

AGÜWAYS**GLB101****DRAFT - SUBJECT TO CHANGE****INSTRUCTOR(S)/TA(s) RECORD**

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TA(s) name	TBA
Email	TBA
Office Hours	In response to the developing situation with covid-19, Office Hours for fall will take place online only via zoom. Please contact your professor via email to arrange one
Class Hours	Synchronous Activities will be scheduled between 1pm and 4pm on Tuesdays

COURSE RECORD

Code	GLB 101
Name	AGUWAYS
Hour per week	3
Credit	3
ECTS	4
Level/Year	Fall
Semester	Required
Type	Online
Prerequisites	None
Special Conditions	You should have <ol style="list-style-type: none">1. A stable internet connection for the synchronous Zoom sessions.2. A stable computer3. Access to CANVAS and Zoom
Webpage	For this course we will be using the CANVAS Course Website. You will access the course syllabus, course materials including lecture notes, links to related websites, assignments, articles, etc from CANVAS. You are responsible to check Canvas on a regular basis. Information about exams and assignment grades will also be available at this site.
Content	AGU is a new generation university that aims to blend all three missions of a university which are societal impact, research, and education. The

blending will lead us to generate a philosophy that is called the AGUWAYS. AGUWAYS gives priority to societal impact in the blending process. Societal impact is embodied in global challenges and the course is there designed around, and is also an introduction to global challenges. In addition, AGUWAYS aims to develop a competence in blending changing, knowing, and learning through embracing real world problems. GLB 101 is an entry course for AGUWAYS and is designed as a building block for the other GLB courses in the coming years.

Objectives

1. Be effective in oral, written, and visual communication
 2. Function effectively both individually and on teams.
 3. Be aware of teamwork dynamics in decision making
 4. Be able to make connections between disciplines
 5. Reflect upon AGU philosophy,
 6. Have the skills and commitment to engage in lifelong learning
 7. Develop the skills to learn and work online
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Learning Outcomes

Module1: Virtual Citizens for AGU

1. Examine the issues related to social media and social media activism through literature review (UNDERSTAND)
2. Evaluate how the social media platforms are built and how they work (ANALYSIS)
3. Debate on the positive and negative effects of social media and social media activism (ANALYSIS)
4. Design a social media campaign for a good cause such as raising awareness, suggestion for a change, promoting sustainability etc.(SYNTHESIS)
5. RUN a social media campaign online in good faith. (APPLY)

Module 2: Responsible Consumption and Production

1. Learn about issues and concepts related to ecological footprint (UNDERSTAND))
2. Learn about how to reduce carbon/ecological footprint (ANALYSIS)
3. Make a connection between lifestyle and ecological footprint size. (SYNTHESIS)
4. Understand and execute ways to reduce their own ecological footprint. (ANALYSIS)
5. Understand that the Earth has its limitations to sustain humans (UNDERSTAND)
6. Preparing survey questions (APPLY)
7. Applying and analyzing survey results. (APPLY)
8. Compose brief texts and publish them on a web blog.(APPLY)
9. Demonstrate your research results through various media options. (APPLY)

Module 3: Youth on the Move

1. Define the terminology of the different types of migration and mobility (knowledge)
 2. Discuss the categories of migration and mobility (comprehension)
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3. Demonstrate knowledge on the notion of migration and mobility (application)
4. Collect testimonial and data by using interview questions on mobility (experienced how to prepare and conduct proper interviews, collect testimony and present results in video format) (synthesis)
5. Design and present a “personal mobility road map” (synthesis)

