Creativity & Complex Problems

CACS 2030.501

Course Info

👥 Face-to-Face

📅 Tue & Thu, 3:30 – 4:50 AM

📍 FRLD 234

Professor Info

👤 Dr. Magdalena Grohman

🕐 [Click here to request a time to chat/meet](#)

📍 FRLD 353

✉️ Magdalena.grohman@unt.edu

Check Module 0 on Canvas
to learn more **about me**!

Course Orientation

Welcome to *Creativity & Complex Problems*! This is a new CACS foundational course, and we will test its uncharted waters together. We will work together to become *System Thinkers* who understand how to *understand*, *define*, and *solve* complex problems *creatively*. To be successful in this course, consider the following skills.

Time Management

The bulk of our classroom work will involve meaningful and informed discussions. You will have weekly readings and assignments that help prepare you to discuss weekly topics and apply what you learn to various contexts. A course such as this requires developing **time management** skills, and I suggest you start with creating a recurring schedule to do the readings and complete weekly assignments. **Know thyself!** If you are unsure how much time to devote to homework, start by observing yourself this week. Record the time it takes you to read and understand a page in *Thinking In Systems*. A basic comprehension test? Describe the content in your own words! Because people vary in the amount of effort they need to study and learn, it is hard for me to give you a precise number of hours per week you may need to do well in this course. However, I can say that in a course such as ours, it would be customary to invest a **minimum of nine (9) hours per week** to ensure a greater than 50% probability that you will pass the class.

Expect Life to Happen!

Make sure that in planning your time, you consider that "life happens" to all of us. As much as some of us may hate to admit it, we have very little control over most of the things that happen in our lives. Most mornings we arise and think we have a good idea of how our day will unfold. But there is always something that will not go how we want and, if we allow it, will throw us into survival mode instead of our normal thrive mode. It can be minor things that start to pile up or a giant life-altering event. Either way, remember to just breathe when you see yourself starting to stress out. When life happens, just **talk to me in class, message me in Teams**, **send me an email, or request a time to chat**. I am here to help and will try my best to support you.

Communication

College is a great opportunity to learn or refresh few professional communication strategies, and I do expect you to be respectful and professional. **Allow 48 hours** for me to reply to all weekday emails; I do not typically check email between the hours of 6pm and 6am. The earliest I can respond to emails on weekends is **Sunday after 8:30 pm**. **BUT, I understand that life happens so, if there's an urgent matter, message me in Teams**.

Here are a few other tips for e-mail success (and requirements for future success on the job):

- Provide a useful and descriptive subject line (ex: Question about my Reading Discussion score)
- Form: Capitalize and punctuate.
- Begin with a greeting (e.g.: "Dear Dr Grohman") and end with a signature (e.g.: "Sincerely, Student"). Launching straight into the message is bad, but "Hey Prof!" is a disaster. "Hi" is fine, so long as you follow both by a name or title: "Hi Professor" or "Hi Dr Grohman".
- 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.

A Few Useful FAQs

? Why do I have to take this class?

This course is a foundational course in CACS, and mastering its contents and skills will allow you to succeed in any course in Project, Design, & Analytics. More importantly, learning to see the world as a Systems Thinker and Creative Problem Solver is integral to being a person and citizen, who is informed, and can think critically and creatively about any complex problems.

? I don't like class discussions and group work, and I'm afraid I will fail. What do I do?

Approach the class with an open mind and see what happens! In my experience, students who fail do so because they quit. So as long as you don't quit on me, the course, but most importantly yourself, you will most likely pass.

? What if I'm not creative or artistic?

Don't worry! You do not have to be artistic or have a creative hobby to do well in this course. In fact, the creative problem-solving skills you will learn are very popular among many seasoned creators. Keep your mind open and you will soon discover that you too can be creative!

- Check to see if your question has been 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 "hotmuin02@hotmail.com" and "mikeygforlife@gmail.com" are just not appropriate and preclude me from replying due to federal privacy laws.

Other useful **Communication Resources**

- Online Communication Tips
- Advice for Emailing Professors

Required Materials

Readings

We will read the following books, located in the Frisco Library Course Reserves:

1. *Thinking In Systems* by Donella H. Meadows. Chelsea Green Publishing, 2008.

