



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: Fall 2017, September 6 – December 9, 2018

CLASS DAY: Tuesday/Thursday

CLASS TIME: 12:30 – 1:45pm

CLASS LOCATION: Scurfield Hall, 278

OUT OF CLASS ACTIVITIES: A day-long Global Challenges Conference during Block Week is a required component of this course. The day-long conference will take place on **Friday August 31, 2018, 9:00am – 4:00pm**, Taylor Institute for Teaching and Learning (TITL) Forum

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

PRE-REQUISITES and/or CO-REQUISITES: Completed fewer than 60 units at the time of registration.

INSTRUCTOR NAME: Robin Mueller

OFFICE: Taylor Institute for Teaching and Learning, 220C

TELEPHONE: 403-210-7373

EMAIL: robin.mueller@ucalgary.ca

EMAIL RESPONSE PRACTICES: I respond to email within one business day. I typically don't respond to email on weekends.

OFFICE HOURS: On request

RESOURCE LIBRARIAN: Marc Stoeckle is a University of Calgary Librarian who will attend many of the UNIV 201 face to face classes. He will serve as an excellent resource for students with respect to finding and evaluating evidence to inform the inquiry process.

PEER MENTOR:

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

DELIVERABLES AND ASSESSMENT WEIGHTING (Overview):

Assignment	Individual / Group	Assessment Weighting	Due Date
Critical Reflective Statement	Individual	10%	Friday September 14, 2018
Digital Storytelling Assignment	Individual	30%	Stage one (formative feedback): November 9, 2018 Stage two: December 14, 2018
Structured Controversy	Group, with individual reflection	15%	Individual Reflection due Friday October 12, 2018
Group Project	Group	25%	Presentations on Saturday December 8, 2018
Day to Day Participation	Individual and Group	20%	Ongoing Midterm Self-Assessment Form due Friday October 19, 2018
Total		100%	

At the discretion of the instructor, late assignments 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% unless a deadline is re-negotiated with the instructor. **If at all possible, you must provide advance notice to the instructor if you are unable to meet assignment due dates.** Late submissions must be negotiated with the instructor in advance.

