

KSU 1111 – Fall 2015 The Global Village Project

General Information

One way to gain a valuable perspective on our world is to examine how people in different countries are affected by global issues and trends – looking out to the world of 2030... and even out to 2050. The project described below provides an opportunity for class members to simulate being a “global village” that is in many ways representative of the over 7 billion people who currently inhabit the earth. This project originates in several efforts to describe the world as a global village of 100 people (e.g. the Miniature Earth Project: <http://www.miniature-earth.com/>). This idea suggests that it is very difficult to comprehend data about the world’s population as a whole, but if one created a global village of 100 people, the numbers would make more sense. For example, if the world were a global village of 100 people, about 20 of those people would live in China, 13 of them would live in Africa, and about 5 would live in the United States. About 13 would be malnourished and about 15 would live on \$1.00 a day or less.

For this project, each student will work in a team of three to take on the role of one individual from a specific country, but will in turn represent millions of people who have a similar background. The project has been created to have a proportionate number of people from the various continents and countries of the world, with half of the class being female and half male, and ages and residence (urban and rural) also being representative.

Ultimately, each team will complete 4 parts of the GVP:

1. Complete discussion board postings that describe the impact of each revolution on the individual (see the course schedule for due dates for these postings).
2. Complete an annotated bibliography on research related to the individual and country in which he or she resides.
3. Collaborate to develop a 5-7 minute video documentary based on information in the team’s discussion board postings and annotated bibliography
4. Present their video and engage in a 10-15 minute Q&A
5. Present project at the 2015 Academic Extravaganza (optional)

PART ONE:

The following rubric will be used to evaluate Global Village Character Introduction, or Part 1 (50 points):

DUE September 2, 2015 on D2L Brightspace

Character Introduction

To begin the project, each team will be assigned a role in the global village and will then use Internet resources to more fully describe the characteristics of the person they will be in the global village. The characteristics (to be submitted under “Global Village Character part 1”) include:

1. Name
2. Age
3. Sex/gender
4. City and country of residence
5. Ethnicity

6. Religion
7. Life expectancy
8. Language
9. Annual income (purchasing power parity)
10. Occupation
11. Nature of communication with others
12. Beliefs associated with this person's religion
13. Other relevant information about this person

Once basic characteristics have been identified and described, each global village team can examine how their villager has been influenced by global issues such as population changes, global warming/lack of other basic resources (i.e., food, water, etc.), conflicts, globalization, and technological change, both currently and in the future. Each of these variables should be addressed in your Character introduction.

- | | | |
|-----|------------|---|
| (5) | A 90-100 | <u>Exemplary/Superior</u> – outstanding evidence of descriptor |
| (4) | B 89-80 | <u>Above Average</u> – completely meets expectations; adequate evidence of descriptor |
| (3) | C 79-70 | <u>Average/Acceptable</u> – meets minimum expectations; minor flaws or inconsistencies |
| (2) | D 69-60 | <u>Below Average</u> – meets most or many minimum expectations; weak with serious flaws |
| (1) | F Below 60 | <u>Inadequate</u> – fails to meet minimum expectations; little or no evidence of descriptor |

