

GT 0900
Challenge Summer Intensive Residential Program
Interpersonal Development Course
Summer 2017

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Format:

Meet weekly on Monday, Tuesday, and Thursday for two hours. Tuesday and Thursdays are class sessions. Mondays are in-residence sessions with peer counselors/team leaders.

This course is permit-only and participation in the Challenge program is required.

Description:

While the overall Challenge program will continue to contain several components, this course will focus specifically on interpersonal and communication development. This course will replace two previous offered program components: the activity periods and freshman seminars. This is a 5-week interactive program based course. Sessions are mixed-format with lectures, class discussion, team activities, peer mentoring/coaching, and intense student-centered participation. Student engagement is essential. Students are expected to play three roles each week: participant, reviewer, and creator. Everyone in the class has a role in creating a learning community.

Participant: **Participate fully** in class through presence, discussion, reflection and weekly assignments. Each week will be designed around a topic/theme (as outlined in the syllabus). One part will incorporate a workshop/lecture/guest facilitator. Guest lecturers/workshop facilitators are faculty from other departments at Georgia Tech; as well as career professionals. The other part will be student centered interactive learning sessions, where students will work collectively in teams to solve problem-based assignments. ***Team assignments are available online via T-Square.***

Critical Reviewer: **Attend to all lectures and concepts with care.** Reflect on information provided and the arguments associated with each topic. Note key terms, concepts, or examples provided. Provide feedback and input to peers as needed. Be familiar with readings, T-Square resources, and class handout materials.

Creator: **Co-create quality products in a team environment.** Students will be given weekly assignments and two major team project assignments. Each assignment and activity will help you to develop and improve your interpersonal and communication skills. Descriptions of each assignment are provided in the Assignments section of the syllabus.

Desired outcomes:

Upon completion of this course learners should be able to:

- Analyze written, oral, visual, electronic, non-verbal/numeric communication forms

- Identify their communication strengths and weakness.
- Identify why each communication form is relevant to academic success.
- Establish peer networks and appropriate connections with faculty and staff
- Describe the roles culture, gender, background, and self-efficacy can play in learning environments
- Identify strategies for working in diverse project teams
- Classify campus resources and compile strategies to apply resources to appropriate development areas.

Text/Resources:

There is no required text for this course. Below are a few recommended resources:

- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham, NC: Duke University Press.
- Atwaters, S., Leonard, J., Pearson, Jr., W. (2015). Beyond the Black-White Minority Experience: Undergraduate Engineering Trends among African Americans. In Slaughter, J. B., Tao, Y. and Pearson, Jr., W. (Eds.) *Changing the Face of Engineering: The African American Experience*, Baltimore, MD: John Hopkins University Press.
- *Guiding communication principles*, School of Literature, Media, and Communication, Georgia Institute of Technology (<http://lmc.gatech.edu/writingcomm/courses/guidingprinciples.php>).
- Strunk, W. & White, E. B. (2000). *The elements of style (4th ed.)*. New York: Longman. [extract version available at <http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>]
- Tatum, B. (2007). *Can we talk about race? and other conversations in an era of school resegregation*. Boston, MA: Beacon Press.

*Additional readings/resources will be provided online through T-Square.

Assignments:

Bio/Elevator Pitch-Students are to create a 4-5 sentence biographical statement that clearly states who they are, their academic major and interests, their career/graduate school goals, and a key fact about themselves that distinguishes them from others. This is commonly known as the 30-second elevator pitch. **Due June 29**

Resume Assignment-As part of your pre-Challenge material, you were asked to submit a draft resume. After a critique of this resume using the available campus resources, you will revise and resubmit as an important tool in your professional development. **Due July 6.**

Office Visit Summary Report- Students are to submit an agenda corresponding to an actual visit to the office hours of one of the three other Challenge course instructors (CS 1000, CHEM 1000/CHEM Lab, or MATH 1000/2000). This exercise is meant to demonstrate the value of out-of-the-classroom academic interactions with faculty. The report should be typed and dated, should provide a clear purpose for the visit, and should outline some material about which the student has questions (or requires clarification). The report should also include a copy of the communication correspondence used to initially contact the instructor or follow-up with the instructor post visit. This visit can occur anytime before the posted deadline and the report is to be submitted online via T-Square. **Due July 8**

Mock Interview Assignment-Students will participate in 30-45 minute group interviews with corporate representatives and GT alumni. **Due July 11**

Team Project Video-Students will develop a team video/project introducing their team's proposed idea in support of a chosen Westside Communities Alliance Initiative (see list of projects/initiatives here <http://westsidecommunities.org/about-2/> and a list of issues here <http://westsidecommunities.org/issues/>). Alternatively, teams may identify a current social justice issue or critical math/science concept to address. The video should briefly summarize the purpose of the project, the need(s) being addressed, and the innovative solution/approach the team has created to support the initiative. **Due July 15**

Personal Reflection Paper: Students are to compile a 1-2 page reflection paper on an encounter or experience working with students from different racial/ethnic backgrounds in an academic or social setting. **Due July 18**

Diversity and Inclusion Assessment-Students are to attend at least one campus event and assess the event using the diversity and inclusion guidelines provided during class. **Due July 20**

Team Project Presentation - In groups of 6 (or 7), students will be required to give a seven minute presentation on their website content. Within their presentation, students must identify the community dilemma(s)/ initiative, highlight their approach to addressing the dilemma/supporting the initiative, and develop content for a website based on their solution. The presentation must include:

1. About Us Write-up (see detail below)
2. A video/podcast
3. 3-5 images
4. Team members' bio statements (no more than five sentences- equivalent to the 30 second elevator speech)
5. References & citations, including social media/electronic/image references

About Us Write-up- Students will create the home page content for their team project using MS Word. The home page content should coherently describe the summary and purpose of the project; the targeted audience/community that are invited to participate in the project; and some graphical, statistical, or numerical data related to the population, community dilemma, or projected outcome of the project. Developing the content for the homepage will require students to conduct some research on their chosen field/major, to learn more about the type of research department faculty are working on, and to gain an idea of how this field can be applied to address the everyday needs of society.

