


Course Title	LAI101 Introduction to Global Citizenship	Instructor(s)	Melody Mugerza Raweevan Proyrungroj
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Class Style	Lecture	Office Hours	
Track	N/A	Mode of Instruction	Team Teaching
Credits	2	Allocated Year	Fall 2024
Active Learning	<p>Category 1-(5): Journal Writing</p> <p>Category 2-(3): Presentations and Reverse Presentations</p> <p>2-(5): Surveys and Interviews</p> <p>Category 4-(1): Interactive Lectures</p> <p>4-(4): Case Studies</p> <p>4-(10): Think-Pair-Share and Think-Group-Share</p>	Compulsory or Elective	Compulsory
Course Overview	<p>All citizens are members of local, national, and global communities. For this reason, one of M.I.C.'s educational objectives is to "enable each student to develop as a global citizen." Liberal arts curricula enable students to develop both their cognitive skills and affective dispositions so that they can contribute meaningfully to life in various communities and prepare students for active and responsible citizenship. In this course students will: 1) consider definitions of citizenship, 2) consider the connection between a liberal arts education and life after college, and 3) use critical thinking to approach real-world problems related to the environment, human development, and peace.</p>		
Course Objectives	<p>General Learning Objectives</p> <p>In this course, students will learn about global citizenship and be to answer the following questions:</p> <ul style="list-style-type: none"> • What is a citizen? • What are some different definitions of citizenship? • What do I value as a citizen? • How does studying at MIC connect with my development as a citizen and life after graduation? <p>In addition, students will learn about a global issue by examining the following questions:</p> <ul style="list-style-type: none"> • What is the nature of the problem? • How can we understand the problem using different areas of study? • What are citizens doing about the problem? • What challenges remain to solve the problem? <p>English Skills Objectives</p> <p>Students will work to improve their knowledge of vocabulary, skills for writing, and skills for speaking fluently, especially as related to the course contents.</p> <p>The course textbook has specific activities to help you with:</p> <ul style="list-style-type: none"> - Vocabulary: Difficult words are listed at the beginning of every unit. - Writing: Using the new words you have studied, you will be writing your original sentences - Reading: Every unit has an easy-to-understand reading passage about the unit topic - Understanding: Multiple choice questions about the reading passage - Grammar: Open-ended questions to improve your writing. 		

	<ul style="list-style-type: none"> - Finding mistakes: Further testing your understanding of the unit topic - Vocabulary swapping: Finding words with similar meaning. - Listening: answer questions and complete spoken sentences - Discussion: Together with your colleagues, answer additional questions about the unit topic <p>SDGs Objectives</p> <p>This course explicitly connects its content to the Sustainable Development Goals. Students will develop a final project with a topic of their choice and will connect it to at least one of the SDGs.</p>		
Prerequisite			
Course Schedule	No	Contents	Homework
	1	Syllabus and introduction to the course topic <ul style="list-style-type: none"> - Understanding the syllabus and defining citizenship through individual/group work and discussion Global citizenship and values Analyzing and comparing different concepts of citizenship and considering different citizens' values through individual and group work and discussion	Read what is trending in the news about the environment. Be prepared to share it next meeting. Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 1 (p. 8).
	2	Unit 1: Introduction to Environmental Issues <i>Explain why environmental issues are important, explain how our habits impact our environment, and be able to use high-level vocabulary related to environmental issues</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 2 (p. 14).
	3	Unit 2: Climate Change <i>Explain the difference between climate change and global warming, describe how humans contribute to climate change, and define the greenhouse effect</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 3 (p. 20).
	4	Unit 3: Energy <i>Summarize the main sources of energy, describe how humans are dependent on energy, and compare renewable from non-renewable energy sources and their effects to the environment.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 4 (p. 26).
	5	Unit 4: Waste <i>Explain how waste impacts our environment, list some ways to minimize waste, and use high-level vocabulary related to waste.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 6 (p. 38).
	6	Units 1~4 mini test	
	7	Unit 6: Population Growth <i>Describe how population growth affects the environment, list suggestions to population growth, and apply high-level vocabulary related to population growth.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 7 (p. 44).
	8	Unit 7: Pollution <i>Categorize the different types of environmental pollution, explain the connection between human activity and pollution, and apply high-level vocabulary related to pollution.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 8 (p. 50).
	9	Unit 8: Water <i>Explain how important water availability is, explain how water scarcity impacts our future, and use high-level vocabulary related to water scarcity.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 9 (p. 56).
	9	Unit 9: Deforestation	Study the vocabulary and answer

		<i>Illustrate the importance of trees to the environment, explain the alternatives of deforestation, and apply high-level vocabulary related to deforestation.</i>	the homework sheet. Textbook Reading for Unit 11 (p. 68).										
	10	Units 6~9 mini test											
	11	Unit 11 Hydroelectricity <i>Describe how hydroelectric power plants work, identify some limitations of hydroelectric energy, and use high-level vocabulary related to hydroelectric energy.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 12 (p. 74).										
	12	Unit 12: Solar Panels <i>Explain how solar panels work, state the limitations of solar energy, and apply high-level vocabulary related to solar panels.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 13 (p. 80).										
	13	Unit 13: Wind Turbines <i>Describe the basic features of wind turbines, categorize the different types of wind turbines, and apply advanced vocabulary related to wind turbines.</i>	Study the vocabulary and answer the homework sheet. Textbook Reading for Unit 14 (p. 86).										
	14	Unit 14 Nuclear Energy <i>List the advantages of nuclear energy, explain some problems with nuclear energy, and evaluate the risks posed by nuclear energy.</i>	Prepare for presentation.										
	15	Presentation about things students have learned during the semester.											
Grading	<p>Grades will be determined as follows:</p> <table> <tr> <td>15%</td> <td>Homework</td> </tr> <tr> <td>15%</td> <td>Quizzes</td> </tr> <tr> <td>30%</td> <td>Tests</td> </tr> <tr> <td>20%</td> <td>Presentations</td> </tr> <tr> <td>20%</td> <td>Final Exam</td> </tr> </table>			15%	Homework	15%	Quizzes	30%	Tests	20%	Presentations	20%	Final Exam
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Textbooks	<p>This course uses the following textbook:</p>  <p>Our World Today 英語で考えよう！地球の未来 クリティカル・シンキングを養う総合英語</p> <p>ISBN: 9784523178903</p> <p><i>Students are expected to have the textbook by the second week of class.</i></p>												
References													
NOTES	<p>Class Preparation and Review</p> <p>As with any college class, students are expected to study course materials outside of class. For this class, students should read each assigned reading before coming to class. It will take approximately two hours to look up new</p>												

vocabulary, identify and comprehend the main concepts, answer homework questions, and prepare for each class meeting. Finally, students should spend about one hour before class reviewing their notes from previous classes, writing down any questions they have about the lesson, and doing additional research to prepare for class discussion. In other words, students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week.