Rubric for Global Village Discussion Part 1	<u>Exemplary/Superior</u>	<u>Above Average</u>	<u>Average/Acceptable</u>	<u>Below Average</u>	<u>Inadequate</u>
Provides clear and accurate information about each of the 13 elements in the introduction	Provides clear and accurate information for all 13 of the elements of the introductory blog.	Provides clear and accurate information for 10-13 elements in the introductory blog.	Provides clear and accurate information for 6-9 elements in the introductory blog.	Provides clear and accurate information for less than 6 elements in the introductory blog.	Fails to meet minimum expectations, limited, if any, response
Fully develops ideas offering in depth insight about each of the 14 elements in the introduction	Offers exhaustive detail to explain and contextualize each element (especially 6-13)	Offers sufficient detail to explain and contextualizes each element (especially 6-13)	Offers surface explanation and some context to each element	Offers only surface explanation and some context to 6-9 elements.	Fails to meet minimum expectations, limited, if any, response
Cites sources of information in blog	Provides specific address for two or more web sites (or other source) of information presented in blog.	Provides specific address for one web site (or other source) of information presented in blog.	Provides general reference for source of information presented in blog.	Provides no reference for source of information presented in blog.	Fails to meet minimum expectations, limited, if any, response
Appropriately identifies direct quotations/sources	Places quotation marks around words used from another source and cites specific source.	Places quotation marks around words used from another source and generally cites source.	Generally indicates source of direct quotation.	Provides no source for direct quotation.	Fails to meet minimum expectations, limited, if any, response
Presentation of information	Provides information in grammatically correct and well organized manner.	Provides information in grammatically correct or well organized manner.	Provides information in mostly grammatically correct or reasonably organized manner.	Provides information that is not grammatically correct or well organized.	Fails to meet minimum expectations, limited, if any, response

PART TWO:

The following rubric will be used to evaluate Global Village annotated bibliography, or Part 2 (200points): Due: November 23, 2015 on D2L Brightspace (bring one hard copy per group to class)

Annotated Bibliography

For this part of the project, each team will develop an annotated bibliography using at least 20 references which add to your understanding about how each of the 7 revolutions impact your individual and his/her country. These sources are also fueling your understanding and guiding your work towards developing your documentary. Only references from “academically credible” sources should be used. Specifically, any references from Wikipedia will not count toward the required 20 sources. The bibliography should be prepared following the APA guidelines for annotated bibliographies (see the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/614/01/>). For in-person assistance with the annotated bibliography assignment, students should visit the KSU Writing Center in the English Building, Room 242.

All annotated bibliographies must be submitted in D2L as either a Word or PDF document by the assigned due date. Only one member of each team is responsible for uploading and submitting the assignment in D2L. The rubric and grading criteria below will be used to evaluate this part of the Global Village Project.

Annotated Bibliography Rubric and Grading Criteria¹

- (5) A 90-100 Exemplary/Superior – outstanding evidence of descriptor
- (4) B 89-80 Above Average – completely meets expectations; adequate evidence of descriptor
- (3) C 79-70 Average/Acceptable – meets minimum expectations; minor flaws or inconsistencies
- (2) D 69-60 Below Average – meets most or many minimum expectations; weak with serious flaws
- (1) F Below 60 Inadequate – fails to meet minimum expectations; little or no evidence of descriptor

APA Format	5	4	3	2	1
The annotated bibliography follows the most recent APA guidelines.	Comments:				
Annotations	5	4	3	2	1
The annotations sufficiently and succinctly summarize, evaluate, and reflect on the source.	Comments:				
Sources	5	4	3	2	1
A sufficient number	Comments:				

¹ Adapted from the *Annotated Bibliography Rubric* (n.d.). Retrieved from http://www.gvusd.k12.ca.us/liberty_high_school/teachers/rebecca_harp-sligh/Documents/Annotated%20Bibliography%20Rubric.pdf.

of academically credible sources are used.					
Mechanics	5	4	3	2	1
The annotations are grammatically sound, free of obtrusive errors (misspellings, structure, punctuation, etc.).	Comments:				

PART THREE:

**The following rubric will be used to evaluate Global Village Documentary, or part 3: (100pts)
DUE: October 26, 2015 (upload link on D2L Brightspace)**

Documentary Video:

This is where the fun part really begins! You will take the information that you have gathered in Parts ONE/TWO and you will collaboratively work to put together a 5-7 minute documentary that captures aspects of ‘a day in the life’ of your chosen person. BE CREATIVE HERE! Feel free to embrace your inner actor, interview other individuals for your video, take a third person perspective, generate a persuasive public service announcement, a confessional, a reality television drama, a short film, and a Peace Corps representative ANYTHING!