*****Groups will present their final projects on July 26. Groups are encouraged to schedule an appointment with the GT Comm Lab to rehearse presentations or schedule the OMED media center for rehearsal with OMED staff/TA.***

Grades and Scale:

Assignment		Due Date
Communication & Networking Assignments (20%)	Bio/Elevator Pitch (5%)	June 29
	Resume (5%)	July 6
	Office Visit Report (10%)	July 8
Career and Culture Assignments (35%)	Mock Interview (10%)	July 11
	Personal Reflection Paper (10%)	July 18

	Diversity and Inclusion Assessment (15%)	July 20
Team Project (45%)	Video/Podcast (20%)	July 15
	Team Presentation (25%)	July 26

<u>GRADE</u>	
A	90-100
B	80-89
C	70-79
D	60-69
F	< 59

Note: Course grades are not for academic credit. This is an audit-only course. You do not receive an academic grade for your participation in this course. Your participation is for academic enrichment purposes. Grades are applied toward program points only. Program points are used to earn program rewards, as described in the Challenge program participation agreement. Additional copies of the Challenge program participation agreement can be obtained through OMED: Educational Services. They can be reached via the web at <http://omed.gatech.edu/content/challenge-0>.

Disabilities:

If you have or acquire any sort of condition that may require special accommodation(s), please inform the instructor as soon as possible, so that we may make the appropriate arrangements. Special accommodation requests should be made prior to June 29 (due date of first assignment). Proper documentation from the Office of Disability Services will be required. Please contact them to get more information on available services and accommodations, as well as documentation requirements. They can be reached via the web at <http://disabilityservices.gatech.edu>. Retroactive accommodations are not permitted.

Academic Conduct:

All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code. Anyone engaging in acts that violate these policies, such as cheating, plagiarism, or data falsification, will be penalized. For more information on the Honor Code, see the Office of Student Integrity website at www.osi.gatech.edu and the text of the honor code at www.policylibrary.gatech.edu/student-affairs/academic-honor-code. If you are not familiar with what constitute plagiarism, ASK! Being uninformed of the policies does not absolve you from the responsibility of following them!

Class Attendance:

Attendance will be taken at the beginning of each class session. Attendance is expected unless permission to be absent from class has been granted by the instructor ***in advance***. Students should discuss planned absences with the instructor as soon as possible at the beginning of the course. For more information on Georgia Tech's class attendance policy go to, <https://studentlife.gatech.edu/content/class-attendance>

Course Sessions:

Week 1- Introduction and Communication Forms, Part 1

June 26

- Introduction to course, self-assessment exercise
- Project guidelines and grading rubric distributed

June 27

- Developing an effective bio/elevator pitch
- Student introductions by practicing elevator pitches
- Georgia Tech's WOVEN (Written, Oral, Visual, Electronic, Non-Verbal) approach to communication

June 29

- Classic academic communication forms- letters, research papers, presentations
- Common communication mistakes (grammar, sms, no-shows, not-following up)

****Bio/Elevator Pitch assignment due (see assignment details)***

Week 2- Communication Forms, Part 2 (July 3 -July 4 –No class, GT Holiday)

July 6

- Contemporary /informal communication forms
 - Using digital media (text, social media, blogs, etc.)
 - Using video to convey an idea or teach a concept

July 7

- *Lies, Damned Lies, and Statistics*-using graphs and statistics in communication

****Resume and Office Visit assignments due (see assignment details)***

Week 3- Culturally Competent Career Development

July 10

- Corporate Day
 - Four group rotation with corporate representatives

July 11

- Passion, Purpose, People and Projects
 - “True Colors”
 - Choosing the right major/career
 - Finding the “I” and “we” in team
- Mock interviews
 - 30-45 minute professional mock interviews with corporate representatives and GT alumni

July 13

- Developing a team video
 - Identify a problem/issue to address
 - Develop video project idea
 - Develop setting (attire and scenery if necessary)
 - Develop a written script (post with video to T-Square)
 - Identify key actors/contributors
 - Create short project video/podcast (post to T-Square)

****Project Video assignment due (see assignment details)***

Week 4 Diversity and Inclusion

July 17

- Team building exercise – whitewater rafting excursion

July 18

- What is diversity? What does it mean to be inclusive? Why does it matter?
- “Institutionalizing Diversity?” Mediating difference.
- “Can we talk about race? Creating a climate of engagement”

July 20

- Cultivating diverse backgrounds, perspectives, and intellectual pursuits
- Self-efficacy and performance strategies

****Reflection Papers and DI Assessment assignments due (see assignment details)***

Week 5 Final Assessment

July 24

- Team project review sessions (instructor feedback)

****Team rehearsal sessions (Comm Lab/OMED)***

July 26

- Team project presentations
 - Students will present their final projects in groups of 6 (or 7) to a panel of judges (two guest judges per grouping) as well as other invited guests and peers