RSP 400: RSP Senior Seminar
COURSE SYLLABUS
Spring 2021

Instructor: **Jennifer Hudson**
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COURSE INFORMATION

Senior seminar is a capstone experience for students to perform an in-depth examination of global issues as they relate to the major or career they have chosen. The course requires students to draw upon leadership training, coursework so far, experiences with other cultures (travel, internships, employment, etc.) to examine or reexamine their own positions in relation to topics of global interests.

Students will be able to:
1.) Demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes and systems) and how selected trends or issues impact their future field or career;
2.) Apply what they have learned from key experiences in the Regents Scholars Program to their plans for the future, identifying marketable skills from their work with RSP, the university, and other related experiences;
3.) Illustrate critical thinking skills through written work and oral presentations;
4.) Demonstrate effective communication strategies through written work and oral presentations

COURSE INFORMATION & REQUIREMENTS

Instructional / Methods / Activities Assessments:

Materials – Textbooks and Supplemental 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 or Technology Required: Access to myLeo Online (D2L Brightspace) and a word processing system (preferably Microsoft Word). Also for creating an online presentation with audio/visual capabilities, I suggest familiarizing yourself with Loom, Screencast-o-Matic, PowerPoint or GoogleSlides with audio/video.

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 but no set or synchronous meeting time is required.

Participation & Attendance: Class attendance and participation is measured by the on-time completion of assignments listed in D2L as well as providing meaningful feedback to classmates within the timeframes provided.

Grading
Students' course grade is calculated according to the following scale:

A = EXCELLENT	90% -100%	(270-300 points)
B = GOOD	80% - 89%	(240-269 points
C = AVERAGE	70% - 79%	(210-239 points)
D = POOR	60% - 69%	(180-209 points)
F = FAILURE	59% or below	(179 points or below)

Assignment	Points
Discussion Posts (15)	150 points (10 pts each)
Presentation Proposal	50 points
Impact on Future Presentation	100 points
Participation/Feedback Link	50 points
Total Points	**300 points**

Course Assessments:

Discussion Posts (150 points total- 10 points each)
For each week of the semester, there will be one new topic posted in the discussion section of D2L. Students will be required (minimum) to generate one new post and comment on one post of a classmate. Topics will vary and include discussions about marketable skills, global competence, strengths and current events. Each original post is worth up to 7 points. Points are earned through quality and thoroughness of response. Remaining points are earned through commenting on or asking questions of fellow classmates.

Letter to Freshmen (25 points)
Based on what you have now discovered about yourself, give three bits of advice for a new student in the Honors College or as part of any special cohort of high-achieving students tasked with completing a high-impact experience in college. What do you think will enable them to get the most out of their experience in college? What do you wish you would have known coming in that would have enhanced or changed (good or bad) your college experience? Use around two pages (typed, double-spaced and standard margins) to share your wisdom.

Impact Presentation Proposal
Students will submit a proposal for their "Impact on the Future" presentation. This proposal will include a brief reflection on what it means to you to be a Regents Scholar, a person who is part of a special community of scholars tasked with the job of growing personally, professionally and academically. Students will be expected to identify a issue, problem or negative trend in their chosen field and connect their experiences (on and off campus) to helping address or solve that issue. Students will be expected to layer your experience with the program on top of other things you did in college.

How did they all work together to better you or challenge you? 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, beings successful in your courses, finding balance between school and work, becoming an independent adult?) Also, do not be humble. What makes you stand out? What skills make you marketable?

Students will spend time identifying and explaining the issue in their field, focusing specifically on what research supports addressing it. Additionally, students will draw international or global sources in to show a local issue in a global light or global examples of effectively addressing issue. Basically, why is this important and how are people attempting to address it? Good and bad examples.

RSP Impact on Future Presentation (100 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." Instead, tell me what aspect of nursing you want to specialize. 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? Why are you the person who should be hired to do this job or calling?

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?

For an example of what I expect from your presentation, consult Ted Talks. You may have notes on a "teleprompter," but you may not read from cue cards or a written script during your recorded presentation. Your presentation must include visual elements while you talk. 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)
- Your topic or issue in a global context.
- 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 (40 points) and instructor (60 points) against the AAC&U's VALUE Rubrics: Oral Communication & Integrative Learning

Feedback Forms (Count for Participation/Attendance)
When students begin presentations, each classmate will complete an online feedback report for the presenter based on an established rubric. You should take notes throughout the semester on your classmates' presentations for the final discussion post. 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?

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:
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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 webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.apx

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.