



Framingham

State University

Course Syllabus

COURSE NAME: Mental Toughness: G.R.I.T and being RELENTLESS

DATES/TIMES: Online Course Spring 2024

CREDIT HOURS: 1 Graduate Credit

INSTRUCTORS: Shawn Hair
shawnhair@smsd.org
Mobile: 816-522-4716

LOCATION: FSU Online Blackboard Learning Management System/Canvas

COURSE DESCRIPTION:

This course explores what GRIT is and why it matters. This course will ask participants to analyze their current classroom of students and determine which students are gritty and which are not. Different case scenarios whereby passion and perseverance versus talent relative to achievement will be highlighted. Participants will explore ways to teach GRIT in their classes and educational environment through the creation of classroom activities. Learn techniques to demand more of yourself than was thought possible and give students those tools to believe every dream they imagine, everything that is heard and felt in your sleep is not a fantasy, that's deep instinct and how to tap into that RELENTLESS potential!

COURSE OBJECTIVES:

At the end of the course, successful students will be able to:

- Develop an awareness of Grit as it relates to fulfilling one's' potential
- Develop an understanding of Grit strategies and practices that foster student achievement
- Apply Grit strategies and practices that foster student achievement
- Anticipate potential failures with students and create a plan for changes to be adopted in accordance with skill and overcoming challenges
- Create activities that incorporate highly dynamic instructional techniques into the classroom
- Create lessons and activities that will promote interactive learning
- Utilize techniques and standards to create, plan, and design task cards, classroom activities and bell ringers to that meet the objectives of GRIT

education

TEXT: Books optional - Instructor will also provide selected handouts with relevant information.

Grover, Tim S, Relentless From Good to Great to Unstoppable. Scribner, New York, NY, 2013; ISBN 9781476710938.

Angela Duckworth. Grit: The Power of Passion and Perseverance. New York, NY: Scribner, 2016, 352 pages

FSU library is also available to access research and materials.

SOFTWARE: NONE required for this course

National Standards:

This course will apply the National Board for Professional Teaching Standards (NBPTS), Massachusetts Health Curriculum Framework, and the Massachusetts Technology Literacy Standards and Expectations.

NBPTS:

1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they teach and How to teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Massachusetts Curriculum Frameworks: Comprehensive Health (K-12)

- Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.
- Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

Massachusetts Technology Literacy Standards addressed:

Standard 2:

Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. This standard

- relates to social, ethical, and human issues. It promotes positive attitudes toward the uses of technology, as well as responsible use of information. This standard also includes recognition of technology's impact on civic participation, the democratic process, and the environment;

- aims to ensure that students understand general rules for safe Internet practices, including how to protect their personal information on the Internet;
- is to help students develop an awareness of the personal image that they convey through the information they post on the Internet;
- aims to ensure that students understand federal and state laws regarding computer crimes; and
- supports students in exhibiting leadership for digital citizenship.

Standard 3:

Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

This standard:

- focuses on applying a wide range of technology tools to student learning and everyday life;
- aims to ensure that students will be able to use technology to process and analyze information;
- is to help students develop skills for effective technology-based communication;
- includes the use of technology to explore and create new ideas, identify trends, and forecast possibilities; and
- aims to provide students with an awareness of how technology is used in the real world.

COURSE EXPECTATIONS:

- Completion of four weekly modules using the Blackboard learning management system through Framingham State University is mandatory (module assignments and due dates/times outlined on Blackboard course home page). It is expected that you will spend approximately 3 hours per week engaging in course content. You may login at any time of the day or night to complete assignment
- Completion of the module projects
- Completion of the final project
- Discussion Boards (see below for expectations)

DISCUSSION BOARD EXPECTATIONS:

- The discussion board is a crucial part of this class. Not only will you be asked to respond to a weekly question, but you will also need to read and respond to others to fully benefit from this learning experience.
- Stay on task and answer the question being addressed
- Be respectful and polite at all times when responding to your fellow classmates even if you do not share the same opinion
- Read all posts so you do not repeat what someone else has written
- No cursing
- Please be thoughtful and use complete sentences.
- All discussion comments should be made before the start of the next Module.
- Make sure you check the discussion later in the week to see what others said about your comments

COURSE INSTRUCTIONAL STRATEGIES USED:

Combination of direct instruction, cooperative learning, and online discussion,

COURSE CONTENT OUTLINE:

Module 1: Topics and Content

1. Define GRIT: https://www.ted.com/speakers/angela_lee_duckworth
2. How Gritty are You?
3. Establishing your own GRIT score and reflection:
<https://angeladuckworth.com/grit-scale/>
4. 2 Predictors of success: <https://angeladuckworth.com/research/>
5. Gritty in Real Life

Module 1 Project:

1. Case Study: Bruno Mars - Don't Give Up

Discussion Board Module 1:

- Introduce yourself! Please post a brief introduction and educational experience. Respond to 2 other students
- Reflection: What is grit? Take the "How Gritty Are you" - are you surprised by your score? Can you predict how your students will score?
- Case Study: Bruno Mars

Module 2: Topics and Content

1. How can GRIT be taught?
<https://www.edutopia.org/blog/true-grit-measure-teach-success-vicki-davis>
2. Self-Control and Success
3. Relentless: Being a Cleaner (pressure, going into a zone, push yourself harder when everyone else has had enough, decisive decision making)

Module 2 Projects:

1. Admiral McRaven's "If you want to change the World"
2. Task cards (create at least 3) - examples on Blackboard
3. Case Study: Admiral McRaven's

Discussion Board Module 2

1. Case Study: Admiral McRaven's "If you want to change the World" - Answer the resource - guided questions - this is also a resource you can use in class.
2. Post your task cards (at least 3 task cards) and how you see these being incorporated into your educational environment.

Module 3: Topics and Content:

1. Coolers, Closers and Cleaners

<https://medium.com/@TheVenuePro/cooler-closer-or-cleaner-which-one-are-you-6180ff03538e>

2. Which of these 3 define you - how can you get to a higher level

How can kids be taught resilience?

<https://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/>

Module 3 Projects:

1. Case Study:
2. Bell Ringers - create 3 bell ringer activities for teaching GRIT and Relentlessness

character education - you will be assigned a partner for collaboration for this project - partnering will be according to interests and educational situation

Discussion Board Module 3:

- Collaboration partner and individual reflection (posted in Blackboard)
- Post 3 collaborative bell ringer activities

Module 4: Putting it all together - Final Project

- Final project (Module 4 Project)
- Summary of Learning: (Directions)

Final Projects:

1. The final project will integrate the student's learning of all lessons. The materials will be synthesized into a final project that illustrates how the content will be used in the teacher's classroom.
2. Summary of Learning - Develop a statement of how the concept of GRIT and being Relentless plays a role in instruction and impactful student development.

Discussion Board Module 4 :

- Post Final Project
- Post Summary of Learning

COURSE CREDIT:

1 graduate credit and 22.5 PDPs will be granted through Framingham State University. Expectations are to spend no less than 30 hours on coursework throughout the course.

COURSE ASSESSMENT: (Please see rubrics below)

Class Participation Weekly Discussion Boards (Discussion Rubric)	40%
Module Projects	40%
Summative written evaluation/summary of learning (Final Project)	20%

ACADEMIC HONESTY POLICY:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

Academic Accommodations Policy:

Please refer to the FSU handbook found here:

<https://www.framingham.edu/Assets/uploads/academics/center-for-academic-success-and-advising/documents/disability-services/Accessing%20Academic%20Accommodations.pdf>

ASSESSMENT TOOLS

Participation Rubric:

There are four modules. You will receive a participation grade for each module. The scoring is as follows:

- 3 You participated in all components of the module.
- 2 You participated in most components of the module.
- 1 You participated in some components of the module.
- 0 You did not participate in the module.

The sum of your 4 participation grades will be divided by 12 for a final participation grade.

Discussion Rubric:

Score:

- 3 You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed & keep the conversation moving.
- 2 You participated in the discussion (2 posts). Your contributions were relevant to the posted topic(s), & helped keep the conversation moving.
- 1 You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).
- 0 You did not participate in the discussion.

Learning Activity/Case Study Rubric:

Score:

- 3 The activity was thoroughly completed, demonstrates deep reflection about the topic, and provides evidence of genuine understanding of how the assignment relates to your professional work.
- 2 The activity was completed, demonstrates reflection about the topic, and provides evidence of understanding how the assignment relates to your professional work.
- 1 The activity was partially completed, demonstrates minimal reflection about the topic, and provides little evidence of understanding how the assignment relates to your professional work.
- 0 The activity was not completed.