COUNTRY : AUSTRIA

Population |

Membership |
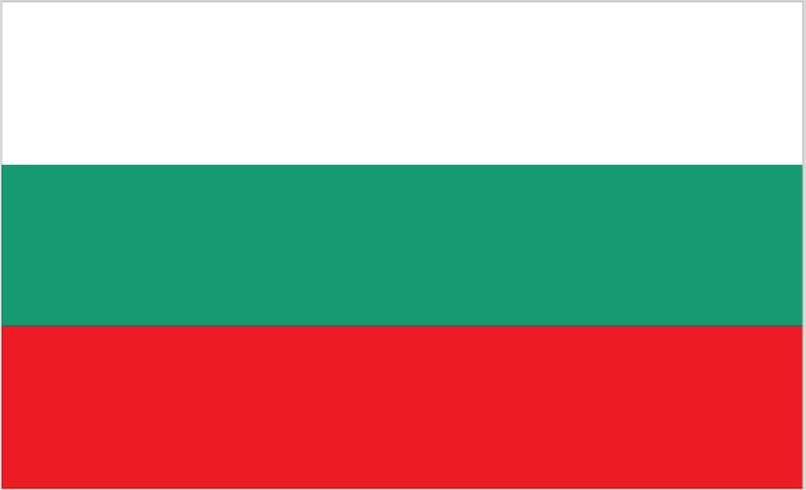
COUNTRY : BELGIUM

Population |

Membership |

COUNTRY : BULGARIA

Population |

Membership |

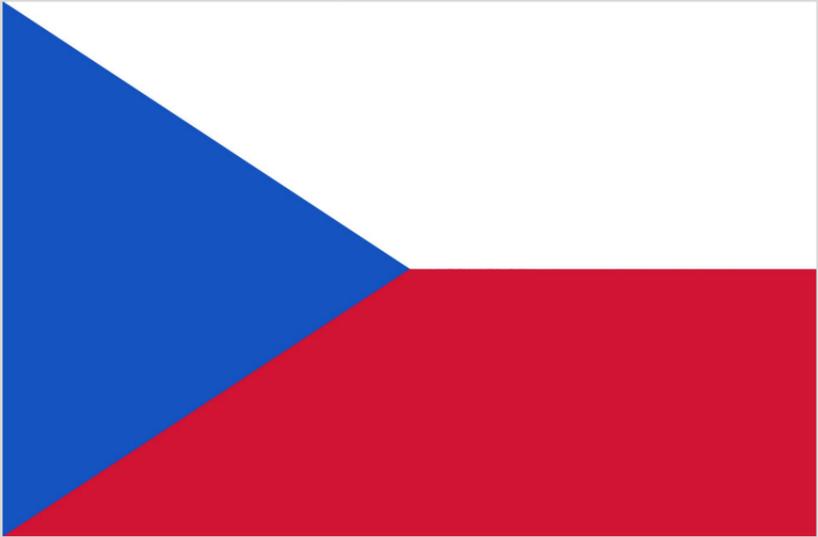# COUNTRY : CROATIA

Population |

Membership |

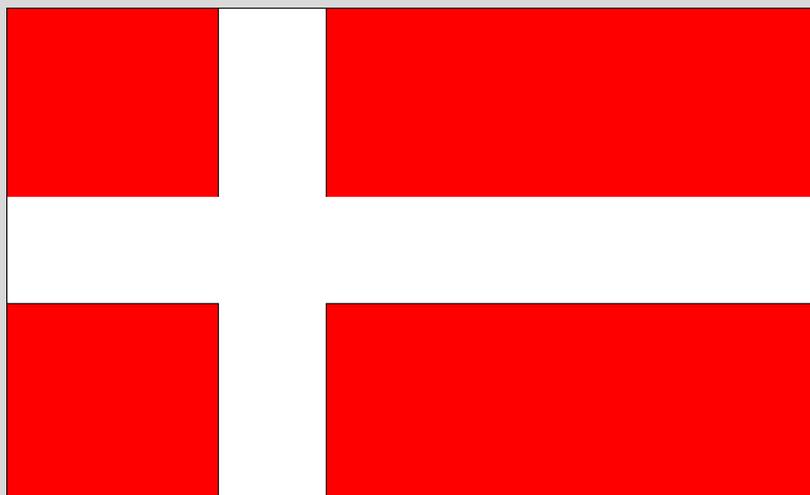# COUNTRY : CYPRUS

Population |

Membership |

COUNTRY : CZECH REPUBLIC

Population |

Membership |

COUNTRY : DENMARK

Population |

Membership |

COUNTRY : ESTONIA
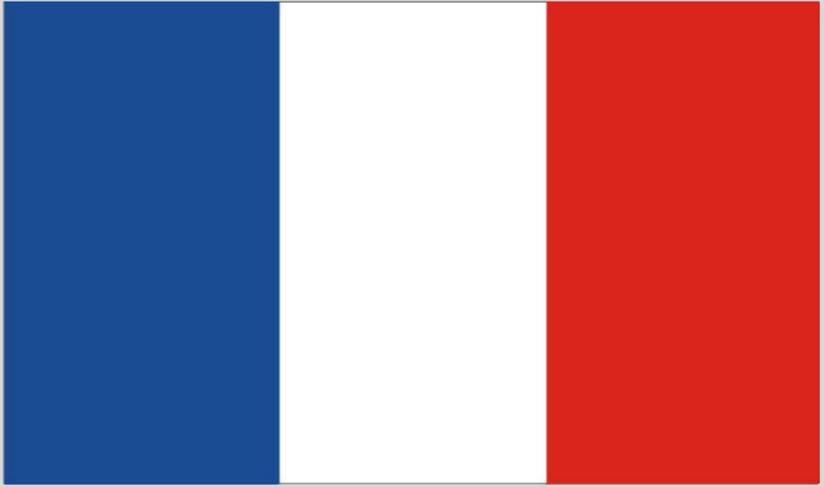
Population |

Membership |

COUNTRY : FINLAND

Population |

Membership |

COUNTRY : FRANCE

Population |

Membership |

COUNTRY : GERMANY

Population |

Membership |

COUNTRY : GREECE

Population |

Membership |

COUNTRY : HUNGARY

Population |

Membership |

COUNTRY : IRELAND

Population |

Membership |

COUNTRY : ITALY

Population |

Membership |

COUNTRY : LATVIA

Population |

Membership |

COUNTRY : LITHUANIA

Population |

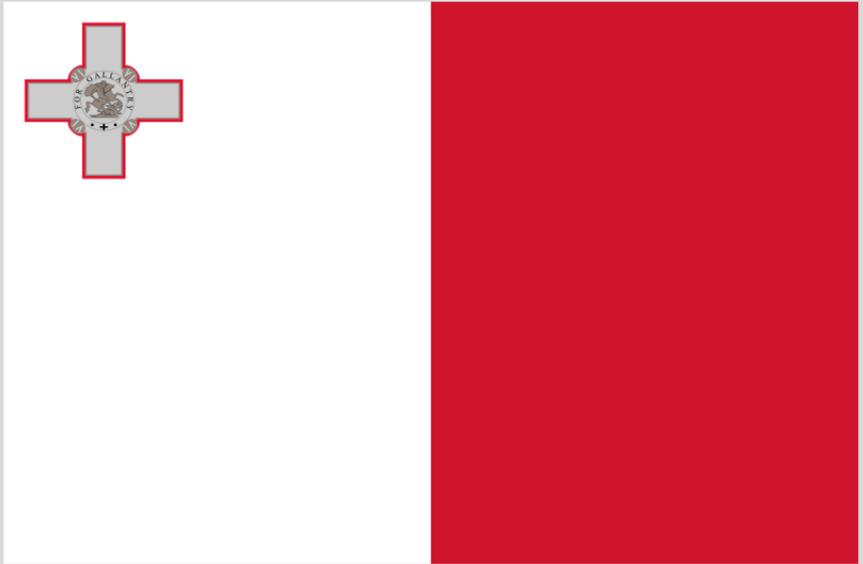Membership |

COUNTRY : LUXEMBURG

Population |

Membership |

COUNTRY : MALTA

Population |

Membership |

COUNTRY : NETHERLANDS
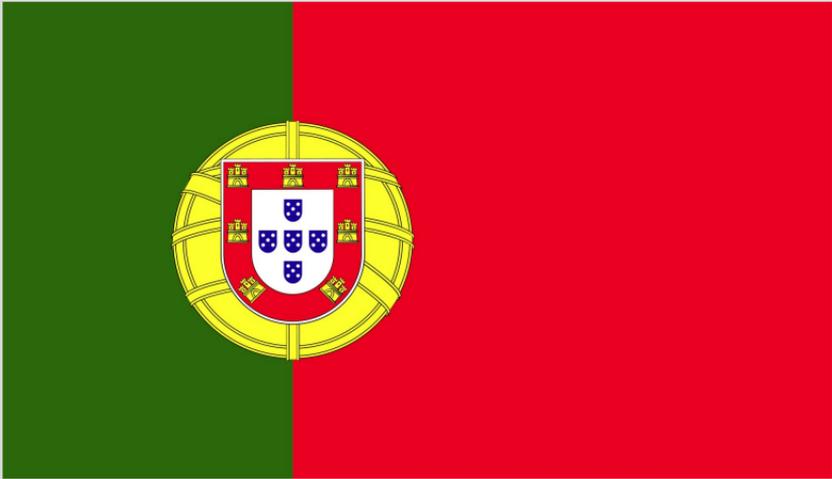
