



## **Course Tag Reflection Exemplar** **Civic and Global Responsibility**

**Robert Wilson, PhD**  
**GEO 103: Environment and Society**

**Identify the course learning objectives in the syllabus that are clearly aligned to Civic & Global Responsibility and respective assignment(s).**

The main CLOS that addresses the Civic and Global Responsibility is this one:

1. Better understand contemporary environmental issues, particularly resource use patterns and their spatial aspects.
2. Examine the need for environmental citizenship and how to foster responsible stewardship of the environment.
3. In the course, students come to better understand the complexity of local and global environmental issues and discuss how they can better engage as citizens in addressing environmental problems.

**Explain the connection between specific assignment(s) and Civic & Global Responsibility. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

Students satisfy this selected competency through the three concept papers and participation in discussion sections. Each of these papers discuss and explain the ethical and justice implications of resource use and access to the environment.

In recitation sections. TAs encourage students to address the ethical and justice implications brought up by the course readings and lectures. Students receive a participation grade for their performance in recitation section. This includes participation in role playing exercises and small group discussions that tend to focus on stakeholder analysis' of controversial issues.

Collectively, the three concept papers and participation account for 32% of the course grade.

**Describe in detail the instructional strategies faculty use to intentionally teach Civic & Global Responsibility in the course.**

The complexity of local and global affairs are discussed and analyzed by the professor in course lectures and through discussions of the readings in weekly recitation sections.

**Describe the feedback tool(s) faculty use to support students' competency development on Civic & Global Responsibility.**

TAs and the professor provide feedback on students' written work through comments in the margins and summary comments at the end. TAs also use a detailed grading rubric to evaluate whether students' fulfilled assignment objectives. Students are also encouraged to meet with the TA and professor for clarification and further guidance. During the recitation sections, the TAs will encourage students to justify their answers about their civic responsibilities regarding environmental matters.