Teaching Methodology	<p>In response to the developing situation with covid-19, our course will be offered in an online format. For asynchronous sessions CANVAS and for synchronous sessions Zoom will be used. We will be using various tools for active learning to take place. This is also a student-driven course. It is your responsibility to participate actively in class discussions. You are not graded on whether you agree or disagree with the instructor or with each other. Evaluation of class participation will be based on your ability to rise and answer important issues, to contribute ideas or insights, to build upon the ideas of others, ask questions to presenters, etc. By actively participating in the class discussions, you can sharpen your insights, and those of your classmates.</p> <p>Class attendance is a necessary but not a sufficient condition for scoring highly on the class participation.</p> <p>The students throughout the semester will work in teams. The smallest five student teams are called Base Teams (BATs). The BATs discuss tasks together. Five to seven BATs comprise Case Teams (CATs), the larger group for discussions. COW is the Committee of the Whole and represents the whole classroom. Each CAT will have a Teaching Assistant (TA) assigned to them. They will be helping both the CATs and the BATs throughout the semester.</p> <p>What is COW? COW is Commons of the Whole, where all class discussions will take place</p> <p>What is CAT? CATs are case teams that consist of 5 to 7 BATs.</p> <p>What is BAT? BATs are base teams consisting of five students.</p>
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Reading List	Will be posted weekly to CANVAS
Recommended Readings	Will be posted weekly to CANVAS
Recommended Websites	Will be posted weekly to CANVAS

COURSE POLICIES

Late Submissions	All of the assignments are due at the scheduled dates and times. Please mark your calendar for all due dates (especially project) and follow the announcements about the assignments. Late assignments receive a 50% deduction for each day they are late.
Communication	<p>Please check your AGU e-mail for the announcements. All of the messages and announcements will be sent via CANVAS to your AGÜ e-mail addresses. Therefore, it is the responsibility of every student to read his/her official university email address and check the CANVAS regularly.</p> <p>When contacting the instructor, please use your AGU account and include in the subject line the course code AGU 101. If this information is not included, your email may not be answered.</p>
Attendance Policy	Students are expected to attend all asynchronous / synchronous times. Student absences in excess of 3 weeks (4 or more) of synchronous times will result in automatic <u>failure</u> in the course. It is your responsibility to come to class on time .

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	<p>Students with medical reports, you need to submit the paperwork to your faculty secretary/department's secretary in 5 days following the last day of the sick leave. (refer to: Section 27 at https://goo.gl/HbPM2y).</p> <p>It is the responsibility of each student to keep track of how you are doing on class participation by checking with the instructor several times during the semester.</p> <p>For a detailed description of AGU attendance policy, please refer to the website at https://goo.gl/HbPM2y section 25.</p>
Academic Integrity	<p>Students are obliged to refrain from acts that they know or, under the circumstances, have reason to believe, will impair the integrity of the university or others. Violations of academic integrity include, but are not limited to, cheating, plagiarism, unauthorized multiple submissions or copying and using somebody else's paper/assignment.</p> <p>Any of these violations will be investigated by the discipline committee and may cause expulsion of the student from the University.</p>
Ethical Rules	<ul style="list-style-type: none">• English should be used at all times to communicate with one another during the a / synchronous hours.• Please, respect the allotted times provided for breaks.• Distractive tools such as cell phones must be turned off and put away during the synchronous hours.• In synchronous hours, computers should not be used to surf on the web or conduct personal business.• Personal business should be done outside of the synchronous hours on your own time, where it does not interfere with the learning environment of your fellow students.• Please be prepared, having read, written, watched and studied the assigned lessons, articles, passages, or videos before the course sessions.• Please be ready to submit assignments on time• And most importantly please prepare to work cooperatively with other students.
	<p><i>For the AGU Make-up policy, please refer to the website https://goo.gl/HbPM2y section 26.</i></p>
Cheating & Plagiarism	<p>You are responsible for knowing the University policies on cheating and plagiarism. Not giving credit to a person for their intellectual work and passing it off as your own is stealing. Specifically:</p> <ul style="list-style-type: none">• Copying or allowing someone to copy your work on an exam, homework, or in class assignment is cheating.• Cutting and pasting material from the web or any other electronic source is plagiarism.• Copying and turning in the same assignment as someone else, from this class or from another class, is cheating. Unless explicitly told otherwise, you can discuss and problem- solve on homework together but the final product has to be your own – not just your own handwriting but your own way of explaining and organizing your ideas.• Making superficial changes (minor additions, deletions, word changes, tense changes, etc) to material obtained from another person, the web, a book, magazine, song, etc. and not citing the work, is plagiarism. The idea is the intellectual property, not the specific format in which it appears (e.g., you wouldn't reword Einstein's theory of relativity and imply that relativity was your own idea, would you?)• If you find material and it is exactly what you are trying to say, or you want to discuss someone's idea, give the person credit and cite it appropriately. Don't

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overuse citations and quotes: instructors want to know how you think and reason, not how someone else does.

