



**RSP 400: RSP Senior Seminar  
COURSE SYLLABUS  
Fall 2018**

*"Education is the foundation upon which we build our future."  
- Christine Gregoire*

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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

There are no required textbooks for RSP 400. However, this course does require outside research and/or utilizing handouts/readings provided in class.

**Software required:** ManeSync ePortfolio (available through myLeo) and a word processing system (preferable Microsoft Word).

**Course Description:**

The Senior Seminar affords a capstone experience in which students perform an in-depth examination of a global issues as it relates to the major they have chosen. The course requires students to draw upon their leadership training, their coursework so far, and their experiences with other cultures to reexamine their own positions on topics of global interest.

**Students will be able to:**

- 1.) Demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes and systems)
- 2.) Apply what they have learned in the Regents Scholars Program to their plans for the future
- 3.) Illustrate critical thinking skills through written work and oral presentations

## COURSE REQUIREMENTS

### **Instructional / Methods / Activities Assessments:**

**Instructional Methods:** This course is a face-to-face course that meets once each week. Class consists of various styles of presentations, activities and interactions. Students should come to class ready to participate, both in terms of preparation of assignments and attitude toward class and colleagues.

**Participation & Attendance:** Regular class attendance is mandatory. Students must attend all class sessions unless they are able to present a valid University-recognized excuse. Students are expected to be active participants in the course, and complete and submit assignments in a timely fashion. Participation will be documented through in-class activities, reflections and discussions.

### **Grading**

Students' course grade will be calculated according to the following scale:

A = EXCELLENT	90% - 100%	(225 - 250 points)
B = GOOD	80% - 89%	(200 - 224 points)
C = AVERAGE	70% - 79%	(175 - 199 points)
D = POOR	60% - 69%	(150 - 174 points)
F = FAILURE	59% or below	(149 points or below)

<b>Assignment</b>	<b>Points</b>
Attendance	15 points (1 pt per week)
Class Participation/Discussion	30 points (2 pts per week)
Letter to Freshman	20 points
RSP Reflection and Impact Paper	40 points
Impact on Future Presentation	60 points
Feedback Forms	35 points (5 pts each)
ePortfolio Submission	50 points
<b>Total Points</b>	<b>250 points</b>

### **Course Assessments:**

#### **Attendance (15 points)**

Attendance for this course is required. The final meeting 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 points 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.

### **Advice to new Freshman (20 points)**

Based on what you have now discovered about yourself, give three bits of advice for a new student in the Regents Scholars Program to enable them to get the most out of their experience in college. Use 1-2 pages (typed, double-spaced and standard margins) to share your wisdom.

### **RSP reflection & it's impact on YOU (40 points)**

A 2-3 page reflection on what it means to you to be a Regents Scholar. Revisit what you have learned about your strengths, talents and abilities. (For example: what did you learn from StrengthsQuest or the values action 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?) The goal here is to be reflexive and honest- I do NOT need you to tell me everything was perfect or that you have an undying love for the program. Really dig into what you learned. Also, do not be humble. What makes you stand out? What skills make you marketable? **This essay will be due printed out in class at the beginning of our third class meeting on September 11.**

### **RSP Impact on Future Presentation (60 points)**

So, you're graduating and entering the "real world." How might your skill set, experiences and expertise help society? This requires that you give some thought to what society may look like in the future and how you might contribute to a specific set of problems. How has your experience at the university (and this program) prepared you to solve certain problems? What problems are you passionate about solving?

When you consider your contribution to the world, be specific and detailed. For example: DO NOT simply say "I want to be a nurse." But instead tell me what aspect of nursing do you want to specialize in? Why? What about this interests you or needs your contribution? How has your coursework and RSP experiences prepared (or not prepared) you to tackle this future?

Ideally, you should draw upon the leadership training you received to hone on in specific skills but you can also incorporate insights you have gained about the global world we live in. How will the skill set you developed here help you contribute to a specific problem that exists in your discipline or future career?

You will sign up for your presentation week during the first class period. For an example 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.

### **Feedback Forms (5 points each)**

When students begin presentations, each audience member will be tasked with completing a feedback report for the presenter. You should take notes throughout the semester on your classmates' presentations. Based on the presentation, what seems to be on the mind of your colleagues? What skill sets have they recognized or developed here at the university? How can you help encourage or empower those skills? What advice would you give your peer on continuing to develop their strengths while also keeping their eyes open about looking for problems in the future of their profession?

### **ePortfolio Submission (60 points)**

At the conclusion of the term, students will turn in the link to their completed ePortfolio. This portfolio will include the following items:

- Updated and relevant brief biography based on developments from this course
- Areas of expertise that represent university and professional experiences
- A list of applicable student organizations with organizational information and leadership responsibilities; global events or relevant activities attended
- List of global courses completed (minimum 5 classes) with 1-2 sentence reflection
- Applicable employment history or list of service/volunteering
- Documents: freshman and graduation GCAA report, travel abroad reflection essay (if applicable), RSP 400 reflection essay and presentation
- Any other information student deems appropriate to capture experiences

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement:**

Instructors will expect you to participate in the class discussion/activities, as well as to perform individual, high-quality work. Office hours are available outside of class by appointment. Email is the preferred method of communication for course questions.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

- A. 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.
- B. 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 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. Raymond Green. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").
- C. 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**  
**Gee Library- Room 132**  
**Phone (903) 886-5150 or [StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)**
- D. 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.
- E. 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>
- F. 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/rulesPr>

[cedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

- G. 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>
- H. Campus Concealed Carry 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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.