

Course Syllabus

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GT 2030 Syllabus

Progress and Service Forum, HP2, and 3.0 credits

Fall 2026

Instructor Information

Instructor: Pollet Pamela

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Office hours: Wednesdays 3-4 PM (Virtual- link provided on canvas). You may also email me to request an appointment outside of this scheduled time.

Description

What is “Progress and Service,” and how can science and technology be used to improve public health and the human condition? In this section of the course, you will explore the complex challenges associated with chemical exposures, from single-chemical incidents to acute and chronic multi-chemical exposure scenarios that affect workers, responders, and communities. Through interactions with faculty, peers, and community leaders, you will examine these challenges from scientific, health, and societal perspectives, gaining insight into how interdisciplinary approaches can inform solutions. You will also use tools of reflection to develop your identity as a professional and consider how your knowledge, values, and actions can contribute to protecting human health and advancing the public good.

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
- Apply systems thinking to identify factors that influence exposure, risk, and health outcomes in real-world chemical incidents.

- Describe and compare acute and chronic chemical exposure scenarios, including single-chemical and multi-chemical exposures, and their potential impacts on human health.

Leaders in Progress and Service Graduation Distinction

This course serves as a foundational course for Georgia Tech’s Leaders in Progress and Service Graduation Distinction. Successful completion of the entire Leaders in Progress and Service (LP&S) educational sequence will result in the award of the “*Leader in Progress and Service*” graduation distinction, to be recorded on the diploma.

The LP&S educational sequence requires completion of:

- An LP&S-approved foundational course with a grade of “B” or better,
- three LP&S-approved “immersive learning” experiences (such as undergraduate research, study abroad, VIP, Create-X, community service), accompanied by completion of mentoring and reflection with an LP&S Mentor, spread over 3 semesters, and
- participation in a campus-wide Progress and Service Summit, hosted by LP&S and attended by invited experts, students, faculty, employers, and other community partners, along with an accompanying final reflection.

Learn more about Leaders in Progress and Service at

<https://distinguishyourself.gatech.edu>Links to an external site.. More information about the LP&S educational sequence will be provided over the course of the semester.

Required Course Materials

Readings and other course materials will be available on our canvas site.

Grading Policy:

Assignment	Date		Weight (Points out of 1100 total)
Reflection/Journal Entries (10 x 35 points)	Throughout semester	Individual	350
Immersive Assignment (50 Points)	10/07/2026	Individual	50

Assignment	Date		Weight (Points out of 1100 total)
Participation	Throughout semester	Individual	50
Informational Interview Summary	10/09/2026	Individual	100
Professional Identity Statement	09/04/2026 & 10/02/2026	Individual	100
Ethical Principles Statement	09/11/2026	Individual	100
Problem Definition	11/20/2026	Group	50
Problem Definition Project – Slide Deck	11/20/2026	Group	150
Problem Definition Reflections		Individual	150
			=1100

Description of Graded Components

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

These weekly assignments ask you to reflect on topics we have been learning about in class, your own professional identity, or other topics on occasion. 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. 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, however the instructor may allow you to revise and resubmit the assignment by a certain date to possibly receive full credit.

Make-up assignments will only be provided for those with an Institute Approved Absence or an absence the instructor excuses. These instructor-excused absences are very limited in scope, so please attend class regularly so as not to miss out on the points for these assignments.

Participation (50 points)

In-class participation is worth 50 points and is based on your active engagement during class. Because of the interactive nature of the course and the small class size, **in-person attendance is expected**. However, I recognize that illness, personal obligations, and unforeseen circumstances may occasionally prevent attendance. To provide reasonable flexibility, students may miss **up to two class meetings** without affecting their participation grade. Beyond, repeated absences may reduce participation points because participation can only be assessed when students are present and engaged in class activities.

Informational Interview Summary (100 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.

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.

Statement of Ethical Principles (100 points)

Ethical values are essential to maintaining public trust in science and professional practice. President Cabrera has emphasized the importance of transparency, accountability, and responsible leadership in addressing society's challenges ([article here](#)[Links to an external site.](#)). In this assignment, you will develop a personal statement of ethical principles that defines the values guiding your actions as a student, scientist, professional, and citizen. Identify the core values most important to you and explain how you will uphold them when navigating complex or uncertain situations. Consider issues such as honesty, integrity, safety, equity, sustainability, respect for diverse perspectives,

responsible use of information, and accountability, particularly when faced with ethical “gray areas” where there may be no single clear right answer.

Group Problem Definition Project – Presentation/slide deck (150 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 have 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.

Problem Definition Reflection (150 points)

After finishing your group problem definition presentation, 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.

Grading Scale

You have the opportunity to earn up to 1250 points over the course of the semester. Failure to submit the final assignment “Problem Definition Reflections” will result in a decrease of grade by one letter. Your final grade will be assigned as a letter grade according to the following scale:

A	950-1100 points
B	850-949 points
C	700-849 points
D	600-699 points
F	0-599 points

Attendance and/or Participation

In-class participation is worth 50 points and is based on your active engagement during class. Because of the interactive nature of the course and the small class size, in-person attendance is expected. Participation is a small portion of your grade and is based on regular attendance and active engagement in class. Use of technology for activities

unrelated to classwork will result in a zero for attendance on that day. However, I recognize that illness, personal obligations, and unforeseen circumstances may occasionally prevent attendance. To provide reasonable flexibility, students may miss up to two class meetings without affecting their participation grade. Beyond, repeated absences may reduce participation points because participation can only be assessed when students are present and engaged in class activities.

Georgia Tech's official attendance policy can be found at <https://catalog.gatech.edu/rules/4/Links to an external site.> . 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/Links to an external site.> .

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 CodeLinks to an external site.](#) and the [student Code of ConductLinks to an external site.](#) .

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.

AI Usage Statement

This course is different from many other courses at Georgia Tech. It is not primarily about technical knowledge or fundamental concepts. Rather, it is about **you**: your development as a professional and as a person.

Intellectual engagement is central to this course. The more actively and thoughtfully you engage, the more you will gain from the experience. The course has been intentionally designed to minimize busy work while providing a scaffolded learning experience through in-class activities and a limited number of meaningful out-of-class assignments.

While I support the appropriate use of AI as a learning tool, your submitted work must ultimately reflect your own voice, thinking, and experiences. AI-generated content cannot substitute for your personal reflections or professional development. As a result, work that is solely AI-generated is not acceptable for credit. To promote transparency and equity, every assignment submitted in this course must include the AI Usage Statement (template

available on canvas), along with evidence of AI use when applicable. Even if you did not use AI, you must still complete and submit the statement, indicating “No AI Use.”

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#)[Links to an external site.](#) (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](#)[Links to an external site.](#) 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.

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[Links to an external site.](#), email us at 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 listLinks to an external site.](#) of [wellness related resourcesLinks to an external site.](#) has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being.