Overview

The main purpose of this course is to focus on the intersection between application and theory in the 21st Century world. Students integrate University core knowledge and skills with theories of creativity and team sciences in a collaborative setting. Project-based learning forms the center of this educational experience, focused around a theme chosen by, and in collaboration with, a business or community partner. The goal is teaching students how to understand and implement creative thought processes, with particular emphasis on creativity arising from team collaboration. Students consider how theories of creativity can positively impact the ability to find and implement solutions to problems within complex systems. Diversity of teams, as exemplified by differences in economic background, cultural background, gender, race, religion, physical or intellectual abilities, etc., is studied as it relates to team creativity. Learning is supported by readings, lectures, discussion and simulation of key theories that drive said communication. The class will be engaged with an industry partner, and will also include regular attendance from leaders of that organization, as well as other guest speakers.

This semester, you will be working with Dream On 3, a non-profit organisation purposed to bring together special-needs children and their sports heroes such that their dreams can be realised.

Materials

Required Text

There is no required textbook for this course.

Recommended

Any required journal articles, book chapters, code files, or other materials will be provided by me and placed in Canvas.

Grading Scheme

35% Packback Boards
50% Project Components
15% Attendance

Grades will follow the standard scale:

- A = 89.51-100
- B = 79.51-89.5
- C = 69.51-79.5
- D = 59.51-69.5
- F < 59.51

Packback Boards

There are a total of ten Packback discussion board assignments interspersed throughout the semester worth 35% of your final grade. Some boards will be professor-led, while others will be student-led. The purpose of the boards is to critically engage in the theories and applications necessary to bring the client project to a successful conclusion. Questions (if required) will be due by the Sunday before class, while the responses will be due by Wednesday before class. It is up to the student to ensure they are making satisfactory progress in the course by missing no deadlines.
**Project Components**

We will mainly use the [Agile project management system](https://www.agileprojectmanagement.com). This is because the nature of this course project requires flexibility and communication, which is something the Agile method offers.

Components include, but are not limited to, and will comprise 50% of the final grade:

1. Project Charter
2. RACI and Gantt Charts
3. Team Contract
4. Project Brief
5. Status Updates
6. Final Deliverables
7. Final Presentation (open to public)

**Attendance**

Your weekly attendance grade (15% of your total grade) will be based on our personal chats and how I adjudicate your level of progress in that week's workshop.

**Learning Objectives**

Upon successful completion of this course, students will:

1. Exercise critical and creative thinking
2. Demonstrate the ability to utilize project planning tools and software
3. Recognize an opportunity for a user group and frame an appropriate design challenge that addresses the need for the users
4. Practice observation, interview and empathy skills to develop a thorough understanding of the needs of the users
5. Share and integrate team learnings to develop insights and define a design challenge
6. Generate, develop and describe creative ideas that addresses the design challenge;
7. Effectively present ideas to real world industry leaders.

**Withdrawal Policy**

The last date a student can withdraw from this class without an “F” is [Friday, April 5, 2024](https://www.unt.edu). I will not withdraw you from the course for any reason; if you desire to withdraw, you must instigate those procedures.

**ADA Accommodation Statement**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see [the ODA Website](https://www.unt.edu).

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.
Attendance Policy

Given the collaborative nature of this course and the fact I only see you once a week, regular attendance is ideal. Secondly, your teammates are depending on you. The workshop nature of this course implies that any loss cannot be made up using techniques such as asking friends for notes, looking at YouTube, etc. Classtime needs to be exactly that, time you are in class.

Professional Communication

Communicating with me doesn’t have to be a formal affair; however, it is also not like texting your friend about where to meet after class. This is a great time in your academic career to learn professional communication strategies. Allow 24 hours for me to reply to all weekday emails; I do not typically check email between the hours of 6pm and 6am. I do not usually check emails over the weekend. On a more general note, here are some tips for e-mail success (and requirements for future success on the job) (hat-tip to my doctoral advisor, who used similar notes while he was at Minnesota):

• Provide a useful and descriptive subject line (ex: Question about my Inquiry Project score)
• Begin with a greeting (ex: “Dear Dr S”) and end with a signature (ex: “Sincerely, Student”). Launching straight into the message is bad, but “Hi!” is poor form and “Hey Prof!” is a disaster. “Dear” and “Hi” are fine, so long as you follow both by a name or title: “Hi Professor” or “Hi Dr S”.
• Be clear and concise. Write short messages, make clear requests, get to your point quickly, and offer to provide more information rather than launch into your life story.
• Check to see whether your question is already answered in the syllabus or other course materials before sending an e-mail. Also, don’t ask for information before you’ve looked on Google. “Can you send me paper X?” makes it seem as though you don’t care about your education, which we know isn’t true!
• Use your official school email address. Email addresses like “hotmuffin02@hotmail.com” and “mikeygforlife@gmail.com” are just not appropriate and preclude me from replying due to federal privacy laws.
• Form: Capitalize and punctuate.

