

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, 11:00-12:15 in A-105; Thursdays, 11:00-12:15 in A-105.		
Office hour:	Tuesdays from 12:20-13:20 Thursdays from 12:20-13:20 If you plan to visit office hours, please send a Mio at least 24 hours in advance.		
Office Location:	G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	2-1-3		
Modality:	Blended (40%)		
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). Because a substantial part of this course is spent evaluating sources and selecting readings for your seminar, you may also find the guide at markparadispolitics.com/resources-reading-sources.html useful — it covers how to read an academic article efficiently, where to find scholarly sources, and how to judge journalism, think tank reports, and statistics.

Assessment Guidelines

<i>Seminar Leadership</i>	35%
• Summative; English Literacy	
<i>Seminar Preparation Quizzes (5 x 3%)</i>	15%
• Formative; Mid-Course Assessment (quizzes 1 and 2)	
<i>Seminar Engagement (2 x 5% for teacher-led; 3 x 10% for student-lead)</i>	40%
• Formative; Mid-Course Assessment (seminars 1 and 2)	
<i>Final Reflection</i>	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 5 quizzes
 - 1 quiz for each of the 2 teacher-led seminars (2 x 3%)

- 1 quiz for each of the 3 student-led seminars where the student isn't the seminar leader (3 x 3%)
- Quizzes from the teacher-led seminars will be included in the mid-course assessment.

Seminar Engagement (Formative):

- For each of the 5 seminars where students will be participants, 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. Students will be provided with a list of questions to respond to.
- Due: December 8 at 12:15 on Lea.
- Note: 10% of the grade for the final reflection will assess English proficiency.

Style Guide

Students will be introduced to the APA and Chicago Manual of Style in this course. They will be evaluated on their ability to reference and cite correctly. Worked examples for the source types this course uses most — government documents, treaties, international organisation reports, datasets, and polls — are in the citation guide at markparadispolitics.com/resources-citation.html.

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. **In conformity with IPESL section 4.14**, in courses where the acquisition of English language skills is not the primary learning objective, a minimum of 10% and a maximum of 20% is included in the grading criteria of assessment tasks with substantial written components. In this course, 10% of the grade is allocated to proficiency in written English on the seminar leadership fact sheet and the final reflection paper.

Schedule

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

Legend: Regular Class; **No Class**; **Writing Day**; **Asynchronous Seminar Preparation**; **Assessment**

Week	Tuesday, 11:00-12:15	Thursday, 11:00-12:15
1		August 20 <u>Topic:</u> Introduction to the Course

2	August 25 <u>Topic:</u> What is a contemporary global issue?	August 27 <u>Topic:</u> Evaluating sources of information
3	September 1 <u>Topic:</u> Introduction to Topics 1 and 2	September 3 <u>Topic:</u> Asynchronous work to prepare for seminars 1 and 2
4	September 8 <u>Topic:</u> Monday Schedule (No Class)	September 10 <u>Topic:</u> Asynchronous work to prepare for seminars 1 and 2
5	September 15 <u>Topic:</u> Teacher-led seminar 1 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 1 (Group A); Engagement for Seminar 1 (Group A)	September 17 <u>Topic:</u> Asynchronous Preparation (Group A); Teacher-led seminar 1 (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 1 (Group B); Engagement for Seminar 1 (Group B)
6	September 22 <u>Topic:</u> Teacher-led seminar 2 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 2 (Group A); Engagement for Seminar 2 (Group A)	September 24 <u>Topic:</u> Asynchronous Preparation (Group A); Teacher-led seminar 2 (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 2 (Group B); Engagement for Seminar 2 (Group B)
7	September 29 <u>Topic:</u> Group formation and topic selection for student-led seminars	October 1 <u>Topic:</u> Group formation and topic selection for student-led seminars
8	October 6 <u>Topic:</u> Finding and selecting discussion readings	October 8 <u>Topic:</u> Friday Schedule (No Class)
9	October 13	October 15

	<u>Topic:</u> Finding and selecting discussion readings	<u>Topic:</u> Writing quiz and seminar questions; Preparation for discussion leadership
10	October 20 <u>Topic:</u> Writing quiz and seminar questions; Preparation for discussion leadership	October 22 <u>Topic:</u> Group A check-in with the teacher; Group B asynchronous preparation
11	October 27 <u>Topic:</u> Group A asynchronous preparation; Group B check-in with the teacher	October 29 <u>Topic:</u> Seminar Preparation <u>Assessment:</u> Seminar Leadership Materials (submitted by end of class on Lea)
12	November 3 <u>Topic:</u> Student-led seminar 1 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 3 (Group A); Seminar 3 Engagement (Group A)	November 5 <u>Topic:</u> Asynchronous Preparation (Group A); Student-led seminar 1 (Group B); <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 3 (Group B); Seminar 3 Engagement (Group B)
13	November 10 <u>Topic:</u> Student-led seminar 2 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 4 (Group A); Seminar 4 Engagement (Group A)	November 12 <u>Topic:</u> Asynchronous Preparation (Group A); Student-led seminar 2 (Group B); <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 4 (Group B); Seminar 4 Engagement (Group B)
14	November 17 <u>Topic:</u> Student-led seminar 3 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea	Wednesday, November 18 (Thursday Schedule) <u>Topic:</u> Asynchronous Preparation (Group A); Student-led seminar 3 (Group B); <u>Reading:</u> Available on Lea