2. *Creative Approaches to Problem Solving. A Framework for Innovation & Change* by Scott G. Isaksen, K. Brian Dorval & Donald J. Treffinger (3rd edition). Sage, 2011.

3. *The Creativity Choice* by Zorana Ivcevic Pringle (1st edition). Public Affairs, 2025. (selected chapters).

4. (RECOMMENDED as self-help) *Zig Zag. The Surprising Path to Greater Creativity* by R. Keith Sawyer. Wiley, 2013.

Any additional required materials like videos and/or podcasts will be provided by me and placed in Canvas.

Journaling/Notetaking Materials

1. Pocket-sized notebook for Discovery Journals entries. I recommend the dotted ones and in soft covers.

2. Favorite writing, sketching pens & pencils

Course Description

The course introduces foundational concepts of systems complexity and the Creative Problem-Solving approach (CPS) to understand and solve complex problems. It focuses on understanding when the CPS approach can be used successfully and how the progression from one stage of CPS to the other can be altered depending on our goals and needs.

You will practice thinking like a *Systems Thinker* and using that mindset to identify and solve problems *creatively*. We will discuss how to identify and understand complex problems with the help of systems thinking and learn to use various creative thinking heuristics to define problems, generate ideas, and develop solutions. Additionally, you will learn how to nurture your creativity by recognizing factors that help or hurt your ability to be creative.

No prior knowledge of systems thinking and creative problem-solving is required for this course.

Learning Objectives

Upon successful completion of this course, students will:

1. Identify characteristics of problems suitable for using CPS approach.
2. Understand and explain the role of CPS in dealing with complex problems.
3. Identify the conditions for using CPS with teams and with individuals.
3. Apply appropriate heuristics to problem-finding, ideating, and developing solutions.
4. Design and execute CPS approach to deal with complex problems.

Skills You Will Learn and Practice

These skills are fundamental in any area that requires noticing game-changing opportunities and finding innovative solutions.

1. Systems Thinking: Identifying interdependencies and complex cause-effect relationships; mapping systems; thinking about systems in a long-term perspective.
2. Creative Problem-Solving: Developing skills to identify problems, analyze them, and propose effective solutions.
3. Creative Thinking: Understanding the principles of creative thinking/creative process.
4. Critical Thinking: Analyzing and evaluating creative problem-solving approaches critically, considering their fit with the project objectives.
5. Collaboration and Communication: Working effectively with classmates, communicating ideas, and incorporating feedback from critique sessions.
6. Ethical Considerations: Considering ethical implications when solving complex problems, including accessibility, inclusivity, and environmental sustainability.

Teaching and Learning Strategies

Teaching and learning strategies will include peer and collaborative learning and discussion, autonomous online reading and viewing of course materials, instructor mini-lectures, in-class group activities, short writing assignments, and learning reflection assignments. This course will take a highly interactive and facilitative approach to teaching and learning. When you embrace and engage in it, you will develop important job-related competencies such as collaboration, communication, creative problem-solving, and critical thinking.

Technology Requirements

Access to a reliable, modern computer will be necessary. We will use podcasts and other forms of digital media to create a rewarding classroom experience. The important course information, materials, and grading will be posted on Canvas at https://unt.instructure.com/.

Other tech requirements:

- Speakers
- Microphone
- Webcam
- Microsoft Office Suite
- Web browser
- Canvas Technical Requirements

Computer Skills & Digital Literacy:

- Using Canvas
- Sending and receiving email
- Downloading and installing software
- Creating, sending, and receiving Microsoft Word, PowerPoint, and Google Docs
- Posting to discussion boards
- Opening PDF files

Required Assignments

This course provides various ways for students to learn, including discussions, group projects and class activities, reflective writing, readings, and videos/podcasts. All required assignments are designed to meet the Course Learning Objectives. Students who fail to complete any assessment by the due date will receive a **"0" - no late work is accepted**.

