

## Colonnade Program Course Proposal: Connections Category

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### ***Connections: Understanding Individual and Social Responsibility***

*Connections* courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program,

*Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU**

**Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **Social and Cultural** (3 hours)

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

- **Local to Global** (3 hours)

Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

- **Systems** (3 hours)

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

\*\*\*NOTE: The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern. Proposals should address this summative purpose in the design of the course and the assessment of student learning.

Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

EDU 385 is a new course that was proposed to be equivalent with GEOG 385. The new course paperwork was also fully approved by the University Curriculum Committee in April 2014. This course will be an equivalent course with the Department of Geography and Geology course, GEOG 385: Climate, Resources, and Society.

The Department of Geography and Geology plans to offer GEOG 385: Climate, Resources, and Society in the Social and Cultural subcategory of the Connections category.

GEOG 385 is an existing course in the Department of Geography and Geology, which underwent a title and course number change from GEOG 485: Population and Resources. The course description for this course was also expanded to focus more broadly of the interrelationship of population and resources to environmental change, specifically global climate change. These changes were necessary to encompass the complex relationship between global climate change, human, and resource availability, which is becoming of increasing importance as human population burgeons and natural resources diminish. These course changes have been fully approved by the University Curriculum Committee, April 2014.

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the subcategory.

**Colonnade Objective 1: Analyze the development of self in relation to others and society.**

Objective 1 is met by the following course objectives:

- Reflect upon and analyze personal perspectives on global climate change and compare these perspectives against outcomes from Global Warming Six America's study (Leiserowitz et al. 2012).
- Read and listen to a variety of views on global climate change to form new perspectives on this subject.

**Colonnade Objective 2: Examine diverse values that form civically engaged and informed members of society.**

Objective 2 is met by the following course objectives:

- Examine how various societies help prevent and solve global climate change issues within their cultural norms.
- Describe how choices of more developed nations impact the least developed nations of the world.
- Understand how sustainability practices affect global climate change, and how local resources and cultures affect the ability to be sustainable and minimize contribution to global climate change.
- Explain the major climate change debates in Kentucky and abroad.
- Provide an in-depth analysis at the concepts of global climate change, resource management, and population density with the goal that students be able to propose solutions to local issues of global climate change.

**Colonnade Objective 3: Evaluate solutions to real-world social and cultural problems.**

Objective 3 is met by the following course objectives:

- Learn basic knowledge of global climate change and then apply this knowledge to various societies to determine how culture can affect global climate change.
  - Examine how changing resource availability related to climate change impacts culture and intensifies social problems.
  - Comparatively describe present solutions implemented to address social and cultural problems related to global climate change in Kentucky and abroad.
  - Utilize basic concepts of global climate change, resource availability, and population to develop practical solutions to current problems.
3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

This course will help students understand global climate change from a personal and cultural perspective. Students will be able to study how global climate change science affects policies, cultures, and societies. Population and resources are vital aspects of global climate change, and, therefore, will be reviewed in this course.

Global climate change is affected by many different variables, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change by such items as population size, natural resources, policies, personal behavior and choices. Human action can influence global climate change, which in turn impacts local resource availability and compels change in cultural norms and values. The complexity of the relationship between global climate change, human, and resource availability is only going to increase with burgeoning human population and diminishing natural resources. The content of this course will address the interrelationship between humans, natural resources and culture and

encourage students to become civically engaged and informed members of society. The goal of this course is not to convert students into environmental advocates. The goal is to lead them to rethink and reconsider some of their assumptions about the world they inhabit.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

There are no specific prerequisites beyond the requirement that students take 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The following items will appear in all EDU 385 and GEOG 385 syllabi:

**Course Description:** Global climate change is affected by many different variables, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change by such items as population size, natural resources, policy, personal behavior and choices. Overall, human action can influence global climate change, which in turn impacts local resource availability and compels change in cultural norms and values. The content of this course will address these interrelationships between humans, natural resources and culture and encourage students to become civically engaged and informed members of society.

