

# GT 2030 Syllabus

Progress and Service Forum, Section RR, 3.0 credits, Fall 2026

## Instructor Information

Rebecca Watts Hull ([rwattshull@gatech.edu](mailto:rwattshull@gatech.edu)) and Ruthie Yow ([ryow6@gatech.edu](mailto:ryow6@gatech.edu))

## General Course Information

### Description

What is “Progress and Service” and how does Georgia Tech prepare leaders who advance technology and improve the human condition? In this course, you will explore the nature of complex problems that impact humanity while investigating your own unique potential to impact these problems. Through interactions with faculty, peers, and community leaders, you will learn to tackle complex problems from multiple perspectives, equipping you with greater insight into the roles and actions that enable leaders and groups to make change. You’ll also use tools of reflection to begin developing your own unique identity as a professional, and begin to make connections between you, your role as a professional, and the impact you have on society.

### Course Learning Outcomes

Upon successful completion of this course, students should have the foundational ability to:

- Integrate multiple perspectives in defining complex problems
- Reflect on their identity development as professionals
- Describe how their actions as professionals impact society
- Identify connections between their chosen professional path and complex societal problems.
- Build and maintain collaborative relationships with peers and partners, respecting diverse perspectives, to work effectively toward common goals.

### Sustainability Education

This course is designated as a SUST course, which means we use the United Nations Sustainable Development Goals (UN SDGs) as a framework to analyze sustainability challenges from diverse perspectives. Education for sustainability integrates disciplinary knowledge and skills with real-world sustainability challenges. It includes regular reflection and real-world connections and may also include opportunities for critical thinking, incorporating varied approaches and perspectives in the identification of the problem and solution, collaborative learning, and/or proposed solution implementation.

## Required Course Materials

*Designing Your Life* by Bill Burnett & Dale Evans

## Grading Policy:

Assignment	Date	Weight (Points out of 1000 total)
Reflection/Journal Entries (10 x 35 points)	Throughout semester	350 points
Professional Identity Statement	09/17/26	100 points
Informational Interview Summary	11/05/26	50 points
Problem Definition Project	12/03/26	350 points
Problem Definition Reflection (final exam)	As scheduled	150 points

## Description of Graded Components

### **Reflections/Journal Entries (10 x 35 points each = 350 points)**

These weekly assignments ask you to reflect on and synthesis topics we have been learning about in class, your own professional identity, and assigned readings (or videos, podcasts, etc.). You will complete these reflections at the beginning of class. Please use a professional tone and language, good grammar and spelling, and writing generally acceptable for a college-level course, while still exploring your own unique thoughts and insights about the assigned topics.

There will be ten of these reflections assigned during the semester, and each is worth 35 points. Three of these reflections will be related to off-campus, immersive learning experiences. If you make a credible, earnest effort at reflecting on the topic, and you do so using the professional style of writing described above, you will earn all 35 points for that assignment. If your reflection does not meet these criteria, you will earn a zero. Make-up opportunities are provided for institute-approved absences only.

### **Informational Interview Summary (50 points)**

Part of the purpose of this course is to help you reflect on your own unique identity as a professional, as well as the impact professionals' actions have on society. To advance your learning toward those goals, you will be required to interview a working professional in a field you have an interest in entering. You will draft a summary of your interview for this assignment. More detail will be provided in class and in Canvas.

### **Professional Identity Statement (100 points)**

As you clarify your own values, talents, and interests, you will also begin to reflect on the unique contributions you can make within the profession (or professions) you are thinking of pursuing. The professional identity statement is a professional piece of writing that can help you communicate to yourself and others the unique role you can play – a professional mission statement of sorts. More detail will be provided in class and in Canvas.

### **Group Problem Definition Project (350 points)**

About midway through the semester, you will be assigned to a small group to complete a project in which you use the skills and perspectives you've learned in class to define, not solve, a complex problem. You will have time in class to work on many aspects of the project, but there will also be a good bit of work your group will work to accomplish outside of class. More detail will be provided in class and in Canvas.

### **Problem Definition Reflection (150 points)**

After finishing your group problem definition project, you will write a problem definition reflection that illustrates what you learned over the course of the semester, and particularly during that project, about how one integrates multiple perspectives in defining complex problems. This professional piece of writing will show how you have synthesized your learning in the course. More detail will be provided in class and in Canvas. You will complete this final assignment during the final exam period scheduled for our class.

## **Grading Scale**

You have the opportunity to earn up to 1000 points over the course of the semester. Your final grade will be assigned as a letter grade according to the following scale:

A	900-1000 points
B	800-899 points
C	700-799 points
D	600-699 points
F	0-599 points

## **Attendance and/or Participation**

Given the small size, class meeting schedule, and interactive nature of this class, attendance is generally expected at each class meeting. While there is no penalty for an absence in its own right, please keep in mind that absences can also have a detrimental effect on your in-class reflection grade (see above). Classes will not be offered virtually due

to the interactive nature of the course, but I encourage you to obtain notes from a classmate and come to me with any questions if you need to miss class.

Georgia Tech's official attendance policy can be found at <https://catalog.gatech.edu/rules/4/> . In addition to the GT rules, it states "All students are responsible for obtaining an understanding of each instructor's policy regarding absences." Information about how to notify instructors when you need to miss class and what kind of documentation you should provide is at: <http://www.catalog.gatech.edu/policies/student-absence-regulations/> .

## Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#) .

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## Pre- &/or Co-Requisites

None

## Extra Credit Opportunities

Extra credit opportunities may or may not be provided at the discretion of the instructor. Any extra credit opportunities that are provided will be made available to all students in the class and will be posted in Canvas.

## Undergraduate Student Academic Success Resources

Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

## Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of [wellness related resources](#) has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being.