Population |

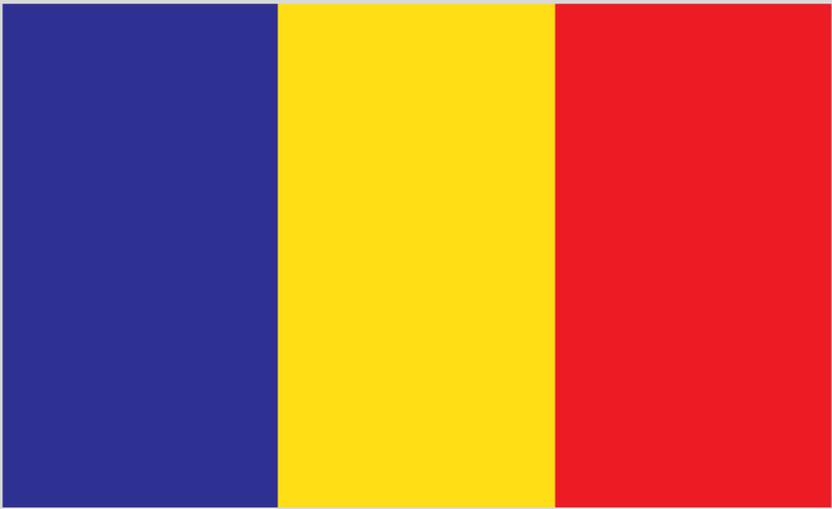Membership |

COUNTRY : POLAND

Membership |

COUNTRY : PORTUGAL

Population |

Membership |

COUNTRY : ROMANIA

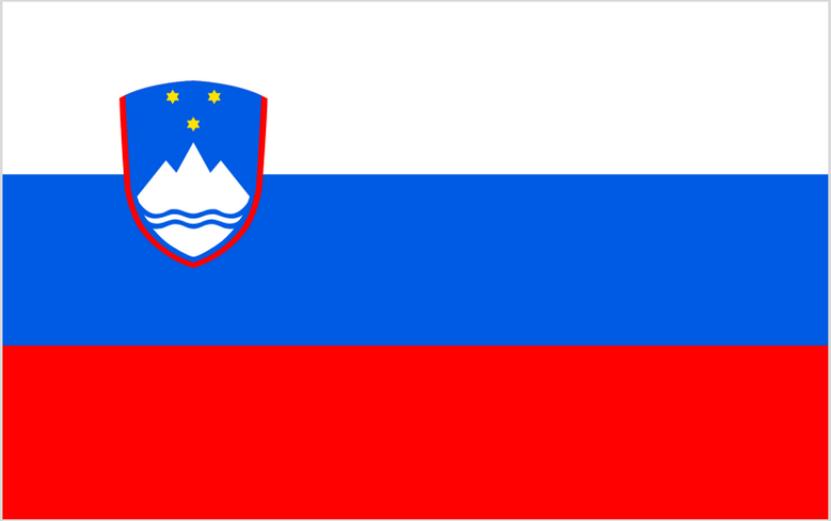Population |

Membership |

COUNTRY : SLOVAKIA

Population |

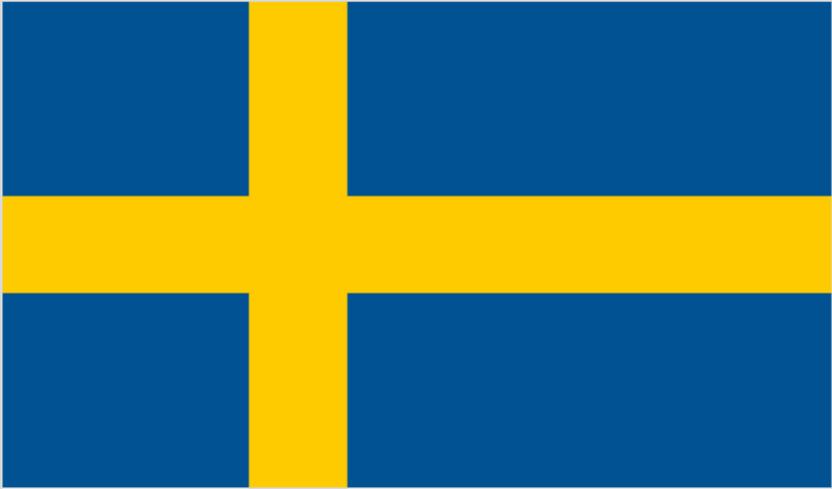Membership |

COUNTRY : SLOVENIA

Population |

Membership |

COUNTRY : SPAIN

Population |

Membership |

COUNTRY : SWEDEN

Population |

Membership |

YOU are the EU: Solution-Oriented Research and Advocacy

As leaders of nations within the European Union, you make up the European
ent your country, but you are also responsible to the diverse citizens of the Eu
whole. Your shared values are clearly defined: human dignity, freedom, demo
e of law, and human rights. These are great ideals, but sometimes they are no
In this unit, you will partner with two other countries that have different popu
stories within the EU to understand and solve an issue facing the EU. As a vo
ou will decide if the proposals your classmates call to a vote are true to the EU

ompt
ng European Union focus groups, students select and research an issue facing
