Florida International University
IDH 3034: The Paradox-Savvy Mind

COURSE TITLE       The Paradox-Savvy Mind
SECTION            RVJA 1235
COURSE CREDITS     3
TIMEFRAME          Summer Session A: May 8 – June 16, 2023
CLOCK HOURS       Online
LOCATION           Online
FACULTY            Matthew Kutz, PhD, AT, ATC, CSCS
                   Phone: 305.348.3398
                   Email: mkutz@fiu.edu
                   Office location: AHC3 - 332
                   Office hours: Virtual/By appointment

“The test of a first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function.”
-Scott Fitzgerald

Honors College Policies and Requirements
Academic Misconduct Procedures and Policies
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php. Please refer to the following documents for additional information:

Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes.
over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. http://honors.fiu.edu/current-students/portfolio/

**Honors Education in the Arts (HEARTS)**
The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. http://honors.fiu.edu/current-students/hearts/

**Resources:**

**Panthers Care & Counseling & Psychological Services**
If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website. Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

**CATALOG DESCRIPTION**
This course is an interactive virtual class that introduces the student to the nuance of how a binary paradigm makes us uncomfortable with paradox and limits our thinking, creativity, and innovation. Attention is given to how cognitive diversity and contextual intelligence are prerequisites for successful leadership in a rapidly changing and dynamic workforce.

**COURSE OBJECTIVES**
Upon completion of this course, the student will be able to:

- Appreciate opposing and conflicting points-of-view and the perception of others.
- Describe the value of cognitive diversity to groups and society.
- Discuss how cognitive biases influence thinking and decision-making.
- Describe the basic aspects of Contextual Intelligence.
- Practice the R4 Response to Complexity Process.
- Describe the salient components of 3D Thinking.
- Describe the biases inherent in their own thinking (metacognition).
- Explain heuristics and how they are developed.

**TOPICAL OUTLINE**
Note: The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and the course material. The instructor will make every
effort to inform the students of changes as they occur. It is the responsibility of the student to know what changes have been made to successfully complete the requirements of the course.

<table>
<thead>
<tr>
<th>Module</th>
<th>Week #</th>
<th>Topic/Theme</th>
<th>Reading Preparation</th>
<th>Related Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 8 – May 13</td>
<td>The Paradox</td>
<td>Assorted readings (see Canvas Module)</td>
<td>Virtual Lecture attendance, Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>May 14 – May 20</td>
<td>Either/Or-Thinking; Cognitive Bias &amp; Heuristics</td>
<td>Assorted readings (see Canvas Module) including Thinking Fast and Thinking Slow (Excerpt: Daniel Kahneman)</td>
<td>Virtual Lecture attendance, Discussion Board, Heuristic Assignment</td>
</tr>
<tr>
<td>3</td>
<td>May 21 – May 27</td>
<td>Detecting BS</td>
<td>Assorted readings (see Canvas Module) including The Life-Changing Science of Detecting B.S. (Excerpt: John Petrocelli)</td>
<td>Virtual Lecture attendance, Discussion Board</td>
</tr>
<tr>
<td>4</td>
<td>May 28 – June 3</td>
<td>Sustaining and promoting ideas and ideology</td>
<td>Assorted readings (see Canvas Module) including Ideas have Consequences (Excerpt from Richard Weaver)</td>
<td>Virtual Lecture attendance, Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>June 4 – June 10</td>
<td>Contextual Intelligence</td>
<td>Assorted readings (see Canvas Module) including Contextual Intelligence: How Thinking in 3D Can Help Resolve Complexity, Uncertainty and Ambiguity (Excerpt: Matthew Kutz)</td>
<td>Virtual Lecture attendance, Discussion Board, CI Profile &amp; Debrief</td>
</tr>
<tr>
<td>6</td>
<td>June 11 – June 16</td>
<td>Integration and debrief on general Epistemology</td>
<td>Assorted readings (see Canvas Module)</td>
<td>R4 Process Assignment</td>
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</tbody>
</table>

**Typical week of Classes will look something like this (but may vary from week to week) …**
- Monday required virtual lecture attendance (asynchronous).
- Tuesday – Wednesday read the assigned readings and chapter excerpts.
- Wednesday – Friday complete discussion boards assignments/ group work.
- Thursday evenings Live Zoom class chat with Dr. Kutz (optional, but strongly encouraged)

**The instructor reserves the right to change requirements or scheduling in the syllabus at any time throughout the course. Students will be notified of any specific changes via Canvas.**

**TEACHING STRATEGIES**
This course will be presented on-line. Additionally, this course will include on-line learning activities, readings, discussions, and assignments.

