**Global Foundations of Character and Leadership 100L**

**Fall 2019 Syllabus**

**The Need to Achieve: Motivation, Intelligence, and Success:**

**Instructor:** Dr. Laurie Hazard

**Section:** GFCL 100L, MWF, 1:00 PM-1:50 PM, UNI268

**Office Hours:** By Appointment

**Phone: (**401)-232-6746

**e-mail:** [lhazard@bryant.edu](mailto:lhazard@bryant.edu)

**Undergraduate Advising Liaison:** Douglas Hillis

**General Course Description:**

GFCL is a theme-based first year seminar required of all Bryant first-year students. It is a cornerstone of the Gateway experience. The goals of this course are to provide all students with a solid foundation for success inside and outside the classroom. This includes introducing and welcoming first-year students into Bryant’s academic community. The Gateway program and GFCL are designed around the following five core learning objectives: Critical Thinking, Effective Communication, Diversity Awareness, Ethical Reasoning and Information Literacy. As a key a part of the Gateway Experience, assignments in this course will require students to demonstrate their performance in the following five key learning outcomes.

**Effective Communication:**

You will demonstrate the ability to effectively develop and express ideas both in writing and orally. Relevant tasks include your ability to:

• Demonstrate awareness of context, audience, purpose, and to the assigned

tasks(s) (e.g., begins to show awareness of audience's perceptions and

assumptions).

• Use appropriate content to develop and explore ideas.

• Exhibit an aptitude to follow expectations appropriate to written or oral

task(s) for basic organization, content, and presentation.

• Use language that conveys meaning to your audience with clarity.

**Critical Thinking:**

You will exhibit the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Relevant tasks include an ability to:

• Describe an issue/problem to be considered critically so that understanding is not

seriously impeded by omissions.

• Interpret/evaluate information from source(s) to develop a coherent

analysis or synthesis.  
• Question assumptions, both your own and those of others.   
• State a specific position (perspective, thesis/hypothesis) that acknowledges different sides of an issue.  
• Develop a conclusion which is logically tied to information; related outcomes (consequences and implications) are identified clearly.

**Diversity Awareness:**  
You will demonstrate your development of a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse global, social, cultural, and political contexts. Relevant tasks include an ability to:

• Identify your own cultural rules and biases.  
• Demonstrate understanding of the complexity of elements important to members of another culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices.  
• Identify components of other cultural perspectives and begin to recognize more than one worldview.

**Ethical Reasoning:**

You will demonstrate the ability to assess your own ethical values and the social context of problems, recognize ethical issues in a variety of settings. Relevant tasks include an ability to:

• State both your core beliefs and the origins of the core beliefs.  
• Recognize basic and obvious ethical issues and grasp some of the complexities or interrelationships among the issues.  
• State a position and state the objections to, assumptions and implications of, and shows a developing ability to respond to each.

**Information Literacy:**

You will demonstrate the awareness to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. Relevant tasks include an ability to:

• Determine the nature and extent of information needed.  
• Access needed information effectively and efficiently.  
• Evaluate information and its sources critically.  
• Use information effectively to accomplish a specific purpose.  
• Demonstrate an understanding of the many economic, social, and legal issues surrounding the use of information and accesses and uses information ethically and legally.

**GFCL 100L Course Description:**

This section will explore both the individual and socio-cultural factors that contribute to a person’s need to achieve and those habits of mind that foster success in school, career, and life. For decades, social scientists and educators have argued about the extent to which intelligence predicts an individual’s ability to be successful in these arenas. In this course, the concepts of intelligence and motivation will be analyzed from multiple perspectives. We will examine how successful people learn to capitalize on their strengths and compensate for their challenges. Further, we will look at where these competencies are nurtured in our life experiences, and ultimately how they play a role in our ability to lead in an ever-changing global environment.

**Student Success and Co-Curricular Integration:**

***Student Success*** programming in the First-Year Gateway Experience is designed to transition students into a scholarly community by fostering their intellectual, academic, social, and emotional adjustment. Integrated success instruction and programming enables students to demonstrate:

• An understanding of the self in the scholarly community.

• Engagement in scholarly activities such as group discussion, conducting research, and

synthesizing materials, thereby illustrating a growing awareness of the importance of

active involvement in the educational process.

• The ability to plan and prioritize academic and student life activities to promote success

inside and outside of the classroom.

• Development of cognitive and metacognitive abilities, including those skills involved in

the self-regulation of learning and developing a fuller understanding of a range of

learning and study strategies.

