



**RSP 497: RSP Senior Capstone
COURSE SYLLABUS
Summer I 2020**

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

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

There are no required textbooks for RSP 497. However, this course does require outside research and/or utilizing handouts/readings provided in class.

Software required: Access to myLeo Online (D2L Brightspace) and a word processing system (preferable Microsoft Word). Also for creating an online presentation with audio/visual capabilities, suggest familiarizing yourself with Loom or GoogleSlides.

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 an online course conducted through D2L/Brightspace. Class consists of various presentations, online discussions and writing assignments. Students should engage with the online class frequently and participate as if they were engaging with fellow students in a face-to-face class.

Participation & Attendance: Class attendance and participation is measured by completing the assignments on time as well as providing meaningful feedback to classmates as assigned. Participation will be documented through completion of reflections and discussions.

Grading

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

A = EXCELLENT	90% -100%	(135-150 points)
B = GOOD	80% - 89%	(120-134 points)
C = AVERAGE	70% - 79%	(105-119 points)
D = POOR	60% - 69%	(90-104 points)
F = FAILURE	59% or below	(89 points or below)

Assignment	Points
Discussion Posts	50 points (10 pts each)
Letter to Freshman	20 points
RSP Reflection and Impact Paper	20 points
Impact on Future Presentation	60 points
Participation/Feedback Link	10 points
Total Points	150 points

Course Assessments:

Letter to Freshmen (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 & its impact on YOU (20 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?

RSP Impact on Future Presentation (60 points)

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.

Presentations will be scored by class (20 points) and instructor (40 points) against the AAC&U's VALUE Rubrics: [Oral Communication](#) & [Integrative Learning](#)

Feedback Forms (Count for Participation/Attendance)

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?

Feedback forms are due from the class each week after presentations are posted. Link to the feedback forms can be found online in D2L.

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
- 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.