Your video includes 13 elements you described in Part One (Name, Age, Sex/gender, City and country of residence, Ethnicity, Religion, Life expectancy, Language, Annual income (purchasing power parity), Occupation, Nature of communication with others, Beliefs associated with this person’s religion Other relevant information about this person) as well as SALIENT insight that you have collected in your annotated bibliography research. Please be respectful and informed here!

In your video you must include:

1. Possible impact of AT LEAST 5 revolutions on the country or the village (Remember the revolutions are highly interconnected)
2. Possible impact of AT LEAST 5 revolutions on villager as an individual
3. Possible impact of country on AT LEAST 5 Global Challenges
4. Clear evidence of research and support
5. Teamwork! (all members)

Rubric for Global Village Documentary	Excellent	Very Good	Satisfactory	Poor
Addresses possible impact of AT LEAST 5 revolutions on the country or the village	Provides clear and accurate description of how the revolution and two or more trends within the revolution affect the country in which the global villager resides.	Provides clear and accurate description of how the revolution and one trend within the revolution affect the country in which the global villager resides.	Provides general description of how the revolution affects the country in which the global villager resides.	Provides no description of how the revolution affects the country in which the global villager resides.
Addresses possible impact of AT LEAST 5 revolutions on villager as an individual	Provides clear and accurate description of how the revolution and one or more trends within the revolution affects the	Provides clear and accurate description of how the revolution and one trend within the revolution affects the	Provides general description of how the revolution affects the global villager.	Provides no description of how the revolution affects the global villager.

	global villager.	global villager.		
Addresses possible impact of country on AT LEAST 5 revolutions	Provides clear and accurate description of how the country affects the revolution and one or more trends within the revolution.	Provides clear and accurate description of how the country affects the revolution and one trend within the revolution.	Provides general description of how the country affects the revolution.	Provides no description of how the country affects the revolution.
Appropriately uses facts, statistics, and outside research support quotations/sources	Cites specific sources. Always clear where information comes from.	Generally cites specific sources. Most of the time, it is clear where information comes from.	Generally indicates source of direct quotations.	Provides no sources for direct quotations.
Creativity, originality , thought provoking nature and quality of innovation	Evidence of imagination and insightful breakdown of ‘a day in the life’ throughout the video	Inventive thinking evidenced, but not all the way throughout.	Limited creative imagination used, but still engaging and thought provoking.	Lacks any creative thought. A lecture type video
Organization, clarity and flow of information	Exceptionally clear thesis, intro, body and conclusion. Clear links between ideas.	Fairly clear thesis, intro, body and conclusion. Clear links between ideas.	Not always clear how information ties to thesis, intro, body and conclusion. Sometimes clear links between ideas.	All over the place. Unclear sections of the introduction, body and conclusion.
Presentation of information	Provides information in grammatically correct and well organized manner.	Provides information in grammatically correct or well organized manner.	Provides information in mostly grammatically correct or reasonably organized manner.	Provides information that is not grammatically correct or well organized.
Audience Engagement and Interest				
Adherence to time length requirements				

Before you get started:

- 1) Sign up with a group that has similar interests to you and a similar creative vision (this will make it easier to generate consensus)
- 2) Make a tentative plan AND meet with me to discuss your ideas for your character and video EARLY in the semester. She can help you identify resources, develop ideas and stimulate your creative thoughts!
- 3) Meet together with your group AT LEAST 1 time a week to develop ideas. Brainstorm. Divvy up the research. Focus on creativity, innovation, and manageability.
 - a. You might also want to designate a team captain, so you have a point person for communication.
 - b. Exchange e-mails and phone numbers.
- 4) AGAIN, Talk with me about your DOCUMENTARY idea before actually creating it!
- 5) Divide the tasks equally among your group. You will need researchers, writer(s), a technical guru, and possibly actors or narrator(s).
- 6) Each group member must actively participate. Divide the workload and document every activity on the Task Responsibility Sheet.
- 7) Make sure the completed Documentary is between 5-7 minutes in length.
- 8) Your team must turn in the Task Responsibility Sheet and annotated bibliography (using MLA style) on the day of

your presentation. Every team member must sign it, or you will not receive a grade for your presentation. (A

group with a TRS that clearly shows an inequitable workload will need to meet with Dr. Nguyen to determine

individual grades.)