	<u>Assessment:</u> Quiz 5 (Group A); Seminar 5 Engagement (Group A)	<u>Assessment:</u> Quiz 5 (Group B); Seminar 5 Engagement (Group B) November 19 <u>Topic:</u> Ped Day (No Class)
15	November 24 <u>Topic:</u> Student-led seminar 4 (Group A); Asynchronous Preparation (Group B) <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 6 (Group A); Seminar 6 Engagement (Group A)	November 26 <u>Topic:</u> Asynchronous Preparation (Group A); Student-led seminar 4 (Group B); <u>Reading:</u> Available on Lea <u>Assessment:</u> Quiz 6 (Group B); Seminar 6 Engagement (Group B)
16	December 1 <u>Topic:</u> Work on Reflection Paper	December 3 <u>Topic:</u> Work on Reflection Paper
17	December 8 <u>Topic:</u> Work on Reflection Paper <u>Assessment:</u> Reflection Paper (due at the end of class on Lea)	

College, Department, and Instructor Policies

Attendance

In conformity with IPESL section 3.4, attendance at all classes, labs, workshops, field trips, internship placements, and learning team activities is mandatory for 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.

In conformity with IPESL section 3.4.1, attendance is recorded by teachers for enrolment verification and matters of safety and health. While attendance alone cannot be used to assign grades, students are expected to attend and participate in all scheduled classes and learning activities, and chronic absenteeism is considered

an indicator of being at risk of failing a course. Students are responsible for keeping up with course content, meeting deadlines, and communicating with their teachers if they are absent. In-class learning activities may only be completed during class time and cannot be made up if missed.

Absences

In conformity with IPESL section 3.5, students are responsible for informing their teachers through MIO of any absence, either in advance or within 48 hours of the absence. When a student is absent, they are responsible for making up any missed course content; the teacher is not obligated to provide make-up instruction. An absence from an in-class graded activity or evaluation qualifies for a make-up assessment only in the circumstances listed below; otherwise the student will normally receive a grade of zero.

In conformity with IPESL section 3.5.1, college-approved absences include documented authorized college activities; religious observances; Indigenous cultural practices, observances, or ceremonies; legal obligations; significant physical or mental health conditions; and personal or family emergencies. Students seeking a college-approved absence must submit their request through the official validation process and may be asked to provide supporting documentation. Requests are monitored and recorded, and excessive or improper use may be flagged. Due to government directives, medical notes are required for absences of five (5) consecutive days or more.

Early Alert System

In conformity with IPESL section 3.4.2, Champlain College Saint-Lambert uses an Early Alert System to support student success and well-being. If a College employee becomes concerned about a student's frequent absences, unusual behaviour, disengagement, or any other issue that may be affecting their academic performance or overall experience in the classroom, they can submit an alert to Student Services. This system is not disciplinary. It is a supportive measure: a staff member follows up with the student directly to offer assistance and explore available support, in strict adherence to confidentiality protocols. Students are encouraged to communicate with their teachers and seek help early if they are facing challenges that affect their ability to attend or engage in class.

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 alternative arrangements for assessment 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. Re-assessments or re-submissions of individual assessments must align with the generic course outline; cases that do not will be at the discretion of the department.

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 alternative arrangements for assessment 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.

In conformity with IPESL section 6.3, a record of the infraction, including any incident related to the unauthorized or unethical use of Artificial Intelligence, is maintained in the student's file for the duration of their college education at CCSL. If a student has already been accused of cheating or plagiarism, any further instance of academic dishonesty could lead to more severe academic consequences, potentially culminating in expulsion from the college.

Artificial Intelligence (AI) Usage and Academic Integrity

IPESL section 6.1 treats the unauthorized or unethical use of Artificial Intelligence as a form of plagiarism. The paragraphs below define what is authorized in this course. The full version of this policy — with examples, worked cases, and answers to the questions students ask most often — is available at markparadispolitics.com/resources-ai-policy.html. Where an individual assignment sheet sets a stricter or more permissive rule, the assignment sheet governs.

The short version. You may use generative AI to help you understand things. You may not use it to produce the work I am assessing. Whenever you use it for anything that touches an assignment, say so. If you are unsure whether a use is allowed, ask me before you do it — that question has never once gotten a student in trouble.

Permitted, no disclosure needed

- Asking an AI tool to explain a concept, a theory, or a method you did not understand in class or in the readings.
- Asking it to quiz you, generate practice questions, or check your understanding before an assessment.
- Using spelling and grammar checkers, including the ones built into your word processor, and translation tools to understand a source in another language.
- Asking it to explain feedback you received, or what a marking criterion means.
- Checking that citations you have already written are correctly formatted. These tools get citation formats wrong with some regularity, particularly for government documents and reports, so verify the output against the citation guide rather than trusting it. Asking a tool to produce a reference for something you have not read is fabrication, and falls under the prohibited list below.