untries, compile an annotated bibliography of credible and relevant resources, a
o the European Council, who will then call for a vote. Each group will create
of their combined research using the APA 7th edition style guide.

*uative annotated bibliographies also offer both summaries and analysis of the sources offered.
are written in complete sentences.*

First
a form of **scholarly conversation**. Annotated bibliographies are one way of
holarly conversation. In your groups, you will choose what this focus is toget
Watch in 2022. Then search for resources that help you understand the proble
stainable solutions. In a sense, you will be creating a library of sources on a fo
e annotated bibliography you will give the reader a sense of the relevance, accu

YOU are the EU: Solution-Oriented Research and Advocacy

Watch in pean ry ervice	https://www.europarl.europa.eu/RegData/etudes/IDAN/2022/6 PRS_IDA(2022)698852_EN.pdf
le: een Franz ns (video)	https://www.youtube.com/watch?v=9saYUp7L_14
How to d's deserts imate an Savoy	https://www.youtube.com/watch?v=vpTHi7O66pI
tting	https://apastyle.apa.org/style-grammar-guidelines/paper-format/t

Focus:

a group, decide on a focus for your research using the *Top Ten Issues to Watch in*

her and evaluate 1 scholarly source per person in an attempt to map out the s versation. Your sources may simply define the challenge, show its impact, fore ht happen if not addressed, seek solutions, etc.

ke sure that as you gather, you capture the accurate APA citation.

Annotated Bibliography

YOU are the EU: Solution-Oriented Research and Advocacy

- Summary: In a few sentences, summarize the source. Include key concept
  topics covered.

- Objective evaluation: In a few sentences evaluate the credibility of the sou
  the criteria that are most relevant. Use the criteria that are appropriate for
  source. When relevant, address such things as bias or lack of bias, outdate
  or current material, author's point of view, and author's credentials and qu
  to write on the topic. What is the author's purpose in writing the informat
  information presented without prejudice? Or does the author, publisher, o
  funding organization have a stake in the outcome or the controversy you a
  investigating? Does it offer a unique perspective? Does it agree with or co
  other sources?