Important Rules of Engagement

Discussion is essential to the course. You will be asked to come to class prepared by reading and/or watching the required materials and share your ideas, opinions, and experiences with others during class activities. While no one is forced to talk about issues that create discomfort, all students are expected to participate in the discussions by sharing ideas and comments that help the class consider the topics deeply. It is important that we all strive to create a positive learning environment in which our learning and creativity can thrive. Therefore, I expect that you abide by the following **Rules of Engagement** in any activities online (e.g. Discussions in Canvas) and in class:

- While the freedom to express yourself is a fundamental human right, any communication that uses cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Developing creativity requires a climate that communicates respect, safety, and full engagement and presence. As a rule, keep your laptops and phones away, unless I ask you to use them for an in-class assignment.
- Treat your instructor and classmates with respect in any communication, even when their opinion differs from yours.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Always use your professor's proper title: Dr. or Prof. Unless specifically invited, don't refer to your instructor by first name.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

Assignments Overview

The table below includes a brief overview of the assignments in this course. See Canvas for specific details on dates, requirements, and grading.

Assignment	Percentage of Final Grade
Module 0 Quizzes	5%
Attendance	5%
Reading Reflections in Canvas Discussions & Discovery Journal (~14 assignments)	30%
Spider Web Discussion/Class Activities/Presentations (No. varies)	10%
End of Module Assignments (5 assignments)	40%
Learning Reflections (7 assignments)	10%

Grading

Final grades will be determined using a point system. Students are expected to keep up with their grades and point totals by regularly reviewing them on Canvas.

A = 89.51-100

B = 79.51-89.5

C = 69.51-79.5

D = 59.51-69.5

F < 59.51

Your Success!

Success in this course on all the requirements is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice and not micromanage you. Every student has the potential to succeed in this class. Follow the points below and you will be successful in this course:

- Pay close attention to due dates, deadlines are firm.
- Cite sources, giving credit to where you obtain information.
- Collaborate respectfully with others (see subsequent sections).
- Commit to spending at least 9 hours a week on the course. Some students may need more time than that to do well in the course.

Grade Disputes

You are required to wait **24 hours** before contacting me to dispute an assignment grade. Within that time, I expect that you will review the assignment details and reflect on the quality of work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows you the ability to confidentially provide constructive feedback to your instructors and departments to improve the quality of student experiences in the course. The survey will be made available during weeks 13, 14, and 15 of the semester. For additional information, please visit the SPOT website or email spot@unt.edu.

Getting Help

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when tech- nology 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.**

Technical Assistance

UIT Help Desk

- **Email**: helpdesk@unt.edu   **Phone**: 940-565-2324   **In Person**: Sage Hall, Room 130
- For additional support, visit Canvas Technical Help.

Managing Life Crisis and Finding Support

I am not just your instructor, but also a fellow human being. I care about your well-being and want to support you outside this class if needed. Should you encounter an unexpected crisis during the semester (i.e., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Dean of Students by submitting a [CARE referral](#) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me. To learn more about the Dean of Students, please find their website [here](#).

Student Support Services

UNT provides mental health resources to students to ensure there are outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](#)
- [Counseling and Testing Services](#)
- [UNT Care Team](#)
- [UNT Psychiatric Services](#)
- [Individual Counseling](#)

Academic Support Services

- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)
- [Writing Lab](#)

Other student support services offered by UNT include:

- [Registrar](#)
- [Financial Aid](#)
- [Student Legal Services](#)
- [Career Center](#)
- [Multicultural Center](#)
- [Counseling and Testing Services](#)
- [Pride Alliance](#)
- [UNT Food Pantry](#)

Course Policies

Assignment Policy

Copies of the syllabus, assignments, instructor contact information, the course calendar, other important documents, and grades can be found on Canvas. Assignments will be submitted via Canvas unless otherwise noted. Written work will be submitted using a plagiarism detection software program called Turnitin.

Official due dates can be found on the course schedule, Canvas modules, and Canvas calendar. Assignments and assignment instructions can be found in Canvas. Assignments should be submitted as .doc or .docx files unless otherwise noted. For assignments in which Turnitin plagiarism software is used, you can check your turn it in report ahead of time and resubmit if indicated to do so.

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected university server outage, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Any problems should be reported to the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324.

