

GT 2030 Syllabus

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

Instructor Information

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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 discipline and complex societal problems.
- Build collaborative relationships with peers, 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)
Reflections (10 x 35 points)	Throughout semester	350 points
Informational Interview Summary	10/1/26	50 points
Professional Identity Statement	10/1/26	100 points
Problem Definition Project	12/04/26	350 points
Problem Definition Reflection (final exam)	As scheduled by GT	150 points

Description of Graded Components

Reflections (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 some of these reflections during class and some of them on your own, submitting in Canvas (see course schedule). Please use a professional tone and language, good grammar and spelling, and writing generally acceptable for a college-level course, while exploring your unique thoughts and insights about the assigned topics.

Each reflection is worth 35 points. If you make a credible, earnest effort at reflecting on the topic, demonstrate familiarity with relevant assigned material, and use 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. You may resubmit one completed reflection that earned a zero, within one week. Make-up opportunities will be provided for in-class reflections if you have an institute-approved absence.

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 is provided in the assignment description.

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 can help you communicate to yourself and others the unique role you can play – a professional mission statement of sorts. More detail is provided in the assignment description.

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 is provided in the assignment description.

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. 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 have a detrimental effect on your learning and your in-class reflection grades (see above). Classes will not be offered

virtually due to the interactive nature of the course. We encourage you to obtain notes from a classmate and come to us with any questions if you need to miss class.

Please review GT's official attendance policy: <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.

Course policies about generative AI use are provided in Canvas.

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 your instructors 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 us and that we have of you. Respect for knowledge, hard work, and cordial interactions will help build the environment we seek. We 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 them online at success.gatech.edu/tutoring, email tutoring@gatech.edu, or visit 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 ([student-resource-guide \(gatech.edu\)](#))

More resources on supporting student well-being on the syllabus and beyond are available through the [Learning Well Initiative](#).