**Learning Objectives:** This course fulfills the Colonnade Program requirements for the Social and Cultural subcategory of the Connections category. As part of that program, students in EDU 385/GEOG 385 will demonstrate the ability to:

- Analyze the development of self in relation to others and society.
- Examine diverse values that form civically engaged and informed members of society.
- Evaluate solutions to real-world social and cultural problems.

The course objectives for EDU 385/ GEOG 385 are designed to integrate fully with the Colonnade Program. Upon successfully completing EDU 385/GEOG 385, you will be able to:

- Reflect upon and analyze personal perspective on global climate change and compare these perspectives against outcomes from Global Warming Six America's study (Leiserowitz et al. 2012).
- Read and listen to a variety of views on global climate change to form their new perspective on this subject.
- Examine how various societies help prevent and solve global climate change issues within their cultural norms.
- Describe how choices of more developed nations impact the least developed nations of the world.

- Understand how sustainability practices affect global climate change, and how local resources and cultures affect the ability to be sustainable and minimize contribution to global climate change.
  - Explain the major climate change debates in Kentucky and abroad.
  - Provide an in-depth analysis at the concepts of global climate change, resource management, and population density with the goal that students be able to propose solutions to local issues of global climate change.
  - Learn basic knowledge of global climate change and then apply this knowledge to various societies to determine how culture can affect global climate change.
  - Examine how changing resource availability related to climate change impacts culture and intensifies social problems.
  - Comparatively describe present solutions implemented to address social and cultural problems related to global climate change in Kentucky and abroad.
  - Utilize basic concepts of global climate change, resource availability, and population to develop practical solutions to current problems.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The School of Teacher Education and Department of Geography will assess EDU 385/GEOG 385 with pre- and post-test assessment tools that quantify student improvement in understanding concepts related to learning objectives. Students will be given the pre-test survey during the first two weeks of the semester prior to any appreciable content learning. The post-test survey will be given in the final two weeks of the semester prior to finals week. The pre- and post-test assessment tools consist of a number of questions related to learning objectives gathered. The questions in the assessment tool will be drawn and adapted from a series of resources, including validated surveys published in peer-reviewed manuscripts (Spellman et al. 2003, Sundblad et al. 2009, and Tierney 2013). Questions will also be taken from the Association of American Geographers Teaching about Global Climate Change Modules.

The primary source being used to develop the objective assessment instrument is the Global Warming's Six Americas Survey, which is a digital survey instrument development through the Yale Project on Climate Change Communication. This instrument can be used by the students to evaluate each of the three main learning objectives for this subcategory of the colonnade program. Specifically, it will require them to respond to a series of questions related to social and cultural perspectives on climate change (some shown below), and compare their responses to over 1,200 adult Americans who have also completed the exercise. Students will take a pretest and posttest that determines which of the 6 America's views of global climate change they represent to see if their ideas change from the start to conclusion of the course. The instrument is made of over 30 categories of questions.

Each of the aforementioned resources being used to draw questions from are validated assessment test instruments applicable to the global climate change discipline, and therefore are the most suitable resources for assessing the course for the aforementioned learning objectives. Questions on the assessment instrument will be in multiple choice, true/false, and short essay format.

For Learning Objective 1, the assessment given to students will include questions designed to gauge their understanding of how their beliefs and knowledge about global climate change science and policy relate to others in the class, members of the global society, and scientists in the field. Example Questions include:

- 1) Some people say that global warming made each of the following events worse. How much do you agree or disagree?: The unusually warm winter across the U.S. in 2011 and 2012. Record high summer temperatures in the U.S. in 2011. The drought in Texas and Oklahoma in 2011.
  - Answer on 4-point Likert scale (strongly agree, somewhat agree, somewhat disagree, strongly disagree)
- 2) How informed do you consider yourself on each of the following using a 5-point Likert scale: auto accidents, crime, heart disease, cancer, AIDS, water pollution, air pollution, climate change?