- Subjective evaluation: Include a summary of the relevance of the source t
  research topic or question. How will the source contribute to your researc
  how useful will it be? Does it give you a unique way of approaching the to

ange the entries in alphabetical order.

you begin to understand the complexity of your research problem, add relevan
aim toward solutions.

d your initials after each of YOUR entries so that I can see whose sources are v

ce use your course textbook or the APA Style Guide https://apastyle.apa.org/

	Task	Location
	Formatting the title page in	Page Number
	APA style (see adiacent list)	Title of the Paper

	consistency of the work as a whole.	type

g Checklist https://apastyle.apa.org/style-grammar-guidelines/paper-format

e Page
APA entry from each student containing:
An APA citation of a scholarly source
A summary paragraph of the source
An evaluation paragraph of the source

Brussels-Lux Study Tour 2022
Post-Secondary Faculty Course Module Planning Template

llyson Daly	Course Title/Module Title: YOU are the
	Solution-Oriented Research and Advocac
	English 112: Research in the Disciplines
	Discipline: English
Module Narrative:	**Task:** After forming European Union focus groups, student research an issue facing their selected countries, compile an a bibliography of credible and relevant resources, and propose to the European Council. Students will document using the edition style guide. Materials are ready for the instructor to use, including unit in in student friendly language.

bjectives:

rning Outcomes
:

d, locate, and evaluate a variety of information using research methodologies appropr iplines.

ly research and use writing to achieve a variety of purposes in a variety of disciplinary nonstrate accurate MLA and APA responsible documentation.

ent, individually or collaboratively, work appropriate to the rhetorical situation.

rning Outcomes
:

estigate the world beyond their immediate environment, framing significant problems ucting well-crafted and age-appropriate research.

ognize perspectives, others' and their own, articulating and explaining such perspectiv ghtfully and respectfully.

mmunicate ideas effectively with diverse audiences, bridging geographic, linguistic, ide cultural barriers.

ct critically on their role as a member of the global community and pursue ways to a

ncil of Europe human rights, democracy, and rule of law:
s://www.coe.int/en/web/portal/human-rights

ope's Green Recovery by Franz Timmermans (video):
s://www.youtube.com/watch?v=9saYUp7L_14

Delivery	
nt	Instruction & Delivery (lecture, discussion, gr⟩ etc.)
ding and researching in the disciplines	→ Lecture (PowerPoint included)
otated bibliography with APA umentation	→ Collaborative critical thinking wi⟩ manipulatives (Member state cou⟩ included)
earch and writing processes	→ Group work
r review	→ Discussion
luation of sources	→ Modeling
bal learning focus: Europe	

⟩t

ics included to show students how to move to more advanced levels throughout the p⟩

otated Bibliography Rubrics included in Peer Review Checklist.

Society Global Leadership Performance Rubrics:
s://asiasociety.org/sites/default/files/inline-files/AS-GPS-Leadership-PostSec-ric_Final.pdf

and Materials

the instructor's convenience, resources and materials are included where the instruct⟩ n.

ure Presentation:

YOU are the EU: Solution-Oriented Research and Advocacy

Mini-Task 1: Introducing partnerships in the European Union

Students arrange the countries in categories that influence voting outcomes and
s demonstrate critical reasoning for the groupings of EU countries as a collabo
ategy.

**ass Meeting (for the purposes of this unit, classes are 53 minutes long an
ek. Adjust your schedule as needed.)**

my Kimmel: *Name a Country*
ver Point slides
s://www.canva.com/design/DAFJOoSW4MQ/ec9dVhdOTRCWdoNlZtyaMA/v

dents draw a country from the EU cards. Ask students to identify and label the
a map

ng the European Union website, students look up its population and what year
European Union. Write these on the card.
os://european-union.europa.eu/principles-countries-history/country-profiles_e

e class lines their cards up by population. Once countries are lined up from sm
st, ask student to break the countries into three groups—largest third in popu
ddle third in population, and the smallest third in population. On the back of t
students write L for Large, M for medium, and S for small.

en the class lines up their cards by the date they entered the European Union.
ntries were the original members? Which countries came in next? Which cou
newest members? Do you notice any patterns? Which countries are in the pr
oming members or have been approved to be candidates for membership? (T
stion is a quick look up on the Internet, but there aren't prepared cards for the
ntries.) After determining which of these countries were the first third, which
ond third, and which were the last third, they mark the back of the card with fi
ond-2, or third-3.

w students look for partners. The EU often groups countries in threes. Each g
st have one L, one M, and one S. Each group must also have one 1, one 2, and

y would the EU group countries this way?