Permitted, but you must disclose it

- Brainstorming topics, angles, or counterarguments at the start of a project.

- Asking for feedback on a draft you wrote — is my thesis clear, does this paragraph support my argument, where is my reasoning weak.
- Reorganising or tightening prose you wrote yourself, provided the ideas, structure, and evidence remain yours.
- Using it as a starting point for finding literature, provided you locate, read, and verify every source yourself.

Prohibited

- Generating any text, in whole or in part, that you submit as your own writing. This includes generating a draft and then rewriting it.
- Generating an outline or argumentative structure that you then fill in.
- Using AI to summarise a reading in place of reading it, and then writing about that reading as though you had read it.
- Any use at all during in-class assessments, quizzes, tests, and exams, unless I have said otherwise in writing.
- Submitting AI-generated citations, quotations, data, or statistics. These tools fabricate sources that look entirely plausible, and a fabricated citation is treated as academic dishonesty whether or not you knew it was fabricated. If you cite it, you are vouching for it.
- Using AI to translate an entire text you wrote in another language and submitting the output as your own English prose.
- Any AI use on the seminar preparation quizzes, which are completed as course assessments; and any AI use to find, summarise, or draft the seminar leadership materials. The two readings your group selects, the quiz questions, the seminar questions, and the fact sheet must be found, read, and written by the members of the group — that work is the assessment.

How to disclose

Disclosure is a short statement at the end of the assignment, after your reference list. It does not count toward your word limit, and it does not cost you marks. Name the tool, say what you used it for, and say what you did with the output. For example:

AI use statement: I used Claude to generate a list of possible counterarguments to my thesis after I had written my first draft. Two of them prompted me to add the paragraph on page 6; the wording of that paragraph is my own. No AI-generated text appears in this paper.

If you did not use AI at all, write “AI use statement: none,” or leave it out entirely; a missing statement is read as “I did not use it.” Disclosing a prohibited use does not make it permitted, but it is always better than concealing it. In group assignments the disclosure statement covers the whole group, and every member is responsible for what is submitted.

When I think the policy has been broken

I do not use AI detectors as evidence. They are unreliable, they produce false positives at rates that would be unacceptable in any other assessment context, and they are biased against students writing in a second language. No student in this course will be accused on the basis of a detector score. What I look at instead is the work itself: citations that do not exist or do not say what they are claimed to say, claims about readings that were not in the readings, a sudden discontinuity in voice, specificity that vanishes exactly where specificity would require having done the research. When something does not add up, my first step is a conversation, not an accusation. If I conclude that work was submitted that is not yours, IPESL sections 6.2 and 6.3 require me to assign a grade of zero and to report the incident.

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, students who wish to have a grade reconsidered for an evaluation other than a final assessment must contact their teacher through MIO within one week of receiving the grade. If, after communicating with the teacher, the issue remains unresolved, the student may contact the department coordinator, at which point the department's internal grade review process will be applied. If concerns persist, the student may submit an appeal form to the Registrar's Office, which will forward it to the DAA to ensure that IPESL procedures have been followed.

In conformity with IPESL section 7.3, a mark review is a formal process that applies only to a student's final summative assessment or final course grade, including potential calculation errors. It is not a mechanism to re-submit work, complete missed assessments, or improve a grade. It 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. Before submitting a formal request, students are expected to first communicate their concerns to their teacher through MIO.

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.

In conformity with IPESL section 7.7, students have the right to appeal a reported accusation of plagiarism and/or cheating within one week after being accused. To appeal, the student contacts the Registrar's Office to complete an appeal form and submits it with supporting documentation. The DAA, in consultation with the teacher and the student, determines its validity. The teacher can invite the department to participate in the appeals 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 (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.

Course Guides and Student Resources

I maintain a set of guides for students at markparadispolitics.com/resources.html. They are not required reading, but they answer most of the questions that come up about the assignments in this course, and the

marking of your written work assumes the standards they describe. If a guide and this course outline ever disagree, the course outline governs.

- [Policy on Generative AI](#) — the full version of the AI policy reproduced in this outline, with worked examples and answers to common questions.
- [Citation and Referencing](#) — when to cite, how to paraphrase without plagiarising, and worked examples for the sources students get wrong most often — government documents, treaties, datasets, and polls.
- [Reading and Evaluating Sources](#) — how to read an academic article in three passes, how to find scholarly sources, and how to judge journalism, think tank reports, polls, and statistics.
- [Writing Political Science Papers](#) — from research question to final draft: what makes an argument, how to structure a paper, how to use evidence, and the mistakes that cost the most marks.
- [Requesting a Reference Letter](#) — who I can write for, how much notice I need, and what to send me. Worth reading before you ask, not after.