Instructor Availability

Click on the link above in the left-hand margin on page one to signup for an appointment time. I will reply or otherwise address any concerns within one business day. I do not check emails on the weekends. My number one task is to help you succeed. I also plan to have regular, individual check-ins with students during the classtime to see how things are progressing.

Student Expectations

I expect each student to:

• Fully read and understand the syllabus.
• Understand that due dates are just that, dates on which any given item is due.
• Have familiarity with and proficiency in common word processing, data organization, and presentation creation software.
• Have familiarity with Canvas.
• Check their UNT email at least every 48 hours.
• Come to class prepared for all activities and events happening in that class time.
• Let me know when difficulties arise.

Students can expect from me:

• Course preparedness, professionalism, and collegiality.
• Confidentiality regarding anything you may say to me regarding yourself or another (with the exception of statements made in which I am bound by law to report)
• Efforts made to help you the best I possibly can.
• Please remember, I want you to succeed!
Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found here.

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Cheating & Plagiarism

Students caught cheating on any given assignment will receive no credit for the assignment. Additionally, the incident will be reported to the Office of Student Rights and Responsibilities, which may impose a further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The use of ChatGPT or other AI to complete coursework is equally prohibited and punishable.

I want you to succeed, so you are highly encouraged to see me when questions and concerns arise. Another way to limit the probability of cheating is to start your coursework in plenty of time so you don’t end up cramming. To do this, consider temporal discounting and ensure you are adequately valuing the present and the future.

Begun, the AI Wars Have

As the technological singularity creeps ever closer to reality, people in numerous industries have used AI for both good and ill. Since the major assignment is your team-based inquiry project, the temptation to use AI instead of your own writing abilities will exist and could be significant. I reserve the right to transform the inquiry project into an oral assignment done at the individual level if I suspect that AI has been used to craft the writing. The reason for this policy is to ensure you can apply in an interesting way material you have learned; I am not assessing your ability to type a request into a box.

Technical Support

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues. Please do not rely on me for technical support – I am not the person for that.

UIT Help Desk: UIT Student Help Desk site

Email: helpdesk@unt.edu
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Partner Review</td>
<td>Packback #1 due 1/24</td>
</tr>
<tr>
<td>2</td>
<td>1/24</td>
<td>Team Roles &amp; Contract</td>
<td>Build out teams, generate Team Contract and Project Brief</td>
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<tr>
<td>3</td>
<td>1/31</td>
<td>Project Management - RACI and Gantt Charts</td>
<td>Week of Kickoff Meeting; Packback #2 due 2/7</td>
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<td>2/7</td>
<td>Guest Lecture - topic TBD</td>
<td>I will be at a conference. Packback #3 due 2/14</td>
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<td>5</td>
<td>2/14</td>
<td>Project Charter Creation</td>
<td>Packback #4 due 2/21</td>
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<td>6</td>
<td>2/21</td>
<td>Guest: Dr Miranda Williams How to Generate Self-Sustained Fundraising</td>
<td>Packback #5 due 2/28</td>
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<td>7</td>
<td>2/28</td>
<td>Project Work</td>
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<tr>
<td>8</td>
<td>3/6</td>
<td>Project Work</td>
<td>Internal Status Update #1 due 3/6</td>
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<td>9</td>
<td>3/13</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>3/20</td>
<td>Project Work</td>
<td>Packback #6 due 3/27</td>
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<td>11</td>
<td>3/27</td>
<td>External Status Update (precise details TBD)</td>
<td>Packback #7 due 4/3</td>
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<td>4/3</td>
<td>Project Work</td>
<td>Packback #8 due 4/10</td>
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<tr>
<td>13</td>
<td>4/10</td>
<td>Project Work</td>
<td>Internal Status Update #2 due 4/10</td>
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<td>4/17</td>
<td>Project Work</td>
<td>Packback #9 due 4/24</td>
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<td>15</td>
<td>4/24</td>
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<td>Packback #10 due 5/1</td>
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<td>16</td>
<td>5/1</td>
<td>Final Presentation dry run</td>
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<tr>
<td>17</td>
<td>5/8</td>
<td>Final Presentation (precise details TBD)</td>
<td>Final Deliverables due to Dream On 3</td>
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Note: Syllabus is subject to change at the discretion of the professor.