Individual technical issues are the responsibility of the student. Students are responsible for all devices (i.e., computers, printers, iPads, cell phones, scanners) and reliable internet connection during all required work in this class. Late assignments, retakes, and/or make-ups will not be granted due to electronic malfunctions. Plan ahead to ensure you have reliable internet service and have addressed any Canvas compatibility issues.

Attendance and Tardiness

If you miss one or two class periods for any reason, your overall grade is unlikely to be affected. But, if you miss three or more class periods for any reason, your overall grade will be affected. Remember that Attendance takes 5% of your final grade. In case of any hardship or illness that may result in 2 or more class sessions missed, please reach out to me. The same policy applies to tardiness. I understand that arriving late to class can happen. But any pattern of 3 or more tardies will be noted and reflected in the Attendance grade.

Use of AI Policy

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI oriented workforce. **Before you can use any of the permitted GenAI tools, you will be required to complete Academic Integrity, Plagiarism and GenAI-related assignments in Module 0**.

Limited permitted use

- **You may use Generative AI programs (e.g., ChatGPT, Co-Pilot, Claude, BAI, Gemini, image generators in Adobe and Canva) to help generate ideas, brainstorm, and better understand course content**. However, you should note that learning how to read critically and with insight and how to express your thinking in writing are skills worthy of developing. Challenging yourself will help you grow more than "googling the answer." Be aware that use of AI tools may stifle your own independent thinking and creativity. Too, the material generated by these programs may be (often is) inaccurate, incomplete, intellectual property theft of someone else's work without attribution, or otherwise problematic.

Caveats to limited GenAI usage in our course

- We will use Google Docs for written assignments with the revision history available to the instructor
- **Critically approach the use of tools that use predictive text, like Grammarly. They do so by utilizing GenAI.** Not long ago, Grammarly focused on catching spelling and simple grammatical and stylistic errors. Now, it offers entire phrases, which are AI generated. If you accept everything Grammarly suggests, your text will no longer be your own, it will be AI generated and picked up by Turnitin as "100 % AI". I am not telling you to stop using Grammarly but do so with your critical mindset on. Let it catch your typos, but do not let it change your unique voice.
- **Required GenAI disclosure.** I use GenAI to enhance materials, generate prompts, and create class activities. I will always disclose how I use GenAI, and I expect the same from you. Whenever you use GenAI, even if it is to generate an image or polish your writing with Grammarly, you are required to disclose the usage. If the usage is not disclosed and the GenAI checker highlights your assignment as AI generated, it will be treated as plagiarism. To cite GenAI according to APA formatting style (and other styles too), visit this UNT Library Resource: Artificial Intelligence, Citing AI.

Prohibited use

In accordance with the UNT Honor Code, any form of plagiarism (e. g. recycling work that you've used in other courses or in prior assignments), including unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

- **You may not submit any work generated by an AI program as your own**. **Your submitted written work for any written assignment in our course must be 100% your own**. In addition to that, you should not include even cited AI-generated materials, but look up the original sources and, to give intellectual property rights cred where due, cite those references (you don't want someone stealing YOUR great ideas either!). If you include cited material, give due consideration to the quality and credibility of the reference. Failure to write your own work, or presenting others' work (even, AI "others") as your own is plagiarism and will be dealt with according to UNT policy.

In case AI generated text, and any other form of plagiarism is detected in your written work, I will follow this protocol:

First Violation

- For **up to 25%** of text detected as AI generated and/or plagiarized, I will send an email with a warning.
- For **more than 25%** of text detected as AI generated and/or plagiarized, I will send an email asking for an in-person meeting to clarify how the assignment was written. In advance of the meeting, I will ask you to prepare evidence of your own work in the form of drafts and/or the metadata of the file you submitted.
- If the evidence is inconclusive, I will transform the written assignment into a verbal, in-person "assignment defense", during which you will be asked to demonstrate your ability to understand and apply of the course concepts included in the written assignment.

Second Violation

- Regardless of the portion of the detected AI generated and/or plagiarized text, you will be asked to rewrite the assignment.
- The grade will be reduced based on the severity of GenAI & plagiarism (e.g., if 50% of text is plagiarized and/or AI generated, the grade will be reduced by 50%).