**EVALUATION METHODS**
Final grades will be based on:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Postings based on Readings</td>
<td>50%</td>
</tr>
<tr>
<td>*Various assignments (noted on Canvas)</td>
<td>10%</td>
</tr>
<tr>
<td>Heuristic Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>CI Profile and Debrief</td>
<td>10%</td>
</tr>
<tr>
<td>R4 Process Assignment</td>
<td>10%</td>
</tr>
</tbody>
</table>

*As this is a “living and developing” class there is small % of assignments which will emerge as the class develops that are unknown at this time. All course requirements are due on the date indicated on Canvas. Late work will not be accepted for any reason. Any late course evaluation requirements will automatically be scored as a zero. If a student is not able to meet the noted deadlines for assignments based upon an
emergency the professor should be informed as soon as possible. Assignments can be turned in early, so is imperative to not procrastinate in case unexpected personal events arise.

Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>87-89 B+</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>83-86 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76-79 C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73-75 C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-72 D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0-59 F</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td></td>
</tr>
</tbody>
</table>

Note: When the decimal is .4 or below the grade is rounded down to the nearest whole number. If the decimal is .5 or above the grade is rounded up to the nearest whole number. This grading scale serves as the official University grade scale. Calculations based on course assignments should not be conveyed as necessarily accurate via Canvas platform calculations.

COURSEWORK (Evaluation & Descriptions)

Discussion Board (40% total):
The discussion board is designed to monitor and assess student understanding, critical thinking, and progression in the course. It is also designed to facilitate dialogue and critique on topics associated with scholarship in athletic training. Students will be expected to post throughout the week on the assigned topic. Remember, professionalism and respect should be displayed to all classmates during these debates as the topics presented often do not have a “right” answer and may be controversial in nature. The goal is to foster critical/analytical thought and introduce new/different perspectives. Participation in the discussion board is mandatory, and equally if not more important is the timeliness and thought put into each of your responses. The instructor will provide input to the discussion board primarily to facilitate and provoke additional thoughts from the students regarding the subject matter. The instructor may also answer complicated questions that the students are unable to resolve, clarify any erroneous discussion points, or simply compliment the students on quality discussions. Posts are also a reflection of one’s comprehension of the assigned reading materials, whereby the weight of the grade for this portion of the class reflects the time associated with reading preparation.

Discussion Board Rubric is Below:

- 6-7 = Submits original post by Wednesday, submits multiple follow-up post by Friday, posts are original, thoughtful, contributory, and challenging
- 5 = Submits original post by Wednesday, submits follow-up posts by Friday, posts are less original, thoughtful, contributory, or challenging
- 4 = Does not submit original post by Wednesday OR follow-up posts in a timely manner, but the late posts are original, thoughtful, contributory or challenging
- 3 = Submits original post by Wednesday with no follow-up posts OR posts are generic and add little value to the ongoing conversation
- 1-2 = Submits original post by Friday with no follow-up posts
- 0 = No posts submitted Friday

*Any variation of the above provides the instructor to use best judgment to assign a grade

Heuristic Assignment (20% total): Due date on Canvas
Submit completed work via Canvas. Please refer to the rubric and directions in Canvas for specific details of the assignment.

**CI Profile™ & Debrief (10% Total): Due date on Canvas**
Submit completed work directly to Canvas. Please refer to the rubric and directions in Canvas for specific details of the assignment.

**R4 Process Assignment (10% Total): Due Date on Canvas**
Submit completed work directly to Canvas. Please refer to the rubric and directions in Canvas for specific details of the assignment.

**Remember:**
- Extra credit is NOT available.
- There will be NO make-ups of course materials.
- It is the student’s responsibility to contact the instructor prior to the assigned due dates with any concerns of being unable to complete an assignment in a timely manner.

**REQUIRED TEXTS**
Instructional readings will be provided for class assignments.

**SUPPLEMENTAL TEXTS OR MATERIALS**
Supplemental peer-reviewed, evidenced-based journal articles and other resources may be posted on the Canvas course website. Students are required to complete the supplemental readings.

**UNIVERSITY DROP DATE FOR THE COURSE** TBA

**POLICIES**

**Attendance and Participation Policy**
Students are expected to read the assigned materials prior to any discussions on-line. Students are also expected to participate in on-line class discussions and will earn points for on-line participation.

**Instruction Policy regarding Make-up for Exams, Assignments, or Performance Measures**
This course is delivered online and participation expectations differ from that of a face-to-face classroom instructional delivery mode. Assignments (including discussion board postings) are expected to be completed by the assigned date. Reduced grading is not an option for late assignments. With ample notice and justifiable terms, or under emergency circumstances deemed relevant, assignment deadlines may be granted an extension under the professor’s discretion. All due dates for assignments are known well in advance and this will be factored into decisions for granting extensions.