For Learning Objective 2, the assessment given to students will include questions that examine diverse values related to resource management, policy implementation, and sound science to gauge how civically engaged and informed members of society are formed and operate within the global society. Example Questions:

- 1) The United States is the world's single largest producer of greenhouse gases? T or F
- 2) The global average temperature in the air has been approximately stable the past 100 years. The precipitation has increased during the past 100 years in most areas in the middle and northern part of the northern hemisphere. The 1900s was the warmest during the past 100 years. It is probable that an increasing number of mosquitos and ticks within 50 years will cause more cases of human disease in Sweden due to climate change.
  - Answer on a True or False scale and provide level of certainty for the response based on 6-point Likert scale (very uncertain, fairly uncertain, more uncertain than certain, more certain than uncertain, fairly certain, very certain)

For Learning Objective 3, the assessment will include questions that gauge students understanding and support of practical solutions to the social and cultural problems attributed to global climate change on both local and global scales. Example Questions:

- 1) Clearing of tropical rainforests is likely to intensify the global greenhouse effect? T or F
- 2) Switching from fossil fuels to alternative energy such as solar or wind power would be likely to intensify global warming? T or F
- 3) How much do you agree or disagree with the following statements: If people who share my views on global warming work together, we can influence the decisions of elected officials.
  - Answer on 5-point Likert scale (strongly agree, somewhat agree, neither, etc.)

References Cited:

Spellman, G., Field, K., and Sinclair, J. 2003. An Investigation into UK Higher Education Students' Knowledge of Global Climatic Change.

Sundblad, E., Biel, A., Garling, T. 2009. Knowledge and Confidence in Knowledge About Climate Change Among Experts, Journalists, Politicians, and Laypersons. *Environment and Behavior*, 41.

Tierney, B. 2013. *Climates Cases: Learning About Student Conceptualizations of Global Climate Change*. Dissertation, University of Minnesota, 273p.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Students will practice their skills of argumentation and evidence in essay questions on the tests as well as creating service learning short videos that encourage behavior that will help reduce affects of global climate change. Student videos must be evidence-based (not just created on opinions).

### Global Climate Change Service Learning Ad Rubric

Advertisement	10 pts	7-9 pts.	2-6 pts.	0-1 pts.	Points earned (70 total)
Title of Ad	Title of ad is spelled correctly. Professional appearance, typed. It is catchy and interests the general audience.	Title of ad is spelled correctly. Somewhat of a professional appearance, typed. The title is somewhat catchy and should interest the general audience.	Title of invention is misspelled. Somewhat of a professional appearance. The title lacks appeal for a general audience.	Title of invention is misspelled. Lacks a professional appearance. The title does not appeal to any audience.	
Purpose of Advertisement	Purpose of advertisement thoroughly discusses the definition and concepts of global climate change broadly, details a local climate change issue, and provides a plausible solution to the problem.	Purpose of advertisement mostly discusses the definition of global climate change and mostly details a local climate change issue and provides a mostly plausible solution to the problem.	Purpose of advertisement somewhat discusses the definition of global climate change and somewhat provides a local climate change issue and a somewhat plausible solution to the problem.	Purpose of advertisement does not discuss the definition of global climate change and does not provide a local climate change issue or plausible solution to the problem.	
GCC Reasoning	The advertisement will include at least 10 pieces of data, evidence, experience or research based information on GCC. The information must be phrased in the students' own words and stated clearly and fairly (as cited in Paul & Elder's 2007 <i>A Guide for Educators to Critical Thinking Competency Standards</i> ).	The advertisement will include at least 6 pieces of data, evidence, experience or research based information on GCC. The information must be phrased in the students' own words and stated clearly and fairly (as cited in Paul & Elder's 2007 <i>A Guide for Educators to Critical Thinking Competency Standards</i> ).	The advertisement will include at least 3 pieces of data, evidence, experience or research based information on GCC. The information must be phrased in the students' own words and stated clearly and fairly (as cited in Paul & Elder's 2007 <i>A Guide for Educators to Critical Thinking Competency Standards</i> ).	The advertisement will include at least 2 or less pieces of data, evidence, experience or research based information on GCC. The information must be phrased in the students' own words and stated clearly and fairly (as cited in Paul & Elder's 2007 <i>A Guide for Educators to Critical Thinking Competency Standards</i> ).	
Characteristics of Reasoning	The reasoning found in the advertisement must have ALL of the following: a distinct purpose, be an attempt to figure out a problem, be based on assumptions and be done from a certain point of view, and contain inferences or interpretations which draw conclusions and implications and consequences of GCC (as cited in Paul & Elder's 2008 <i>The Miniature Guide to Critical Thinking Concepts and Tools</i> ).	The reasoning found in the advertisement must have MOST of the following: a distinct purpose, be an attempt to figure out a problem, be based on assumptions and be done from a certain point of view, and contain inferences or interpretations which draw conclusions and implications and consequences of GCC (as cited in Paul & Elder's 2008 <i>The Miniature Guide to Critical Thinking Concepts and Tools</i> ).	The reasoning found in the advertisement must have A FEW of the following: a distinct purpose, be an attempt to figure out a problem, be based on assumptions and be done from a certain point of view, and contain inferences or interpretations which draw conclusions and implications and consequences of GCC (as cited in Paul & Elder's 2008 <i>The Miniature Guide to Critical Thinking Concepts and Tools</i> ).	The reasoning found in the advertisement has NONE of the following: a distinct purpose, be an attempt to figure out a problem, be based on assumptions and be done from a certain point of view, and contain inferences or interpretations which draw conclusions and implications and consequences of GCC (as cited in Paul &	