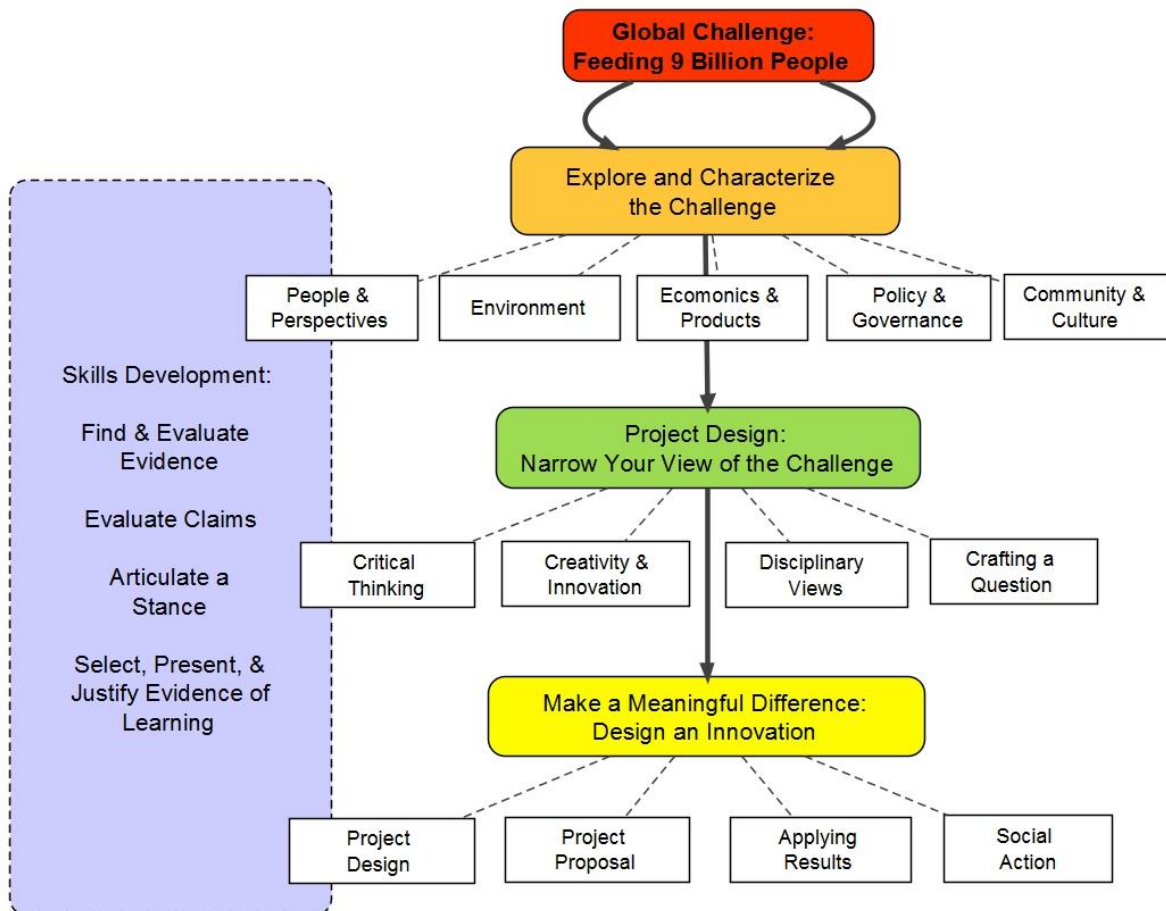
COURSE DETAILS

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 innovative idea 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:



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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, prior to the first week of classes:

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. 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>
3. Lorinc, J. (2016, October 16). *Four in ten university students lack food security as education costs skyrocket*. Macleans. Retrieved from: <http://www.macleans.ca/education/four-in-ten-university-students-lack-food-security-as-education-costs-skyrocket/>

Technology Requirements

Students may be required to use Google Docs, Facebook, Twitter, and/or other social media platforms as part of this course. Students will be required to complete a Clifton Strengths Inventory, which is freely available to all University of Calgary students: www.ucalgary.ca/currentstudents/ucalgarystrong/cliftonstrengths

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.

COURSE LEARNING OUTCOMES

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

- Identify the social, political, economic, cultural, and scientific features of the global challenge at local, national, and global levels
- Demonstrate a personalized approach to visualizing concepts and ideas
- Conduct an effective search for evidence to inform personal perspectives with respect to the global challenge
- Evaluate the quality and reliability of evidence stemming from both peer reviewed and popular sources
- Identify multiple perspectives (individual, group, disciplinary, and societal) related to the global challenge
- Communicate a specific area of interest or “niche” within the global challenge
- Develop an effective and meaningful inquiry question
- Demonstrate developing reflective writing capacity, including a critical assessment about the self in relation to the global challenge
- Select, present, and justify evidence of learning
- Generate creative and innovative ideas to address the global challenge



- Describe the ethical issues and considerations associated with innovating in the area of the global challenge, which includes the area of stewardship and global citizenship
- Implement a plan to consult with at least one stakeholder from the broader community to gather information and perspectives regarding an innovative idea
- Propose an innovative idea that addresses a meaningful and manageable aspect of the global challenge

ASSESSMENT COMPONENTS

Assignment 1: Critical Reflective Statement

Value: 10% of final grade

Due Date: See Course Schedule

Type: The critical reflective statement 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.

Assignment 2: Structured Controversy

Value: 15% of final grade

Due Date: See Course Schedule

Type: The structured controversy will provide an opportunity for students to view a controversial issue from several perspectives.

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.

Assignment 3: Group Presentation

Value: 25% of final grade

Due Date: See Course Schedule

Type: Small groups will work together to develop and make a presentation regarding a meaningful and manageable innovation related to the global challenge.

Description: Groups will determine a question, formulate an innovative idea, and prepare a proposal describing the innovative idea that will address some aspect of the global challenge. Groups will present their proposal 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.

