



Course Syllabus

| | | | |
|-----------------------------------|----------------|-------------------|----------------|
| <u>SOCS 5030</u> | <u>01</u> | <u>LARY BAKER</u> | |
| <u>larybaker@juno.com</u> | | | |
| COURSE NUMBER AND SECTION | | INSTRUCTOR | E-MAIL ADDRESS |
| <u>CONTEMPORARY WORLD AFFAIRS</u> | <u>SU 2004</u> | | <u>3</u> |
| COURSE TITLE | TERM | | CREDIT HOURS |
| <u>WEBH</u> | | | |
| SITE | | | |

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

The class in Contemporary World Affairs will be based upon the “Great Decisions” program utilizing the Great Decisions Briefing Book for 2003.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

All students will:

- lead a discussion of an issue
- present two position papers
- interact in discussion groups

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

WEEK 1: The class will select four issues from the Great Decisions Briefing Book for discussion and research. Each issue will be discussed in the following three weeks. The class will chose the issues they wish to research for presentation **WEEK 4.**

WEEK 2: Discussion of first issue. A student will be assigned to lead the discussion each week. Pro’s and con’s of the issue will be discussed in class.

WEEK 3: Discussion of second issue. Same format as **WEEK 2.** Videos will be shown to highlight issue under discussion.

WEEK 4: Presentation of position papers. Discussion to follow presentation.

WEEK 5: Assign remaining four topics in “Great Decisions” Briefing Book. Students select which issues to research.

WEEK 6: Discussion of issues 5 and 6. Students to lead discussion. Library time reserved for research.

WEEK 7: Same format as **WEEK 6**. Issues 7 and 8 discussed. Library time reserved.

WEEK 8: Presentation of position papers. Discussion of papers. Wrap up.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

6. The pre-service teacher uses an understanding of individuals and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4. Resources:

Text Used: Great Decisions Briefing Book 2004.

Audio Visual/Other: Selected video

5. Evaluation:

- a. Term paper
- b. Examinations
- c. Class participation – group discussions
- d. Class presentation – 2 position papers
- e. Other

6. Supplements: (Study Guide, Sample Tests, Project outlines may be attached.)

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a. Lab

- b. Curriculum Project
- c. Paper(s)
- d. AV Project

8. Final Projects:

Final projects/papers will be returned to students in the following manner:

Projects/Papers will be returned during the last meeting period.

Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned.

**This syllabus is subject to change at the discretion of the instructor.
Therefore, regular attendance is required.**