



## **HC 401 Senior Seminar**

COURSE SYLLABUS: Spring 2024

### **INSTRUCTOR INFORMATION**

Instructor: Brittney Yager, MS  
Office Location: Prairie Crossing Main Office  
Office Hours: M-F 8:30-4:30 by appointment  
Office Phone: 903-468-3067  
Office Fax: NA  
University Email Address: Brittney.Yager@tamuc.edu  
Preferred Form of Communication: **Email**  
Communication Response Time: 1 business day

### **COURSE INFORMATION**

**Materials – Textbooks and Supplemental Readings:** There are no required textbooks for HC 401. However, this course does require outside research and/or utilizing handouts/readings provided in class.

#### **Course Description:**

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.

#### **Student Learning Outcomes:**

- 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 Honors College to their plans for the future, identifying marketable skills from their work with the HC, the university, and other related experiences.
- 3.) Illustrate critical thinking skills through written work and oral presentations.

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- 4.) Demonstrate effective communication strategies through written work and oral presentations.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

**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, Canva, 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.

## **GRADING**

Final grades in this course will be based on the following scale:

**A = 90%-100%**

**B = 80%-89%**

**C = 70%-79%**

**D = 60%-69%**

**F = 59% or Below**

<b>Assignment</b>	<b>Points</b>
<b>Mini journals (10)</b>	<b>150 points (15 points each)</b>
<b>Presentation proposal</b>	<b>30 points</b>
<b>Impact on the Future presentation</b>	<b>100 points</b>
<b>Presentation critique</b>	<b>20 points</b>
<b>Sample cover letter</b>	<b>20 points</b>
<b>Resume</b>	<b>30 points</b>
<b>Total Points</b>	<b>350 points</b>

**Total points corresponding to the final letter grades**

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**A = 315-350 Points**  
**B = 280-314 Points**  
**C = 245-279 Points**  
**D = 210-244 Points**  
**F = 209 & > Points**

## **Assessments**

**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.

**Mini Journals (10 @ 15 points each):** Rather than a public prompt and response thread online for discussions, each person in class will submit a small 'mini' journal reflection based on the weeks topic. Reflections should be well-thought out and about 200-300 words. Topics will vary and include reflection on experiences, marketable skills, global competence, and current events. Points are earned through quality and thoroughness of response. 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 is 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 should 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. We should also be able to see you in the

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presentation rather than just utilizing a voice-over. 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 contribute to solving this problem
- Experiences you have gained while at the university (particularly your capstone experience) that have prepared you to solve 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**

**Presentation Peer Evaluation (20 points):** After watching some of the Impact presentations of your peers, complete the evaluation available in the Qualtrics link - 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 (20 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. Students should use the marketable skills identified in the reflective journals through the semester to build the cover letter and speak to specific experiences that point to your qualifications.

**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. Students should use the

marketable skills identified in the reflective journals through the semester to build the resume and speak to specific experiences that point to your qualifications.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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## **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific 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”).

### **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.

## **University Specific Procedures**

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

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

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

### **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](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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

### **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

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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.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counseling](http://www.tamuc.edu/counseling)

**See D2L Content tab for a schedule of assignments.**

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