9) The Team Captain will upload the completed Documentary to YouTube and then send me the link.

PART FOUR

DUE: November 30 and December 02, 2015:

Video Presentation and 10-15 min Q&A:

Your video has hopefully stimulated lots of conversation and thinking about changes that are being experienced in your world. For this last and final component of your grade in this course, you will show your video in class and afterwards facilitate a 10-15 minute Q&A based on interesting or insightful bits from your video. You can generate a quiz, a question game, name cards, heads up 7up, OR WHATEVER to ensure that your classmates AND YOUR GROUP take up the full 10-15 minute window of time!

Global Village Options

	<u>Country</u>	<u>Sex</u>	<u>Age</u>	<u>Area / City</u>	<u>Latitude</u>	<u>Longitude</u>	<u>Students</u>
1	Indonesia	Female	1	Jakarta	6° S	106° E	
2	China	Male	5	Shanghai	31° N	119° E	
3	India	Female	15	Mumbai	21° N	70° E	
4	Germany	Male	60	Hamburg	53° N	9° E	
5	Nigeria	Female	4	Lagos	6° N	3° E	
6	Japan	Male	75	Tokyo	35° N	139° E	
7	China	Male	17	Beijing	39° N	116° E	
8	South Africa	Male	12	township	30° S	20° E	
9	Mexico	Female	55	Mexico city	19° N	99° W	
10	Australia	Male	35	Sydney	33° S	151° E	
11	Iraq	Female	3	Anbar Province	32° N	41° E	
12	Philippines	Female	50	Manila	14° N	120° E	
13	Afghanistan	Female	32	Rural	37° N	64° E	
14	Vietnam	Male	10	Hanoi	21° N	105° E	
15	Egypt	Female	16	Cairo	30° N	31° E	
16	Turkey	Male	37	Istanbul	41° N	29° E	
17	India	Female	22	Bangalore	13° N	77° E	
18	Thailand	Male	6	Bangkok	14° N	100° E	
19	Congo	Female	41	Kinshasa	4° S	15° E	
20	Italy	Male	81	Venice	45° N	12° E	
21	South Korea	Female	29	Seoul	37° N	127° E	
22	Burma	Male	64	Rural	22° N	96° E	
23	Ukraine	Female	65	Kiev	50° N	30° E	
24	Pakistan	Female	24	Karachi	24° N	67° E	
25	Columbia	Female	5	Medellin	6° N	75° W	
26	China	Female	57	Guangzhou	23° N	113° E	
27	Russia	Male	17	Moscow	55° N	37° E	
28	Brazil	Female	14	Rural	0	58° W	
29	Sudan	Female	34	Darfur	15° N	24° E	
30	India	Female	3	Bangalore	12° N	77° E	
31	China	Male	24	Rural	37° N	95° E	
32	Spain	Male	68	Barcelona	41° N	2° E	
33	Indonesia	Female	51	Rural	6° S	111° E	
34	Poland	Female	18	Gdansk	54° N	18° E	
35	China	Female	35	Taipei	25° N	121° E	
36	Japan	Female	15	Yokohama	35° N	139° E	
37	Saudi Arabia	Female	16	Jeddah	21° N	39° E	
38	Bangladesh	Male	14	Dhaka	23° N	90° E	
39	China	Female	42	Tianjin	39° N	117° E	

40	India	Male	18	Kolkata	22° N	88° E
41	Venezuela	Male	35	Caracas	10° N	66° W
42	China	Female	54	Hong Kong	22° N	114° E
43	Romania	Female	59	Bucharest	44° N	26° E
44	Cameroon	Female	2	Yaounde	3° N	11° E
45	North Korea	Male	46	Pyongyang	39° N	125° E