



RSP 200: Global Research Course Syllabus Fall 2020

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: There are no required textbooks for RSP 200. However, this course does require extensive research outside of class and consulting handouts/readings provided online.

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 REQUIREMENTS

Course Description:

RSP 200 serves as a continuation of themes discussed in RSP 112, the global colloquium for Regents Scholars. Globalization, as seen through the disciplines of the humanities, social sciences, arts, and business, will be presented, contrasted, and critiqued. Special focus will be given to developing research acumen to investigate global issues and problems. A series of group presentations will require students to apply globalization theories learned over the semester to a selected topic. This work will help increase students' awareness of global issues and events while also developing research strategies for informed decision making.

Student Learning Outcomes:

- 1.) Students will explore multiple dimensions of significant international problems through group research and use available data to formulate solutions;
- 2.) Students will develop individual research skills and develop capacities for effective reasoning and critical thinking;
- 3.) Students will demonstrate proficiency at gathering, synthesizing and presenting information visually and orally.

Instructional Methods:

Class consists of various styles of presentations, activities and interactions which will take place online through D2L Brightspace.. Students should be ready each week to actively participate both in terms of preparation for weekly topics and contributions to colleagues through group work.

Participation: Though ninety percent of life is showing up, we want RSP students to demonstrate strength in the other ten percent: going the extra mile through active involvement and contribution to the class. You will be asked to stretch your comfort zones but, the challenge is, we will be doing so digitally, which makes it even more important for you to be ready to discuss tough topics and accept tough feedback or alternate perspectives on current issues and events. Participation is worth **40%** of the course grade and will be documented through in-class activities, reflections and discussions online through D2L and through peer evaluation of the work you contributed to the final group project/presentation.

There will be **discussion posts** (which include articles, videos and lectures) throughout the semester which will require each student to post one new comment to the thread and reply to a classmate, with either a comment or question. Points will be earned through generating thoughtful, topic-related responses which are reflective and show understanding of the issue or subject. There will be five discussion posts worth 5% each or **25% of the course grade** total.

Peer evaluations will be conducted after the group's final presentation. Each group member will evaluate their peers on an established rubric as a way to, ideally, make sure everyone pulls their weight and effectively contributes to the final group project. Peer evaluations will be worth **10% of the student's course grade** so that if a group member does not contribute they cannot earn the same letter grade as the remainder of the group members. End of project evaluations of each group member by other group members determining effort, contribution and team efficacy. The rubric will be provided before group research commences so everyone is clear of expectations before starting group work.

Group brainstorming spaces will be established in D2L after groups are formed and research topics are selected. The instructor will post a minimum of 5 prompts related to the selected topic which will require group members to investigate, gather, synthesize and report back information on related people, places, history, political context, etc. In these spaces, participation by each group member is expected. While content will not be graded, active participation and meaningful contributions will be. Keeping conversations and information posted in these spaces is expected to earn the **15% points** needed for this part of your grade.

Global Research Presentations: The majority of the semester will be spent in small groups conducting research on a chosen topic. Topics will center on a global issue to be investigated and presented to peers, colleagues and university staff/faculty. The assignment will be broken down into several steps. Various aspects of the group presentation and research will total **50%** of your course grade. While the expectation is for the work and presentation to be done in groups, there is no expectation of any physical requirements for students to meet. Tools will be provided that allow for groups to work together (from a distance) and present (live) when the time comes. Groups may choose to meet in-person and/or to present. This choice is based on 100% agreement within the group and must follow all university, CDC or other entity requirements as they relate to physical distancing, mask wearing or other health safety measures.

Summary: The class will divide into **five** different groups and each group will select one of eight topics to follow through the course of the semester. Each group will present three times- once to

the instructor outside of class, to the class as a whole and finally, the end of the semester to a group of campus celebrities who will evaluate the presentation. With an online format, options will be many but the expectation for the final presentation will be a live presentation streamed with the opportunity for questions to be asked of the presenters. Details, tools, and dates for this will be coordinated with group as needs arise. Currently, planning for this to conclude the week of November 16th.

Topic Choices: (FROM PREVIOUS YEARS- WE WILL CHOOSE NEW ONES!)

Primary Education in France

Iran Nuclear Deal

Protest & Power: US, Nicaragua, Syria, etc.

Olympics- Now What?