To aid in the development of these skills, this course will require student participation in a variety of co-curricular experiences during the semester**. These activities are described in a separate handout.**

##### Required Texts: Hazard, Laurie and Jean-Paul Nadeau. Foundations for Learning, Third Edition, Pearson Education, 2012

**All additional weekly readings will be posted on Bb under the *Assignments/Readings* tab.**

**GRADING:**

**Evaluation and Grading:**

A = 100-93.0 B+ = 89.9-87.0 C+ = 79.9-77.0 D+ = 69.9-67.0

A- = 92.9-90.0 B = 86.9-83.0 C = 76.9-73.0 D = 66.9- 60.0

B- = 82.9-80.0 C- = 72.9-70.0 F = 59.9 or lower

**Attendance and Participation (5%):**

***Participation***: Talking through the new concepts in class will help you learn and remember the material. Discussion as a mode of instruction is a critical piece. You are required to participate. Throughout the semester, I will make recommendations of outside support to help you fully participate and maximize your potential both in and out of class. Taking advantage of these opportunities will significantly bolster your participation grade.

***Attendance:*** From the Bryant University Student Handbook: “Students are expected and encouraged to attend all class periods of the courses for which they are registered. Absence from class operates to limit a student’s achievement and curtails a student’s academic objectives.” All students are expected to attend every class, arrive on time, and remain for the entire class. Students will be responsible for all material and information given out during class time. This will be applicable whether a student attends a particular class. Similarly, there will be no make-up for any missed in-class activities or assignments due to unexcused absences. No late assignments will be accepted.

**Student Success Certificate of Completion (5%)**

**E-Portfolio (5%): See Bb for Prompts and Reflection Rubric**

You will be required to post a reflection for each of the Gateway outcomes into your portfolio for a total of six reflections: one in my scholarly-self, and in each of the other four outcomes. All reflections must be posted by the day of the final exam. **Must do all six to get full credit.**

**Co-Curricular Involvement**, **Reflections, and Student Success** **(15%)**

* *Foundations for Learning* **Quizzes (5%)**
* Co-Curricular Involvement and Reflections **(10%)**

You will be required to participate in a variety of co-curricular activities over the course of the semester and reflect on the experiences and what you learned. Some will be required; others you can choose. See Bb for reflection prompts.

**One-Pagers (10%) See Bb for Specific Prompts:**

1. **Social Media**
2. **Diversity and Inclusion**
3. **Laurie’s Choice**
4. **Ethical Reasoning**
5. **Parenting Styles**

**Short-Papers (25%) See Bb for Specific Assignment and Rubric**

1. **Academic Autobiography (LOTS) (4-5 pages: 10%)**
2. **Procrastination (2-3 pages: 5%)**
3. **Research Article Critique on Intelligence (3-4 pages: 5%)**
4. **Jonah Complex (2-3 pages: 5%)**

**Final Paper (20%): See Bb for Specific Assignment and Rubric**

**Final Presentation (15%) to be presented to the class on the day of the exam period. Details will be posted on Bb.**

**From the Bryant University Catalog:** <https://catalog.bryant.edu/graduate/cas/academicpoliciesprocedures/>

## **Academic Honesty Policy**

A high standard of conduct is expected. A graduate student’s education is the result of his or her initiative and industry. Each Bryant graduate student, accordingly, understands that to submit work that is not his/her own is not only a transgression of University policy but also a violation of personal integrity.

The academic community, therefore, does not tolerate any form of “cheating” – the dishonest use of assistance in the preparation of outside or in-class assignments.

## **Ethical Conduct And Plagiarism**

As students at Bryant University you are privileged members of an academic institution with high standard for academic integrity and conduct.  Student dishonest will NOT be tolerated. Any student who plagiarizes any portion of a research paper, cheats, or shares assignment answers will receive a 0 (zero) for that assignment, a lowering of the final grade, and/or failure in the course.  More serious sanctions are also possible. Ignorance of University policy is NOT a valid excuse. If you are not sure whether you are plagiarizing or not, please check with your instructor.

#### **ACADEMIC DISHONESTY AND PLAGIARISM INCLUDE BUT IS NOT LIMITED TO:**

* Submitting an assignment that has been wholly or partially created by another person.
* Presenting as your own work, the ideas, representations, research, or words of another person without proper acknowledgement (citation) of sources.
* Knowingly permitting your work to be submitted by another student as if it were her or his own work.
* Submitting identically, or substantially, the same assignment to fulfill the requirements of two separate courses.
* Copying from another student's examination, term paper, homework or lab report.
* Misappropriation of examination materials or information.
* Unauthorized communication with another student during or about quizzes.
* Unauthorized access to or the use of the computerized work of others.
* Falsification of data for research projects.
* Turning in another student’s name on an assignment when the student failed to contribute.

All violations are subject to disciplinary action. To preserve its commitment to the high standards of intellectual and professional behavior, Bryant University will respect intellectual excellence and expect intellectual honesty.