Multiple Violations

- In case of multiple violations, the course grade will be reduced and violation report to the Office of Academic Integrity will be made. The incident may result in an official disciplinary record for the students.

Late or Missed Assignments

To maintain cohesive learning community for everybody in our course, I encourage you to maintain the course pace and adhere to the due dates specified in the Syllabus and Canvas. I will follow these policies for missed and later work.

- All assignments are due by the date specified in the Syllabus and Canvas
- End of Module Assignments and Metacognitive Reflections have a **2-day grace period** (Sunday, 11:59 PM) during which you can turn in the assignment without penalty. After that, no late work will be accepted.
- To maintain learning readiness during class activities, Reading Reflection Assignments in Canvas Discussions and Discovery Journals **will not be accepted past the due date**.
- No make-up opportunities will be given unless there's a special & unforeseen circumstance, like sudden illness or event in your family. If you get sick or ill, please reach out to me as soon as you can. In case of a university-excused absence, students must provide documentation within **48 hours** of the missed deadline.

Extra Credit

If an opportunity for extra credit presents itself, it will be announced and available to the entire class at the discretion of the instructor. There will be no individual opportunities for extra credit.

Mutual 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.
- Let me know when difficulties arise.
- Have familiarity with Canvas.
- Check their UNT email at least every 48 hours.
- Prepare for any team meetings or meetings with me. Know what you don't know and don't understand; know what questions you would like to ask.

Students can expect from me:

- Course preparedness, professionalism, and collegiality.
- Confidentiality regarding anything you may say to me regarding yourself or another (except for

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!

Instructor Availability, Responsibilities, and Feedback

My number one task is to help you succeed and provide you with opportunities to develop and use critical thinking and reasoning skills, creative thinking skills, improve written and oral communication, build collaboration skills, and engage in creative problem-solving. I will communicate all assignment information, grading rubrics, and feedback on your progress during classes and in Canvas. **Your questions and concerns are important to me. Here's how we can meet to talk things through and troubleshoot together:**

- **FTF chat.** I am available for FTF meetings **Th from 5:00 PM to 6:00 PM**. Talk to me after class or message me on Teams so I know where to meet you.
- **Calendly meeting request (FTF or online).** Click on this [Request Meeting](#) to schedule a chat outside my regular FTF meeting hours.
- **Messaging in Teams.** When questions are urgent but not complicated, messaging me on Teams works the best.
- **Email**. I will reply to questions or concerns in emails within **48 h**. The earliest I check emails during the weekend is **Sunday after 8:30 pm**.

Canvas Calendar

While the Canvas calendar with alerts is an additional organizational tool, it is not always accurate. In other words, students should not rely solely on the Canvas calendar and/or alerts to complete assignments. Rather, students are expected to meet deadlines according to the course schedule provided.

Requests for an Incomplete

Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

- The request occurs on or after the date designated by the university for the given semester (see the "Important Dates" section of this syllabus);
- The student is passing the course;
- There is a justifiable and documented reason beyond the control of the student (i.e., serious illness or military service) for not completing the course on schedule; and
- The student has the approval of the instructor and the faculty director.

Students meeting these criteria must arrange with the instructor to finish the course at a later date (no longer than 12 months after the "I" grade was reported) by completing specific requirements outlined by the instructor. These requirements must be listed on a "Request for Grade of Incomplete" form signed by the instructor, student, and faculty director. More information on UNT's incomplete grade policy is available at registrar.unt.edu/grades/incompletes.

Dropping the Class

The last date a student can withdraw from this class with a "W" is **Friday, November 7, 2025**. I will not withdraw you from the course for any reason; if you desire to withdraw, you must initiate those procedures.

Syllabus Change Policy

Due dates for assignments can be found in the course schedule and Canvas. In the rare case that a date is changed for an assignment, or another syllabus change is made, the instructor will notify students through an announcement in Canvas.

Academic Integrity Policy

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 Oice 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.

ADA Accommodation Statement

UNT makes reasonable academic accommodations 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.

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.

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 classrooms, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct to learn more.

Course Schedule

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination based on sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or (940) 565 2759.