Assignment 4: Digital Storytelling Project

Value: 30% of final grade

Due Date: The digital storytelling project will be submitted in two steps (see course schedule). After submission of step one, students will receive detailed formative feedback.

Type: The digital storytelling project replaces conventional midterm and final exams in the UNIV 201



course. The digital story provides a narrative of the student’s most meaningful learning within the UNIV 201 course.

Description: The student will share evidence of learning throughout the course, for both peer and instructor feedback. A completed digital storytelling project, which includes a critical reflection on the students’ learning throughout the course, will be submitted at the end of the term. A detailed assignment description and grading rubric will be provided to inform the student’s final submission.

Participation

Value: 20% 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: regularity of attendance, engagement in class discussion, participation in class activities, adequate preparation inside and outside of class, giving feedback on peers’ work, and providing regular reports about evidence of learning.

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 may vary substantially from section to section.** The schedule 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	Activities	Assignments & Due Dates
Block week conference August 31, 2018	Workshop format – framing and identifying topics and themes Field trip – immersion experience		
Week 1 September 6 – 8, 2018	Course overview Strengths finder debrief	Clifton Strengths assessment	



Week 2 September 9 – 15, 2018	StrengthsFinder Searching for & evaluating evidence	Sept. 13/18 - SF workshop – Leadership and Student Engagement	Reflective statement #1 due: Friday September 14, 2018
Week 3 September 16 – 22, 2018	Theme one Mapping areas of interest	Sept. 18/18 – Sept. 20/18	
Week 4 September 23 – 29, 2018	Theme two Evaluating claims	Sept. 27/18 – Peggy LeSueur	
Week 5 September 30 – October 6, 2018	Theme three Structured Controversy preparation	Oct. 2/18 – Structured Controversy prep Oct. 4/18 – Structured Controversy prep	
Week 6 October 7 – 13, 2018	Theme four Structured Controversy	Oct. 9/18 – Structured Controversy Oct. 11/18 – Olivia Cullen & Natalie St. Denis	Structured Controversy reflective statement due: Friday October 12, 2018
Week 7 October 14 – 20, 2018	Theme five StrengthsFinder – group training Group formation	Oct. 16/18 – Sam Jones and Vinay Rajdev Oct. 18/18 - SF workshop – Leadership and Student Engagement	Midterm self- assessment form due: Friday October 19, 2018
Week 8 October 21 – 27, 2018	Characterizing and narrowing a topic Developing an inquiry question	Group work Oct. 23/18 – Priyadarshini Kharat Oct. 25/18 -	
Week 9 October 28 - November 3, 2018	Perspective taking Problematizing a topic Creativity and innovative thinking	Oct. 30/18 – AnneMarie Dorland Group work	
Week 10 November 4 – 10, 2018	Formulating an innovation Developing a proposal Project design	Group work	Stage one of digital storytelling project (storyboard) due: Friday November 9, 2018
Reading Week November 11 – 17, 2018			
Week 11 November 18 – 24, 2018	Piloting the proposal Project revision	Group work Pilot presentations with guest feedback	Pilot group presentations



Week 12 November 25 – December 1, 2018	Talking about an innovation Social mobilization	Group work	
Week 13 December 3 – 8, 2018	Themes and patterns Reflection	Group work	
Saturday December 8, 2018	Group presentations		Group presentations: Saturday December 8, 2018
Friday December 14, 2018	Final assignments due		Stage two of digital storytelling project due: Friday December 14, 2018

ASSESSMENT EXPECTATIONS

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Given the inquiry-based structure of the UNIV 201 course, attendance at face-to-face classes is essential. Students are expected to attend classes and engage as active participants in the inquiry process. Your final participation grade will be assessed based on: contributions to discussion (verbally or via Google Docs), participation in class activities, contributions to group processes, sharing evidence of learning, respectful communication (face to face and virtually), and other elements of participation. 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 Purdue 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 assignments 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 Digital Storytelling Project.

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.

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.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=92662963&site=ehost-live>