



RSP 111.001
COURSE SYLLABUS: Fall, 2012

Instructors: Ms. Jennifer Hudson

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COURSE INFORMATION

Materials :

There are no required textbooks for RSP 111. However, this course will require outside reading and you will be responsible for research projects throughout the semester.

Course Description:

RSP 111 serves the purpose of First-Year Success Seminar for the Regents' Scholars Program. The course helps new students make the adjustment to the demands of a university environment. In the context of Regents' Scholars, RSP 111 prepares students specifically for the demands of the program by: 1.) building a sense of community within the program; 2.) increasing awareness of global issues and events; 3.) introducing and implementing leadership practices and theories and 4.) introducing students to the idea of being change agents of the institution. Student should also leave RSP 111 with a greater sense of self, personal values and strengths.

Student Learning Outcomes:

1. Students will explore multiple dimensions of significant international problems through group research.
2. Students will develop individual research skills and their capacity for effective reasoning and critical thinking.
3. Students will demonstrate proficiency at gathering, synthesizing and presenting information visually and orally.
4. Students will explore multiple theories of leadership and develop an awareness of their own particular leadership style and personal strengths.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

Instructional Methods: Class consists of various styles of presentations, activities and interactions. Do not expect a lecture course but rather open discussion and activities accompanied by some material delivered in a traditional format. In RSP 111, students will be active participants regardless of the mode of instruction. Students should come to class ready to participate, both in terms of preparation as assigned and attitude toward class and colleagues.

Participation: Students must attend all class sessions unless they are able to present a valid University-recognized excuse with documentation. 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, engaging with your peers and the critical reflection of concepts and ideas presented in class. Active participation is expected. **Participation is worth 20% of the course grade.** Should a student habitually miss class, documented or undocumented, the instructor has the right to begin docking the student's final grade, up to 3 points, for each unexcused absence.

Individual Presentation Themes:

Focus: On October 31st, 2011 the world population hit 7 billion people. A world on 7 billion people poses many challenges- and countless opportunities to make a positive difference. 7 Billion Actions, established by the University Nations Population Fund, inspires change that will make a difference by highlighting positive action by individuals and organizations around the world. Some consider this a unique moment in human history- both an achievement and a challenge. A world of seven billion has implications for sustainability, urbanization, access to health services and youth empowerment- however; it also offers a rare call-to-action opportunity for commitments to a healthy and sustainable world.

<http://www.7billionactions.org>

What does this mean for you? Within the themes of RSP, we discuss global citizenry, focus on our individual leadership development and how to live out our strengths. This is your chance to put all of these things in to action! How do you want to shape your world? How do you want to be involved in **your** world? How do you affect your world?

Proposal: Students will observe their actions for one week to identify any patterns in behavior. From this, students will determine an action worth investigating that could have potential global ramifications. Students will develop a typed document detailing the results of their observation, the action decided upon and how they will investigate, making a hypothesis about what their research findings will be. (15% of grade)

Plan: After receiving an approved proposal back, students will conduct research on the affects of their continued action and draw conclusions from their research. From there, students will develop an action plan, making the decision whether to continue, modify or end their current practice. Overall, students will make a determination about how this action influences their view of leadership and how their personal strengths come in to play. Student's investigation and research needs to be concluded by (date). Final plan should be 3-4 typed paged with the same formatting rules as your proposal- double-spaced, 12 point font, 1" margins and Times New Roman or Calibri font. (15% of grade)

Presentation: Students will give a 10-15 minute presentation to the class via some multi-media tool (power point, Prezi, video, song, etc) on the following:

- Process- How did you identify your action to investigate?
- What did you find in your research?
- What is your action plan?
- Did you decide to continue, modify or end your action? Why?
- How does your action influence your view of leadership?

The presentation should be your best work. It should be visually engaging and also reflective of college-level work. Presentations should be free of grammatical errors and follow basic formatting rules. All aspects of your presentation (you and the material) will be a component of your grade. You should also be prepared to field potential questions from your classmates. (30% of course grade)

In-Class Activities- The remainder (20%) of your course grade will be determined by activities inside and outside of the classroom.

Grading

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

A = EXCELLENT	90-100
B = GOOD	80-89.9
C = AVERAGE	70-79.9
D = POOR	60-69.9
F = FAILURE	<60

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Instructors will expect each of you to participate in the class discussion/activities, as well as to carry your own weight in the group work activities. Office hours are available outside of class by appointment. If you have any questions or concerns, please contact any either of us.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance: Attendance is part of your participation grade for RSP 111. Excused absences include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance OR any other similar circumstance in the view of the instructor. Excuses must be turned in, in writing, to the instructors upon return to class.

Social Contract: Early in the semester class members and instructors will delineate a set of classroom norms and rules that will govern class meetings. These will be the rules of conduct in RSP 111. All course members will agree to abide by the contract issued by the class.

Supplemental Instructions: In the course of your work on your individual project, you will be given additional written instructions that govern the look, content and scope of your project. These supplemental instructions have the same force as the syllabus for grading purposes.

University Specific Procedures:

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

Texas A&M University-Commerce

Gee Library

Room 132

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

Fax (903) 468-8148

[**StudentDisabilityServices@tamuc.edu**](mailto:StudentDisabilityServices@tamuc.edu)

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Week 1: Introductions, Syllabus & Social Contract

Week 2: Introduction to Strengths Question, A&M-Commerce Welcome

Week 3: Strengths Quest Activities- Individual & Group

Week 4: My Own Story Introduction, Start of Presentations

Week 5: My Own Story Activity

Week 6: Wellness Model/ Introduce Actions Observation Project

Week 7: Emotional Intelligence

Week 8: Global Reflections on EI/ Wellness Model/ Balance/ Mid-Terms

Week 9: Communication is Key

Week 10: Introduction to Values

Week 11: Strengths Quest in Context

Week 12: Stereotypes/Multiculturalism/ Global Citizenship

Week 13: Final Actions Presentation

Week 14: Final Actions Presentation

Week 15: Final Actions Presentation