Important Planning Notes

- In **weeks 1 to 4** our **book is** *Thinking in Systems* **(ThInS**); in **weeks 7 to 14** *Creative Approaches* **to PS (CPS**) and selected chapters from *The Creativity Choice*
- Weekly Reading Discussions & Discovery Journal questions and "wonders" are always due on **Mon 11:59 PM** and responses/full entries are due on **Fri 11:59 PM**. **Week 1 is an exception!**
- End of Module Assignments & Learning Reflections are always due on **Fridays, 11:59 PM, including Module 0**
- Notice that some weeks are less reading intensive than others and plan accordingly! For example, in weeks 7 to 9, there's only one chapter assigned. Use the time to read ahead to avoid cramming in weeks 13 & 14!

Week	Dates	Topic	Readings	Assignments
1	08/19	Introductions	Module 0 Content	Module 0 assignments; Pre-course reflective assignment
	08/21	Understanding Systems: Basic Terms	ThInS, Intro & Ch 1	Weekly Reading Discussions Q due Wed, 11:59 PM; Responses due Fri, 11:59 PM
2	08/26	How to Map Systems	ThInS Ch 2;	Weekly Reading Discussions
	08/28		LinkedIn course	
3	09/02	Systems Surprising Behaviors	ThInS Ch 3 & 4	Weekly Reading Discussions
	09/04			
4	09/9	Systems Traps & Opportunities	ThInS Ch 5 & 6	Weekly Reading Discussions
	09/11	Creating Change	Assigned Documentary	End of Module 1 Assignment; Post-module reflective Assignment
5	09/16	Understanding Creativity & Creative Process: Basic Terms	CPS Ch 1;	Weekly Reading Discussions
	09/18		Creativity Choice Ch	

6	09/23	Climate for Creativity: Rules for working in groups	CPS Ch 2	Weekly Reading Discussions
	09/25		Creativity Choice Ch2 & 3	End of Module 2 Assignment; Post-module reflective Assignment
7	09/30	Understanding Challenge: Generating Opportunities	CPS Ch 3	Weekly Discovery Journal
	10/02	Understanding Challenge: Selecting Opportunities	Selected Creativity Choice Chapter	
8	10/07	Understanding Challenge: Collecting Data	Selected Creativity Choice Chapter	Weekly Discovery Journal
	10/09	Understanding Challenge: Choosing Informative Data		
9	10/14	Understanding Challenge: Generating Problem Frames	Selected Creativity Choice Chapter	Weekly Discovery Journal
	10/16	Understanding Challenge: Selecting Problem Frames		End of Module 3 Assignment; Post-module reflective Assignment
10	10/21	Finding Ideas: Tools to Generate and Select Ideas (associations)	CPS Ch 4	Weekly Discovery Journal
	10/23	Finding Ideas: Tools to Generate and Select Ideas (analogies & metaphors)	Selected Creativity Choice Chapter	
11	10/28	Finding Ideas: Tools to Generate and Select Ideas (Synectics)		Weekly Discovery Journal
	10/30	Preparing for Action: Developing Solutions/Prototyping	CPS Ch 5	
12	11/04	Preparing for Action: Developing Solutions/Prototyping	Selected Creativity Choice Chapter	Weekly Discovery Journal
	11/06	Preparing for Action: Building Acceptance		End of Module 4 Assignment; Post-module reflective Assignment
13	11/11	CPS Planning Approach, People & Content	CPS Ch 6, 7, 8	Weekly Discovery Journal
	11/13		Selected Creativity Choice Chapter	
14	11/18	CPS Planning Approach, Context & Method	CPS Ch 9 & 10	Weekly Discovery Journal
	11/20	POSSIBLE SUB	Selected Creativity Choice Chapter	
15	11/25	Fall Break. No classes		End of Module 5 Assignment; Post-module reflective Assignment
	11/27			Presentation: Systems Thinker and Creative Problem Solver in Me.

16	12/02	Final Presentations & Reflections
	12/04	Final Presentations & Reflections

NOTE: Syllabus is subject to change at the discretion of the professor.

For details follow the link to Syllabus in Canvas