

The Water

Courses	General Chemistry II/ Chemical Reaction/ Chemical Industries
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GSACS Project Description

Water is essential for all aspects of our life, and therefore high quality of water needs to be maintained. Unfortunately, many people all over the world do not have an access to safe and clean drinking water. In 2020 two billion people lacked safely managed drinking water (<https://sdgs.un.org/goals/goal6>). In addition to water pollution and water stress, many countries are struggling with challenges related to water scarcity due to the climate change, or degraded water-related ecosystems, and other challenges (<https://unstats.un.org/sdgs/report/2021/goal-06/>). Although United States has an advanced wastewater facilities and expansive pipelines supply quality water to both cities and rural areas, various reasons, such as natural disasters, infrastructure failures or poor system maintenance may seriously affect the water quality (<https://www.nationalgeographic.org/article/water-inequality/>). Jordan, on the other hand is considered as one of the countries struggling with water crisis. Dwindling water supplies and growing population will significantly reduce water use per capita in Jordan by the end of this century (<https://news.stanford.edu/2021/03/29/jordans-worsening-water-crisis-warning-world/>). This 8-week course module brings college students in Jordan and New York City together to explore the issue of water pollution and the quality of drinking water in different neighborhoods/regions in Jordan and New York City, in relation to the United Nations Sustainable Development Goal #6 (Clean Water and Sanitation). We will collaborate and complete activities with international peers, conduct an experiential learning activity and finally, present your research project with your international team at a virtual student conference at the end of the semester.

GSACS Student Learning Outcomes

At the end of the GSACS module, students will:	Career Readiness Competencies	Assignments
Expand knowledge of language, cultures, traditions, and communication habits in the partner country	Critical Thinking Communication Equity & Inclusion	All
Be able to shift perspectives and behaviors into an alternative cultural worldview	Critical Thinking Communication Equity & Inclusion	All
Use technology to present ideas and communicate across cultures	Technology & Communication	All
Communicate and collaborate effectively on tasks with international peers	Teamwork Equity & Inclusion	Collaborative project

Demonstrate an increased knowledge about the quality of water in Jordan and New York City	Critical Thinking Communication Equity & Inclusion	Lab activity
Conduct research to answer an inquiry-based research question	Teamwork Critical Thinking	Lab activity

Participation/Attendance Policy

Regular and reliable participation in the activities of the GSACS module is crucial to student success. Meaningful participation in this virtual exchange module requires that you:

- attend live synchronous virtual exchange class sessions
- complete all module activities
- collaborate with your peers to complete the experiential learning project
- present your work as part of an international team at a student conference

Assessment and Grading

Completion of the entire virtual exchange module represents 10% of your total course grade. Each activity of the module will be graded as follows:

Activities	100 points	Percent of module
Icebreaker	10pts Introductory video	1%
Comparative Analysis Assignment	30 pts total 20pts Your literary analysis 10pts Review of the literary analysis by an international peer	3%
Experiential Learning Project Presentation + Peer evaluation	60 pts total 50pts Report + Presentation 10pts Peer evaluation of other group's presentations	6%

Online Platforms

We will employ Padlet, Zoom and Google Docs. Students will need to create a Padlet account and join “GSACS project” to post icebreaker videos and comparative analysis assignment. Zoom will be used to host synchronous live class sessions, and Google Docs will be used to collaborate on slides and documents with their international and home team peers.

Resources

Water (<https://www.youtube.com/watch?v=GNGKsubYJ9U>)
<https://sdgs.un.org/goals/goal6>
<https://unstats.un.org/sdgs/report/2021/goal-06/>

Tentative Calendar

Week	Activities
1	<ul style="list-style-type: none"> ● Watch GSACS career awareness video. ● Get to know Jordan/US: Watch the presentation on Jordan/US and join synchronous class/discussion introducing Jordan/US. Jordan ● Watch the video on water pollution (https://www.youtube.com/watch?v=GNGKsubYJ9U)
2	Icebreaker: Create a 1-minute Introduction video of yourself and post it to Padlet. Post your video and Comment on 2 of your international peers' videos.
3	<ul style="list-style-type: none"> ● Read 1 article on water pollution/water quality in NY and in Jordan. ● Join live session to discuss the readings
4-5	<p>Comparative analysis of Sustainable Development Goals (SDG): Based on literature search work with your home team to determine if there are any issues with the quality of water in your region; Via zoom meeting with your peers from international team discuss your literary findings and compare and contrast water quality and water pollution issue in Jordan and New York City.</p> <p>Submit your literary analysis of the article you have read. Review one literary analysis of your choice submitted by your international peer.</p>
6-8	<p>Community-based Experiential Learning Project: Conduct a research project on water quality in the assigned to you region in Jordan (JUST students) and New York City neighborhood (NYC):</p> <p>Work with your home team to test the quality of the water in the region/neighborhood assigned to you.</p> <p>Work with your international team to share the results and discuss the findings. Work with your team to synthesize findings into a 7-10 minute Powerpoint presentation, including global policy recommendations. Create with your team 2 power point slides based on “c” which summarizes your research, including your team’s recommendation to be included in the final Powerpoint presentation at GSACS Student Conference.</p>
9	Student Conference: Presentation at the SPRING 2022 GSACS Student Conference on with your international team. You must also attend at least one other groups' presentations and complete a peer evaluation of their presentation.

Post-Module:

- Join career workshop to help you translate your virtual exchange experience into career success.
- Complete post-program survey.
- Learn about how to maintain alumni relations and join webinar to continue global learning