- If you have any questions or concerns about whether your behavior could be interpreted as plagiarism, please ask the assistants or instructors before you submit the work.

For a detailed description of AGU policies, please refer to the website at <https://goo.gl/FjLhzH>

Flexibility	A tentative schedule for the entire semester is included in this syllabus. Although much thought and planning were put into the course schedule included in the syllabus, the schedule is tentative and subject to change as necessary to adapt to the specific needs of the class. Occasional departures from the schedule, such as additional readings, assignments, and activities, may be announced in class or via canvas during the semester. Therefore, it is each student's responsibility to be in class, on time, and paying attention in order to keep up-to-date with whatever changes are made in the schedule.
Feedback	Your comments and suggestions are very important and will be taken into consideration during the course. Please do not hesitate to provide feedback about the course. You can give your feedback during the class, at office hours, or through email. In addition, with the assistance of the Teaching and Learning Center we will run mid-term and end of term feedback.

ASSESSMENT

Evaluation Criteria	Weight (%)
Attendance	10%
Module 1	30%
Module 2	30%
Module 3	30%
Total	100%

For a detailed description of grading policy and scale, please refer to the website <https://goo.gl/HbPM2y> section 28.

WEEKLY SCHEDULE

W	Topic
1	Oct 6 Intro Week 1: Orientation Welcome to Class AGÜ Philosophy Welcome to your CATS and BATS Using Zoom Effectively Importance of soft-skills:

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2	Oct 13	Intro Week 2: Learning Online Future of Distance Working and Distance Learning How to use Canvas Effectively Tips for being productive while being at home Tips for producing an online presentation
3	Oct 20	MODULE I: VIRTUAL CITIZENS of AGÜ Module introduction Module Context Presentation: Social Media Activism Kahoot Activities (Q&A) Peer to peer conversation on social media usage - Sharing the summary of the conversation with the CAT- Discussion about the potential social media campaign topic(s) Instruction about how to conduct a literature review Examining an article example about the social media or social media activism
4	Oct 27	Module I: Virtual Citizens of AGÜ: Week 2 Giving Knowledge Presentation: Critical View of Social Media Team debate Presentations for Feedback on BAT topics Discussion for social media campaign planning
5	Nov 3	Module I: Virtual Citizens of AGÜ: Week 3 Presentation of intermediate results Guest speaker
6	Nov 10	Module I: Virtual Citizens of AGÜ: Week 4 Poster fair
7	Nov 17	FALL BREAK
8	Nov 24	MODULE II: RESPONSIBLE PRODUCTION AND CONSUMPTION Module Kick-off Ecological Footprint Calculation Problem Definition Quest Best Examples Hunt
9	Dec 1	WEEK 2 Surveys in a Nutshell Discussion board on problems Survey Design
10	Dec 8	WEEK 3 Survey Results Presentation Model Solution Design Discussion Board
11	Dec 15	WEEK 4 Performance in Action
12	Dec 22	MODULE III – YOUTH ON THE MOVE- Week 1

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		Module Introduction: Relevance of topic. Key (inter)national global challenge Terminology and Definition What about me? World Cafe (Push & Pull factors + Hopes & Needs) / Presentation Where do I stand? Reflection and introspection
	<u>Dec 29</u>	<u>MODULE III – YOUTH ON THE MOVE- Week 2</u>
		Introduction to Involuntary and Undocumented Migration Introduction to Voluntary Migration Mobility and Labor Market Trends, Focus on Education and Volunteering mobility opportunities Testimonials and Q & A Introduction to interview / qualitative research project Introduction to Analytical and Planning tools Personal Dream Wall, Learning Plan, mobility roadmap
14	<u>Jan 5</u>	<u>YOUTH ON THE MOVE- Week 3</u>
		Presentation of Introspection and planning work Module Evaluation Feedback and tips on interview questions Group work to finalize the video project. Consultancy with instructors regarding the project
15	<u>Jan 12</u>	<u>Wrapping Up</u>
		Activity:
