



RSP297.01E/RSP400.01E: Global Colloquium

COURSE SYLLABUS: Fall 2017

INSTRUCTOR INFORMATION

Instructor: Yvonne Villanueva-Russell, PhD
Associate Dean, College of Humanities, Social Sciences and Arts

Class Time: Wednesday, 9:00AM-9:50AM
Class Location: Ed South, room 131

Office Location: Ag/lt 222B
Office Hours: Wednesday 10AM-11AM; Friday 8AM-11AM
[Office hours held in Social Sciences 307]

Office Phone: 903-885-8175
Office Fax: 903-886-5774

University Email Address: Yvonne.VRussell@Tamuc.edu

Preferred Form of Communication: email
Communication Response Time: 24 hours (M-F)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

No textbooks required.
All readings (PDFs and links) will be posted in eCollege

Software Required

eCollege (Person Learning Studio)- available through MyLeo
A word processing system (Microsoft Word)

Optional Texts and/or Materials

Course Description

A rotating set of invited guest speakers share their expertise in the area of globalization through the lens of their discipline. Faculty who teach global [GLB] courses, conduct faculty-led study abroad courses, are Global Fellows, or are administrators and staff tied to international education will be selected to present. Course is organized with the emphasis on discussion.

Graduating seniors enrolled in RSP 400 will perform an in-depth examination their leadership training, their coursework so far, and their experiences with other cultures to reexamine their own positions on topics of global interest.

Student Learning Outcomes (Should be measurable; observable)

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems)
2. RSP 400 students only: Students will be able to apply what they have learned in the RSP program to their plans for the future
3. Students will illustrate critical thinking through written work

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Student will need to be familiar with word processing systems.

Instructional Methods

This course is a face-to-face course that meets once each week. Our eCollege course shell will serve as a repository for class lectures and assignment instructions but will not serve in lieu of class

Student Responsibilities or Tips for Success in the Course

Regular class attendance is mandatory. Students are expected to be active participants in the course, and complete and submit assignments in a timely fashion.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
 B = 80%-89%
 C = 70%-79%
 D = 60%-69%
 F = 59% or Below

RSP 297:

126-140 points = A
 112-125 points = B
 98-111 points = C
 84-97 points = D
 83 points and below = F

RSP 400:

216 – 240 points = A
 192 – 215 points = B
 168 – 191 points = C
 144 – 167 points = D
 166 points and below = F

RSP 297		RSP 400	
<i>Assignment</i>	<i>Points</i>	<i>Assignment</i>	<i>Points</i>
Attendance	20	Attendance	20
Class Participation	20	Class Participation	20
Reaction Paper 1	50	Reaction Paper 1	50
Reaction Paper 2	50	Reaction Paper 2	50
		Impact Paper	100
TOTAL	140 points	TOTAL	240 points

Assessments

A. Attendance [20 points]

You are not allowed more than ONE absence this semester. If you accumulate more than one absence, you will not receive credit for the class. Further, once here, please treat our speakers with the attention and courtesy that they deserve. **Please turn off all cell phones and do not engage in texting while in class.**

University-sanctioned absences will be excused, but students will need to attend a substitute speaking event and have this approved by the professor.

B. Reaction Papers [2 papers at 50 points each]

This assignment is designed to measure:

- Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems)

- Students will illustrate critical thinking through written work

All students in the course will write reaction papers on TWO seminar presentations. Students should write a 1-2 page reflection in writing should go beyond being merely a series of notes you take and write up.

The paper may cover some of the following points:

- What was said that you agreed with? Or disagreed with?
- Can you connect an aspect of what you learned from the seminar session to another event in the news, or an issue within your discipline?
- What would you have done or said differently?
- How did the presentation broaden your understanding of being a “global citizen” and does this concept mean different things in different disciplines, sometimes positive and sometimes negative?

Keep in mind, the reflections should be ACADEMIC in nature and not merely personal opinions about each speaker. **The goal is to tie the content of each seminar presentation to the student’s evolving understanding of what it means to be a “global citizen” who lives in an “interconnected world.”**

Each paper will be worth 50 points, and graded according to the following rubric:

Criterion	Needs Improvement	Acceptable	Commendable
Reflection [20 points]	Student makes little to no attempt to go beyond mere description of the presentation.	Student makes connections to other events, but these are largely personal or individual experiences.	Student goes beyond merely summarizing lecture, but compares, criticizes, makes connections to other academic phenomena.
Global Citizen [15 points]	Student makes little to mention of globalization	Student makes cursory attempt to tie to globalization	Students makes an insightful connection to globalization by presenting evidence that moves beyond the current knowledge base
Quality of evaluation [10 points]	Student’s assessment is not genuine or generic	Student exhibits some original thought but leaves ideas unexpressed	Student demonstrates original thought, and develops/defends these ideas thoroughly
Grammar, Punctuation and Spelling [5 points]	Writing contains numerous errors which interfere with comprehension of message. Paragraphs ramble, lack focus or otherwise are inarticulate	Writing contains a few insignificant errors. Paragraphs may not make points clearly or consistently.	Writing is nearly error free. Paragraphs are organized and coherent.
TOTAL	points		

Please submit hard copies of your papers; electronic version of papers will not be accepted

Papers turned in late will receive a 10% late penalty.

Assignments will not be accepted beyond 3 business days of the original due date.

C. Class Discussion [worth 20 points]

Each week, a new perspective on globalization and being a global citizen will be provided by a guest lecturer. Please treat our speakers with the attention and courtesy that they deserve. Students are expected to ask questions and participate in the interactive elements of every class period. Likewise, students should be conscientious of monopolizing conversations, but allowing others to voice their opinions. Because of our large class size, you may need to pose a follow-up question or inquire in further detail about a topic of interest with the speaker after class.

We will also have periodic class session to debrief during our course. These sessions provide the opportunity to collectively share our reactions and discuss the topics raised by our speakers in greater depth. Students are expected to attend these class periods and become active members of the conversation.

D. Impact Paper- RSP 400 students ONLY [100 points]

This assignment has been designed to measure the following Student Learning Outcome:

- Students will be able to apply what they have learned in the RSP program to their plans for the future

In the Regents Scholars Program, you have worked to understand yourself, others and the world around you. You have learned about your values, strengths and have developed some expertise in a subject-area. You have stepped out of your comfort zone to learn about the world. As a student approaching graduation, I'd like you to reflect on your experience in college and on the impact RSP has had upon you, and how this might further impact your future & career goals.

Your final assignment has three parts:

1. RSP reflection & it's impact on YOU [2-3 pages]

What does it mean to be a Regent Scholar? Revisit what you have learned about your strengths, talents and abilities. (For example: What did you learn from Strengths Quest or the Values Auction in RSP 111? What did you learn from the experience of traveling, being engaged with student organizations, being successful in your courses, finding balance between school and work, becoming an independent adult?) Be reflexive and honest here—I am NOT looking for unicorns and rainbows and artificial praise about the program or university.

In short, how has the RSP had an impact on the college graduate you've now become? [Be sure to substantiate this with specific examples & experiences]

2. Advice to a new Freshman [1-2 pages]

Based on what you have now discovered about yourself, ***give three bits of advice for a new student in the Regent Scholar Program*** to enable them to get the most out of their experience in college.

3. RSP impact on the future [3-5 pages]

So, you're graduating and entering the "real world." How might your skill set, experiences and expertise help society? This requires you to give some thought to what society may look like in the future and how you might contribute to a specific set of problems.

When you consider your contribution to the world, be specific and detailed. For example: DON'T simply say "I want to be a nurse." But instead tell me what aspect of nursing you want to specialize in, why, and how your classes and RSP experiences have (or have not) prepared you to tackle this future.

Ideally, I would like you to draw upon the leadership training you have received, but also incorporate the insights you have gained about the global world we live in. ***How will the skill set you have developed within RSP help you to contribute to a specific problem that exists in your discipline or future career?*** [Be sure to document the problem and then provide specific examples of how you might contribute to its amelioration]

In lieu of a final exam, we will have one final class discussion with RSP 400 students only to discuss the insights gained from this paper. The written assignment will then be graded according to the following rubric:

Criterion	Needs Improvement	Acceptable	Commendable
Personal Reflection [25 points]	Student does not perform thorough evaluation of personal values & strengths	Student identifies personal strengths, but does not provide specific examples or tie them to RSP	Student identified personal strengths and discussed their development with specific examples & experiences. Student ties growth to RSP
Advice to Freshman [25 points]	Advice was superficial	Advice was helpful, but generic and did not tie to first portion of paper	Advice integrated personal reflection, was specific and thoughtful
Future Impact [25 points]	Assessment of future is incomplete and lacks thorough evaluation of student's ability to contribute to	Assessment is incomplete—the problem is not completely described and/or the student's	Assessment of future is articulate and well-researched. Student integrates experiences in

	specific problems in discipline	contribution to the solution is unclear or underdeveloped	specific ways to address specific problems in discipline
Quality of Evaluation [15 points]	Student does not develop/defend ideas convincingly	Student develops/defends ideas, but focuses only on self or only on larger discipline	Student demonstrates original thought, and develops/defends these ideas thoroughly. Student goes beyond self to consider context, society and global considerations
Grammar, Punctuation and Spelling [10 points]	Writing contains numerous errors which interfere with comprehension of message. Paragraphs ramble, lack focus or otherwise are inarticulate	Writing contains a few insignificant errors. Paragraphs may not make points clearly or consistently.	Writing is nearly error free. Paragraphs are organized and coherent.
TOTAL	points		

Please submit hard copies of your papers; electronic version of papers will not be accepted

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Assignments will not be accepted beyond 3 business days of the original due date.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Email is the preferred way to get in touch with your professor:

Yvonne.VRussell@tamuc.edu. Expect an answer within 24 hours, Monday-Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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>

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](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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](#) 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

Date	Speaker	Notes
August 30	Introductory Remarks	
September 6	Dr. Villanueva-Russell- Sociology	Read "The McDonalization of Society"
September 13	Dr. Lavelle Hendricks- Counseling	
September 20	Dr. Cynthia Ross- History	

Date	Speaker	Notes
September 27	Dr. Johanna Delgado-Acevedo- Environmental Science	
October 4	Debrief- everyone	Reaction Paper #1 Due
October 11	Dr. Robert Rodriguez- Political Science	
October 18	Dr. MaryAnne Doty- Marketing	
October 25	Jacques Fuqua- International Studies/Global Programs	
November 1	Dr. Debbie Mahoney- Nursing	
November 8	Debrief- everyone	Reaction Paper #2 Due
November 15	Debrief- RSP 400 students only	
November 22	Thanksgiving	No Class
December 6		Impact Paper Due