**mportant Note* Have students determine how they will contact each ot
nformation.** If students have formed groups and understand that these groupi
s—to have countries that have different interests, regions, and degrees of powe
and try to solve problems together, then they are ready for the next mini-task.

k: Take time to look up some basic information about your country. What are
Where do people live? What are the issues your country is most concerned w
ntries is your country a close ally with? Which country does your country have

Post-Secondary Faculty Course Module Planning Template

Class Meeting Resources:

Europe's Green Recovery by Franz Timmermans (video)
https://www.youtube.com/watch?v=9saYUp7L_14

Ten Issues to Watch in 2022. European Parliamentary Research Service
https://www.europarl.europa.eu/RegData/etudes/IDAN/2022/698852/EPRS_I
852_EN.pdf

Your school's library database

Handout of instructions for students in student-friendly language (attached)

Present the Ten Issues to Watch in 2022. Show a section of (it is the teacher's ch
the video. Timmermans is a great speaker, but the video is one hour. He uses
ents could use to look up the issue and the ending is hopeful.) *Europe's Green R
mermans (video) https://www.youtube.com/watch?v=9saYUp7L_14

students that this list was made before Russia invaded Ukraine, and that the la
now become a priority as well as affected many of the other issues, like the bu
which Russia exported to Europe in large quantities.

: Students need time this week to talk to each other, explore what they want to
resources. The handout steps out how to accomplish this together, as well as
or students to follow. Keeping students moving forward with the benchmarks
.

f there is time, the instructor may use the square-circle-triangle protocol. It ca
anding out a notecard or having students post to a forum a response to these p

are: What "squares" with you? In other words, what makes sense to you today
le: What are you having a hard time getting your head around?
angle: What are three points that you will take away from your research?

Post-Secondary Faculty Course Module Planning Template

n: This is a draft day, so assembling the document and refining its format and co
f the day. Students are given time to work together. When they finish they are
Mini-Task 5.

et a schedule for presentations here so students know how to allocate their tin

ni-Task 4: Students Prepare to Present Their Recommendations to the I

We understand the problem and we have solutions, NOW what do we DO? Students s
n and craft a persuasive message using evidence. Students identify counter claims and

ss Meeting Resources:

e European Union Live https://video.consilium.europa.eu/home/en
kerson, Robert. (2021, Jan 29). The 4Ps leadership framework for enhancing p
ctiveness." A Herman C. Kelman Seminar on Conflict Analysis and Resolution.
nnedy School of Business, https://www.pon.harvard.edu/events/rob-wilkinso
dership-framework/

w students the European Union Live website so that they can see what it is lik
o the European Council.

n: The Wilkerson resource above shows ways people have crafted messages ef
l contexts based on the 4Ps framework: perception, process, people, and proj
e climate change expert, the third case study is a good focus activity to show :
n look at the rest if they need ideas.

n & Practice:

w students to sit with their groups. Some may be choosing priorities, shaping

Post-Secondary Faculty Course Module Planning Template
-Task 5: Students Present Their Findings to the European Council for a

Students synthesize their research to craft rhetoric that appeals to decision ma
Union on behalf of their member state and in the public interest.

ends on class size, length of each class meeting, and how much time the instru
ive to the process.

w the European Council Works https://www.consilium.europa.eu/en/europe
ncil/how-the-european-council-works/

ing in the EU (This resource has a calculator for voting by simple majority, qu
ority, and unanimous vote.) https://www.consilium.europa.eu/en/council-eu
em/

ossible set up the classroom in a horseshoe shape with the middle end shorter
longer sides. The European Council President sits in the middle.
dents set their country's name in its own language at their space.
otional): Students determine what type of vote they are aiming for depending o
ic. (Check voting calculator above)
ect a student to record and enter votes for each country
first group makes its presentation.
mber states ask questions.
mber states vote.
eat for each group.
the vote pass? Check the voting calculator.

Often at the end of a vote, the EC will write conclusions. Many of which are he
w.consilium.europa.eu/en/european-council/conclusions/

MEET EU ❯

an initiative by
UNC-Chapel Hill
University of Pittsburgh
Florida International University

EUROPEAN UNION