

# Contemporary Global Problems Course Expectations

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The goal of this class is to peak your interest in current events and to raise your Global I.Q, or Global Intelligence. We will do so by learning of various problems that plague our world today while looking to and for either resolutions that are in progress or ones that are possible.

## Units of Study

- Introduction to the course:
  - ◆ 4 C's: Creativity, Collaboration, Communication & Critical Thinking
  - ◆ Digital Citizenship & Twitter
- Human Rights & The United Nations
- Collective Violence/Genocide
- Environment/Sustainability
  - ◆ Urbanization
- Terrorism
- Global Health
- Women's Rights

## Class Expectations: *I expect that you:*

- *Come to every class on-time.*
- *Are prepared to make valuable contributions to class discussions and activities.*
- *Check your twitter and tweet!*
  - *This is the most efficient way for me to get in touch with all of you. Sometimes things change and I can't announce it in class. Twitter allows me to stay in touch in the case of a schedule change, etc.*
- *Will complete all readings and assignments on time (since you have so few).*
- *Please bring your cell phones but use them appropriately.*
- *Will respect the opinions and ideas of your classmates which will assist me in creating a safe, non-threatening environment in the course.*
- *Know that I am always happy to hear your suggestions as to how to make a project more successful. I LOVE brainstorming.*
  - *Whether that be through a new medium (program, book, film, article, etc) or if you have an idea about how we can add to a project or discussion and elevate how and what we learn.*
- *Will be willing to participate even if it is outside of your comfort zone.*

## **Project Based Learning**

The “assessments” or projects for this class will be completed through what is known as Project Based Learning (PBL). PBL enables students to learn through tackling realistic problems as they would be solved in the real world. This will increase student control over his or her learning as teachers serve as coaches and facilitators of inquiry and reflection. In PBL, students (usually, but not always) working in pairs or groups.<sup>1</sup>

## **Grading**

35% \*In Class Production

10% Homework assignments

10% Twitter

45% Projects

- For each project there will be a rubric that outlines requirements.

## **What are the 4 C's?**

A goal of this course is for each of you to heighten your skills within the 4 C's of 21st Century skills. The 4 C's of 21st Century skills are,

- Collaboration
- Communication
- Critical Thinking
- Creativity

Each project requires you to utilize these skills in different ways and to differing extents. You will be responsible for identifying your use of the 4 C's of 21st Century Thinking in a conference (if we have time) or in a written reflection at the end of each term, so consider EACH day to be a means for you to “try on”, exhibit and build your 4 C skills.

## **\*In Class Production & 4 Cs Conference**

You are responsible for assessing your in class production & attention to the 4 Cs of 21st Century Thinking over the course of the term. As we end EACG term, you will have an individual conference with me or in writing (depending upon time), in which you'll be asked to,

1. Explain to me where you felt you portrayed attributes of each of the 4 C's.
  - Within your explanation be able to give examples of what you did well & what you can improve upon as well as how you plan to do so.
2. Talk to me about what you've learned this term & how you learned it.
  - For example, what lessons, content, etc informed you?
3. How has the past term showed you how you learn best?
  - For example, consider which lessons, content, etc allowed you to grasp the information more clearly, caused you to be curious about a topic, etc.
4. Talk to me about any newly learned perspectives, personal accomplishment(s) or how your outlooks changed as a result of what we've covered thus far this term.
  - Can use prompt: “I used to think... but now I think...”
5. What grade do you believe you deserve based upon our conversation in each category?

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<sup>1</sup> Vega, Vanessa. "Project-Based Learning Research Review." Edutopia. December 3, 2012. Accessed August 31, 2015.

## **Homework**

This is a homework light class. Why does that mean exactly? That means that you will not be assigned homework every class. A majority of your work will be done in class. Each unit will end with a reflection. Reflections and any additional assignments (such as reading) are due by MIDNIGHT of the due date. Late assignments will lose points.

### *"Under the Radar" Assignment*

Each person in the class will sign up to complete an "Under the Radar" current event for each term. The Assignment is attached and on Canvas. There is a sign-up sheet on the board marked "Under the Radar - Stories you should know more about". On the day of your *presentation*, you are to write your "Under the Radar" title on a piece of paper for the board as well - it needs to be visible! There are VERY few homework assignments, so take advantage of this one and do it thoroughly.

## **Twitter!**

We will be using twitter in this class. My handle is @WHS\_MSGORDON. If you already have a twitter account and you feel comfortable using it for class as well that's great, but if you don't then please make a second account that will act at your *professional handle*. Any assignment that involves twitter will include a timeline so that you know how long you have to tweet/retweet. And at the end of each week we will a Tweet of the Week!

## **“Under the Radar” Current Event Assignment**

### **25 Points in HW**

Each term you are to find an ongoing story that you believe has been “under the radar”, meaning a story that hasn’t attracted the notice or recognition that you think it should and has gone undetected by the general/world public. **THIS MEANS YOU ARE TO HAVE A MINIMUM OF 2 ARTICLES & A MAXIMUM OF 5 that have taken place over the past 1-3 years** (can go as far back as 3 years, but your story must have continued on to the past year). Remember, you are presenting an *ongoing story*, which automatically means you need to showcase how what you’ve found has been under the radar over time. **SPOTLIGHTING A CURRENT EVENT WITH 2 ARTICLES THAT COME FROM THE SAME FEW MONTHS WON’T EARN YOU FULL CREDIT.**

Your articles must be from a reputable news sources. Your articles should be from either major newspapers (NY Times, the Washington Post, Boston Globe, etc..) or a major news networks ( BBC, NPR, etc..). It is also acceptable for you to use a video/audio piece as part of your sources - for example, a documentary, news, podcasts, radio segment, etc. I would need the name, date of airing, etc. Ask for clarification if you’re interested in doing this. You must find a full-length articles which must be more than a paragraph in length. Your goal is to find something that peaks your interest - so keep your eyes and ears open!

You are to complete a write up that **MUST** be TYPED and include answers to the questions/prompts below:

1. Provide a general summary of your articles. When summarizing your story that you deem “under the radar”, you need to identify within this summary who the key players are, what region/area of the world the articles take place in, the time periods the articles span, and any other relevant information to help explain your response to why your story classifies as “under the radar”. Because part of this assignment is to showcase that your issue have been ONGOING, you need to explain the articles/stories you’ve chosen within a timeline.
2. Explain why this article classifies as being “under the radar”. Why do you think that more people don’t know about it? Why should people know about it, etc?

### **Additional Requirements**

- Need to attach your articles as well—either cut out of the newspaper, photo copied (can use the library) or printed off the internet. If there are a lot of images, you can copy & paste the writing into a doc to cut down on paper waste OR if it's incredibly long, add the links for me, the titles of the articles/videos, etc so that I can look them up (I do!).
- On the date your assignment is due, you will hand in this short summary & present it to the class. Your presentation will be informal - simply summarizing your write up.

*You will not earn full extra credit points if you are missing components or have not completed them fully.*