



RSP 400.001/ 497.001 Senior Seminar

COURSE SYLLABUS: Fall 2016

INSTRUCTOR INFORMATION

Instructor: Tabetha Adkins, PhD

Associate Professor of English and Dean of the University College

Office Location: One Stop Shop

Office Hours: by appointment

Office Phone: (903) 886-5876

Office Fax: (903) 468-6077

University Email Address: Tabetha.Adkins@tamuc.edu

Preferred Form of Communication: e-mail

Communication Response Time: during business hours- same day

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

No textbooks required.

All readings (PDFs and links) that can be found and downloaded in eCollege

Software Required

- eCollege (Pearson Learning Studio)- available through myLeo
- A word processing system (like Word, Open Office, or Pages)
- A presentation system like Power Point or Prezi

The syllabus/schedule are subject to change.

Course Description

Senior Seminar requires students to reflect on their experience in the Regents' Scholars Program and apply what they have learned to their plans for the future.

Student Learning Outcomes

1. Students will be able to articulate their skill set, talents, and abilities.
2. Students will be able to apply what they have learned about themselves to their plans for the future.
3. Student will give presentations that illustrate critical thinking about the future
4. Students will demonstrate their ability to conduct research with credible sources.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will develop their skills with word processing systems, presentation software, and sound editing software. Previous experience with this kind of software is not expected.

Instructional Methods

This course is a face-to-face class that meets once each week. Our eCollege course shell will keep our course organized but will not serve in lieu of class.

Student Responsibilities

Regular class attendance, faithful class participation, completion of assignments.

Course Assignments

What Does the World Need Me To Be Or Do?

In the Regents' Scholars Program, you have worked to understand yourself, others, and the world around you. You have learned about your values, strengths, preferences, and passions. You have traveled or will likely travel Internationally. You have stepped out of your comfort zone to learn about the world. Simultaneously, you have developed some expertise in a subject-area, whether it be in business, human services, education, sciences, arts, or the humanities. In this course, I ask you to bring these experiences together for one last reflective research project that investigates the question "what does the world need me to be or do?"

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I have three goals for this assignment. First, I want you to reflect on your experiences as a Regents' Scholar. Second, I want you to consider how you might apply your own skill set, experiences, and expertise to help society. This requires you to consider what society may be like in the future and how someone with your skill set might help that society. You are required to do research to inform this position. Finally, I want you to be able to speak clearly, professionally, and at length about your findings. Your presentation should be extensive.

When you consider your contribution to the world, I want you to be more specific and detailed than, for example, "I want to be a teacher because we are going to need teachers to teach students" or "I want to be a doctor because people are going to keep getting sick." Tell me much more. What will it look like? What specifically can you bring to innovate your contribution to the world? What problems will you help solve?

Project Phases- Your project has three phases:

1. Pre-Planning

In this short essay (600-800 words, double spaced), revisit what you learned about your strengths, talents, and abilities in this program. What did you learn from Strengths Quest? What did you learn in the Values Auction in RSP 111? What did you learn from the experience of traveling, attending university, being successful in your courses, et cetera? Be reflexive and honest in your self-analysis here. Also, do not be humble. What makes you stand out? What skills make you marketable? What traits make you a good friend? This essay will be due printed out in class at the beginning of our second class meeting, Wednesday, September 7.

2. Proposal

This written proposal (400-600 words, double spaced) will detail the following in a narrative form:

1. What future situations/ problems you are anticipating for your project
2. What you need in order to solve the problem
3. Why you are especially suited to solve that problem
4. A summary of any research you have conducted to address the problem.

This proposal is due printed out at the beginning of class on September 21.

3. Presentation

You will sign up for the week you present during our first class period. For an example

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of what I expect from your presentation, consult Ted Talks. You may have notes on our “teleprompter,” but you may not read from cue cards or a written script. Your presentation must include visual elements. In your presentation, you must clearly articulate:

- The future problem or issue you anticipate.
- Why you anticipate this will be an issue (which you will justify with cited support from experts)
- What your skill set contributes to this problem
- How you will solve this problem or contribute to the issue

You may think of this presentation as a kind of proposal. Imagine your audience as a wealthy benefactor who would fund it, a graduate school you want to allow you to study a specific topic relevant to problems in the world, a future supervisor you want to create a position within a company, et cetera. You have a lot of freedom to be creative here, but it is crucial that your presentation shows evidence of rigorous research, critical thinking, and creativity.

4. Reflection

For the “final exam” period of the class, come to class with a reflective essay (500-700 words, double spaced) in which you reflect upon the presentations the entire class gave. This means you should take notes throughout the semester on your classmates’ presentations. Based on these presentations, what seems to be on the minds of your colleagues? What skill sets have your colleagues recognized or developed here at the university? And finally, what advice would you give to the next cohort of Regents’ Scholars about (1) finding their strengths (2) fine-tuning those strengths and (3) keeping their eyes open about looking for the problems of the future?

This reflection will be due at the beginning of final exam date, Wednesday, December 14 at 1:15 PM.

GRADING

Grading Scale: 90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Grading Weights:

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| Assignment | Percentage of Grade |
|-------------------|----------------------------|
| Skill Set Review | 15% |
| Proposal | 15% |
| Presentation | 40% |
| Reflection | 15% |
| Attendance | 15% |

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The very best way to contact me is to send me an e-mail at Tabetha.Adkins@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy:

Attendance for this course is required. The final exam will require you to reflect on your classmates' presentations, and you cannot do that well if you are not in attendance for them. Attendance is worth 15% of your final grade. If you are late enough to class to miss roll call, you will be counted absent. Here is how your attendance grade will be determined:

0 absences: 15 points

1 absence: 10 points

2 absences: 5

3 absences: 0 points

four or more absences: you cannot pass the course

Please note that university sanctioned absences for participation in university events will not count against you, but you should plan for these absences in advance.

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet

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individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with my supervisor, Dr. Mary Hendrix.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Other course policies:

I do not accept late work.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

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document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

This calendar is subject to change to accommodate student learning needs.

| Date | In-class |
|---------------------|---|
| Week 1 August 31 | Introductions, getting to know you, discussion of class project. Choose presentation dates. |
| Week 2 Sept 7 | Review of your skill set due Discussion of your skill set |
| Week 3 Sept 14 | What futurists say about the future- readings in eCollege |
| Week 4 Sept 21 | Proposal due Discuss expectations for presentations |
| Week 5 Sept 28 | No class- one-on-one meetings with Dr. Adkins (Availability limited to Monday-Wednesday, so you may consider scheduling with me the previous Thursday and Friday as well) |
| Week 6 Oct 5 | Presentation prep 1 |
| Week 7 Oct 12 | Presentation prep 2 |
| Week 8 Oct 19 | Presentations 1 & 2 |
| Week 9 Oct 26 | Presentations 3 & 4 |
| Week 10 Nov 2 | Presentations 5 & 6 |
| Week 11 Nov 9 | Presentations 7 & 8 |
| Week 12 Nov 16 | Presentations 9 & 10 |

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|-------------------|---|
| Week 13 Nov 23 | No class- university closed for Thanksgiving |
| Week 12 Nov 30 | Presentations 11 & 12 |
| Week 15 Dec 7 | Wrap up |
| Finals week | Reflection piece due during our final exam period— Wednesday, December 14 at 1:15 PM |

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