



RSP 400: RSP Senior Seminar
COURSE SYLLABUS
Fall 2021

Instructor: Jennifer Hudson
Office Location: Prairie Crossing 100
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COURSE INFORMATION

Senior seminar is a capstone experience for students to perform an in-depth examination of an issue(s) 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:

- 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.

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 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.

COURSE GRADING & ASSIGNMENTS

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.

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

A = EXCELLENT	90% -100%	(360-400 points)
B = GOOD	80% - 89%	(320-359 points)
C = AVERAGE	70% - 79%	(280-319 points)
D = POOR	60% - 69%	(240-279 points)
F = FAILURE	59% or below	(239 points or below)

Assignment	Points
Discussion Posts (5)	75 points (15 pts each)
Journals (5)	100 points (20 points each)
Presentation Proposal	30 points
Impact on the Future Presentation	100 points
Sample Cover Letter	25 points
Resume	30 points
Letter to Freshmen	20 points
Presentation Critique	20 points
Total Points	400 points

Course Assessments: Course learning objects will be measured through various oral and written assignments. Assignments will help students integrate experiences from the entirety of their college experience and apply to real-world problems. Students will also work collaboratively and evaluate each other's work. Assessment details and due dates will be posted in D2L through the course calendar and course content tabs.

Discussion Posts: (15 points each | 75 points total): There will be five public discussion posts throughout the semester. Students are required (at minimum) to generate one new post and comment on one classmate's post. Topic will vary and include discussions about experiences, marketable skills, global competence, and current events. Each original post is worth up to 10 points and responses are worth 5 points. Points are earned through quality and thoroughness of response. Remaining points are earned through

commenting/asking questions of classmate's posts. Average post length is 200-300 words.

Journals: (20 points each | 100 points total): Five journal entry prompts will open in various weeks which will require a more thorough response than the discussion posts. Each journal entry is worth 20 points and should be 2-3 paragraphs which total around 500 words. Journal entries will vary but will create small snippets of information to use for the final presentation. All journal entries should be typed, double-spaced and follow standard formatting rules.

Presentation Proposal (30 points): Students will submit a proposal for their "Impact on the Future" presentation idea. Students will identify an issue, problem or trend in their field and connect their experiences (on and off campus) to helping address or solve that issue.

Share with me 2-3 articles that discuss the current issue you selected. Provide the links and then a short (2-ish paragraph) explanation of why you think it's important to pay attention to this. Students will spend time identifying and explaining the issue in their field, focusing specifically on what research supports addressing it. Additionally, students **MUST** draw upon international or global resources to show a local issue in a global perspective or global examples of effectively addressing issue. Why is this important and how are people attempting to address it?

Impact on the 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?

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 (or current) 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 –who else is talking about this and what (if anything) is being done about it?
- What your skill set contributes to this problem? (your experiences and strengths)
- How you will solve or contributing to solving this problem

You may think of this presentation as a kind of proposal or sales pitch to someone who has the power to employ you or fund your endeavor. 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?

Presentation Critique (20 points): After watching some of the Impact presentations from previous semesters, select one and write a critique- what did the person do well? What could have been better? Did this person make a clear connection between their experiences and issue in their field? Familiarize yourself with the VALUE rubric (training video) and score this presentation. Justify your scores for each category so you will be prepared to fairly and accurately grade your classmates when the time comes.

Sample Cover Letter (25 points): Students will post a link in the discussion board to a position they are interested in and moderately qualified to apply for assuming some future condition (like graduation or a certification exam) is successfully completed. Students will then upload a formatted cover letter to the hiring director for this position, highlighting interest in the job as well as specific skills or experiences which make you a prime candidate.

Resume (30 points): Students will upload a copy of their current resume that includes relevant skills, experiences, education, volunteer work or employment history which provides detail and support to the cover letter submitted.

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 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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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](#) 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>

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. Even though this course is online, should students communicate any issues that prevent them from meeting established deadlines or fully participating in class.