				Elder's 2008 <i>The Miniature Guide to Critical Thinking Concepts and Tools</i> ).	
Visuals of Advertisement	Visuals show excellent representations on how global climate change might affect a local population.	Visuals show good representations on how global climate change might affect a local population.	Visuals show fair representations on how global climate change might affect a local population.	Visuals do not show representations on how global climate change might affect a local population.	
Student Involvement	ALL students played a significant role in the advertisement.	Most of the students played a significant role in the advertisement.	Some of the students played a significant role in the advertisement.	Few of the students played a significant role in the advertisement.	
Service Learning Aspect	Students created a service learning project that exemplifies global climate change in a local system.	Students created a service learning project that mostly connects global climate change to a local system.	Students created a service learning project that somewhat connects global climate change to a local system.	Students created a service learning project that does not connect global climate change to a local system.	

\*The citations are both from the Foundation for Critical Thinking organization.

8. How many sections of this course will your department offer each semester?

Initially one section of this course will be offered once during the school year.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

**See Below**

# COURSE SYLLABUS

EDU 385 – Climate, Resources, and Society  
GEOG 385 – Climate, Resources, and Society  
Semester, Days, Times, Location

## INSTRUCTOR

Name:  
Phone:  
Email:  
Office:  
Office Hours:

## INSTRUCTOR

Name:  
Phone:  
Email:  
Office:  
Office Hours:

## COURSE DESCRIPTION

Global climate change is affected by many different variables, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change by such items as population size, natural resources, policy, personal behavior and choices. Overall, human action can influence global climate change, which in turn impacts local resource availability and compels change in cultural norms and values. The content of this course will address these interrelationships between humans, natural resources and culture and encourage students to become civically engaged and informed members of society.