The Great Pacific Garbage Patch

Disputes in the South China Sea

Food Dumping: Hindering Developing Economies

Puerto Rico Asking for Statehood

Expectations:

Scope and Content: Each topic should be explored in such a way that it gives the researchers and their audience insight into the following:

History: The origin of the issue/problem/event and its progression to the present. This does not need to be overly in depth, but should “hit the high points.” However, keep in mind that with some of these, choice of said “high points” is important, and if done wrong could give the team and audience an incomplete picture of the issues.

Current Status: At each point of presentation, the group should summarize the most recent developments they have been able to track on their topic.

Diversity of Opinion: Each project should reflect research in American and foreign news sources and periodicals (English language, but also English language from outside the English-speaking world). Research should reflect multiple perspectives on the topic—i.e. including divergent opinions on the topic, varied types of sources, etc. Sources must be a mix of online, print, and other sources. Groups should keep a running list of sources used to turn in with their process paper.

Implications for the United States: An important element of these presentations should be the topic's importance for the United States, showing its potential impact upon American domestic conditions as well as actual impact upon foreign policy.

Presentation Media: You may use whatever presentation method/media or mixture you choose. You do not need to have a fully evolved presentation until your final presentation date.

Process Paper:

This is a written (three pages max) document that explains your progression towards your final presentation, and your group's growth through the process. Process papers will account for **5%** of your course grade and needs to address the following:

- 1.) Division of Labor—who was responsible for what parts of the whole.
- 2.) Planning and development—what steps your group went through it putting the project together.
- 3.) What you learned—three-to-five most important things you learned about your topic, plus what you learned about yourselves as a team.

- 4.) Your recommendations—how to improve upon or strengthen the learning experience you derived from this assignment for future RSP 112 students.
- 5.) Citation list (using your most familiar citation style) of resources used.

The purposes of this project presuppose a long time-line to completion. Our goal is to help you to become immersed in a major world issue, learn more about the world, and at the same time give you some practical experience in research, planning, execution and presentation on a major project. Therefore, you need to keep in mind three things:

- 1.) The project is cumulative—i.e. you will not start out where you end up. Each step will add more to your knowledge, and it should show in the final product.
- 2.) Feedback and assistance should be sought and acted upon.
- 3.) Each major step is going to be judged differently, based upon your level of achievement and those of the other groups. However, each presentation you make will be a logical step towards the next presentation.

Schedule: Following are the presentation dates and elements that should be present in each. Dates may be shifted as group needs arise or any alterations to the fall schedule are made.

Week of September 28th: The groups will each give a 20-25 minute presentation to the course instructor and an outside panelist. Presentations should give an outline of the history of the topic, information about current events related to it, and description of the types of sources you've consulted. Instructors will ask questions and that you dig deeper into your topic. Insights into the strength/weakness of your presentation raised by this dialog will assist you in preparing for the future. You need to be prepared to take notes and receive details feedback. This presentation represents 10% of the course grade.

Week of October 26th: The groups will each give a 20-25 minute presentation online to entire class. These presentations should be a bit more "worked up" than the previous one from a purely technical/artistic perspective. The focus should now be more on current developments and also implications for the United States. You should also make clear how the critique/questions you received last time have informed this iteration. Groups will receive feedback cards from their peers as well as questions/discussion from/with the class. This presentation should represent 10% of your course grade.

Week of November 16th: The groups will each give a 20 minute presentation and answer questions (10 minutes) from a panel of campus notables. The presentation will be evaluated by your instructors with input from the panel. On the day of your presentation, your group must turn in your process paper. The final presentation is worth 20% of your course grade.

Grading

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

A = EXCELLENT 90-100 Points

B = GOOD 80-89 Points

C = AVERAGE 70-79 Points

D = POOR 60-69 Points

F = FAILURE less than 60 Points

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

Students will need access to a word processor prepare all assignments in the course. Additionally, all components of the course such as the gradebook and discussions, will take place in D2L Brightspace. Additionally, students will need access to a presentation generator (like PowerPoint, Canva, etc) and a way to present visual information along with audio through a formal presentation- groups may use tools in D2L and resources will be provided.

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products. Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed.

A maintenance browser becomes officially unsupported after one year. Note the following: • Ensure that your browser has JavaScript and Cookies enabled. • For desktop systems, you must have Adobe Flash Player 10.1 or greater. • The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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").

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:

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: StudentDisabilityServices@tamuc.edu

Website:

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

Statement on Nondiscrimination:

A&M-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.

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct).

Further, 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)

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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 34.06.02R1, 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.

Attendance:

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).

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

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

A&M-Commerce Response to COVID-19 Pandemic:

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.