Synchronous online classes are not held often. Every attempt will be made to provide ample notice for students to attend when scheduled. While it is expected that students will arrange to be available for online synchronous sessions, it is understood that other commitments may preclude this from happening. In such cases, it will be the student’s responsibility for any missed information.

**COMMUNICATION:**
E-mail is used for official correspondence and communication and between students and instructors. Should you choose not to use your FIU.EDU email address, you must forward your FIU.EDU email to the address you check regularly.

Dr. Kutz | Summer Session A | 2023
E-mail Correspondence:
Only messages that originate from a FIU.EDU will be accepted as formal correspondence.

Class Behavior (on-line class)
Students will demonstrate respect to one another and to instructors during all times. Students who fail to do so will be informed in writing and have a verbal discussion with the instructor to be considered as a warning with an immediate goal of rectifying the behavior.

Students with Disabilities
If you have a disability and need assistance, please contact the Disability Resource Center (University Park: GC190; 305-348-3532) (North Campus: WUC139, 305-919-5345). Upon contact, the Disability Resource Center will review your request and contact your professors or other personnel to make arrangements for appropriate modification and/or assistance.

Sexual Harassment
For information on sexual harassment, please visit: http://regulations.fiu.edu/regulation

Religious Holy Days
The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from (on-line) class to observe a religious holy day of his or her faith.

Academic Integrity
FIU CORE Values: Responsibility, Truth, Freedom, Respect & Excellence

- All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the core values.

- All students should understand that if they are found responsible for academic misconduct, they will be subject to the FIU Academic Misconduct Policies & Procedures. The FIU Academic Integrity home page (http://integrity.fiu.edu) provides a flow chart that illustrates the informal and formal resolution process. The Informal Resolution Form is available for completion online.

The instructor abides and endorses the university’s policy on academic integrity. Any form of academic misconduct is considered a serious offense. Should you have academic or personal problems that are getting in the way of your academic success, please contact your instructor.

Academic Misconduct
FIU’s Policy for academic misconduct includes these definitions for these intentional acts or omissions:

A. Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct

B. Plagiarism: The deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.
C. **Self-Plagiarism**: This is using your own work for another assignment without providing a citation indicating that this work was previously used. When citing yourself, use cite in-text citations to identify yourself as the author.

D. **Misrepresentation**: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

E. **Misuse of Computer Services**: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another’s program(s).

F. **Bribery**: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

G. **Conspiracy and Collusion**: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

H. **Falsification of Records**: The tampering with, or altering in any way any academic record used or maintained by the University.

I. **Academic Dishonesty**: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Charges of Academic Misconduct may be brought against a student (hereafter Charged Student) by a faculty member, a chair, or a dean (hereafter Complainant). Charges may be filed by the aforementioned persons on behalf of a staff person, another student, or a person not affiliated with the University, who reasonably believes that a student has committed academic misconduct.

The Complainant, who suspects academic misconduct, must meet with the student in order to inform him/her of the allegation(s), to provide any evidence, and to allow the student to respond, before either entering into an Informal Resolution, as described below, or filing the Complaint Form Alleging Academic Misconduct with the Faculty Fellow for Academic Integrity.

- [Graduate Academic Misconduct Policy (Compliance)]
- [Academic Misconduct Procedures Flowchart]

For more information, visit [http://integrity.fiu.edu/misconducts.html](http://integrity.fiu.edu/misconducts.html)

**Grievances**

These definitions and procedures address grievances by FIU students in which the complaint or controversy alleges:

A. Arbitrary and capricious awarding of grades

B. Unprofessional conduct by a professor that affects adversely either the student’s ability to satisfy academic expectations, whether in the classroom, a field setting, a laboratory or other setting, or the student’s actual performance

C. Inappropriate or inadequate academic advising concerning requirements not published in official University documents

D. Arbitrary dismissal from an undergraduate course or program except as described below

E. Irregularities in the implementation of policies or procedures in grievance hearings at the college or school level

Charges of Academic Grievance may be brought against a faculty member, committee, or department chair by a student.
The student must meet with the faculty member, chair, or dean in order to settle the grievance informally via open and transparent processes of communication. After all means of informal resolution have been exhausted, the student can proceed to file a Formal Academic Grievance with the Faculty Fellow for Academic Integrity.

- Graduate Academic Grievance Policy (Compliance)
- Informal Academic Grievance Procedure Flowchart
- Formal Academic Grievance Procedure Flowchart

For more information visit: [http://integrity.fiu.edu/grievances.html](http://integrity.fiu.edu/grievances.html)

To view the full university policy, guidelines, and procedures for academic grievances, please refer to the [Student Handbook](http://integrity.fiu.edu/grievances.html)

*** The instructor reserves the right to make additions and/or modifications to the syllabus as needed***