## LEARNING OBJECTIVES

This course fulfills the Colonnade Program requirements for the Social and Cultural subcategory of the Connections category. As part of that program, students in EDU 385/GEOG 385 will demonstrate the ability to:

- Analyze the development of self in relation to others and society.
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- Read and listen to a variety of views on global climate change to form their new perspective on this subject.
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- Understand how sustainability practices affect global climate change, and how local resources and cultures affect the ability to be sustainable and minimize contribution to global climate change.
- Explain the major climate change debates in Kentucky and abroad.
- Provide an in-depth analysis at the concepts of global climate change, resource management, and population density with the goal that students be able to propose solutions to local issues of global climate change.
- Learn basic knowledge of global climate change and then apply this knowledge to various societies to determine how culture can affect global climate change.
- Examine how changing resource availability related to climate change impacts culture and intensifies social problems.
- Comparatively describe present solutions implemented to address social and cultural problems related to global climate change in Kentucky and abroad.
- Utilize basic concepts of global climate change, resource availability, and population to develop practical solutions to current problems.

## REQUIRED TEXT

Alley, Richard. 2011. *Earth: The Operator's Manual*. W.W. Norton and Company, 495p.

\*\*Readings will also be provided throughout the semester on Blackboard.

## GRADING

There will be two exams in this course which will focus on general knowledge of global climate change, how different cultures are trying to prevent and deal with global climate change in their communities, and the interrelationship between global climate change, society, and resources. Attendance and class participation will be crucial to course success. There will be a selection of in-class assignments that cannot be made up if class is missed. There will also be a required field trip and a service project which address local issues of global climate change.

Students will be evaluated in the following areas with the associated point allocations. A standard 10-point grading scale (90-100=A, 80-89=B, etc.) will be used in the course.

Attendance and Participation	100
Miscellaneous Activities and Assignments	200
Service Project	200
Exam 1	200
Exam 2	200
Leading Discussion	100

Instructions for each assignment will be provided in class and/or on Blackboard. Deadlines for assignments will be provided with the assignment information at the time it is distributed.

**Attendance Policy:** Attendance and active participation at all class meetings and field component activities are a requirement for this course. They are an important part of student success in all classes. Make every effort to attend class. More than four missed classes will result in an automatic "F" in the class. There are NO excused absences in class. Please do not bring doctor's notes or other evidence for reasons to miss class. These will NOT be accepted. If you know ahead of time that you will be absent, turn in your assignments early. You will have one week to take any missed tests. Make up tests may be altered to prevent cheating.

No electronic equipment (cell phone, iPads, laptops, etc.) is allowed to be turned on in the classroom during the class period, unless the instructors specify otherwise. If electronic equipment is used, points will be deducted from the attendance and participation grade.

**Service Project:** Each student will complete a service project, wherein they will develop a series of educational products that discuss climate change and its relation to the local Kentucky communities and society at large. These products can be in the form of a short video (30 seconds to a minute), a print ad, news editorial, etc. The goal of this service is to provide the materials to local teachers and publishing outlets to demonstrate what they have learned in the class and become civically engaged members of society.

**Leading Discussion:** Each student will be expected to lead a series of short class discussions on topics determined during the course of the semester. Grading will be determined based on the level of engagement with classmates and the material, as well as evidence of preparation for the discussion.

**Grades of Incomplete (X)** will be assigned only if all but a small portion of the coursework is left incomplete by the student, and the inability to complete the course is due to circumstances beyond the control of the student. An "X" is given at the instructor's discretion.

## **OTHER STATEMENTS AND PROCEDURES**

**Schedule Change Policy:** The School of Teacher Education strictly adheres to University policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived. The Student Schedule form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, or undocumented stress factors are not considered legitimate circumstances.

**Student Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270) 745-3030. Per university

policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Academic Integrity/Plagiarism:** Plagiarism of any kind will absolutely not be tolerated. WKU adheres to a strict policy against plagiarism and cheating (see Scholastic Dishonesty Code in your Handbook). Academic dishonesty of any type will not be tolerated and appropriate penalties will be faced by anyone who violates this policy. Student work may be checked using plagiarism detection software. All academic work of a student must be his/her own. One must give any author credit for source material borrowed. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Other examples of academic dishonesty include, but are not limited to, allowing other students to copy your work, using work from previous semesters, and plagiarism.

**The Learning Center:** Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a 32-machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment. (270) 745-6254.

**Tentative Course Schedule to be provided separately.**