.

AI tools are intended to augment your learning experience. AI tools should not, and are generally not suited to, replace your role as a student. For example, generative AI tools can be highly beneficial in generating and structuring ideas through an iterative conversational process. However, AI tools should not be used to write final essays (and will often produce sub-optimal essays).

Student Academic Concerns and Appeals

In conformity with IPESL section 7.1, if a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

In conformity with IPESL section 7.2, if a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved,

the student can contact the Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

In conformity with IPESL section 7.3, appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation.

To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator who then relays the information to the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Institutional Code of Student Conduct

<https://www.champlainsaintlambert.ca/wp-content/uploads/2022/12/Institutional-Code-of-Student-Conduct.pdf>

Institutional Policy on the Evaluation of Student Learning (IPESL)

<https://champlainsaintlambert.ca/ipesl/>

Additional Resources

Academic Support – Tutoring

Tutoring is available, free of charge, on an individual or group basis. Please contact the Learning Center via this link <https://clctutoring.ca/home> Room B-300, Library, Upper Floor) to schedule a meeting with a tutor. You can also make an appointment at the Writing Centre for help with English writing skills by clicking [here](#).