Meeting Times, Modality, Location

Monday, 1:00 PM – 3:50 PM | Face-to-Face | FRLD 234

Instructor Information

Dr. Magdalena G. Grohman (she, her) | Clinical Associate Professor | O: 972-668-7358 | magdalena.grohman@unt.edu

Welcome to the SPDA 3220 – Team Creativity, Cohort 4! I am looking forward to having you in class again this semester, and it will be my pleasure to introduce you to Team Creativity. We will work together to understand how team creativity works, and how to nourish creativity in ourselves and others to increase the chances of innovative ideas in our projects.

Office location: Frisco Landing, #353

My office is located on the 3rd floor of the Frisco Landing building, in an office suite by the staircase and opposite Student Services. Please note that this is not a private office, but an open workspace, to which access from the outside is limited. It is best to email me or message me on Teams if you would like to stop by.

Office hours: Monday, 11:00 AM – 12:00 PM or by appointment.

The main purpose of the office hours is to get help in any aspect of your learning, such as understanding things from classes, deepening and broadening your interests, or talking about your future career plans.

As I mentioned earlier, 353 faculty workspace is not the best for having private conversations, and with its limited access from outside, it is hard to just stop by and chat. Make sure that you let me know if you want to meet by messaging me on Teams or emailing me.

Communication Expectations

It is important that you email me only from the official UNT email address using or from Canvas. You can also message me on Teams. Messages from other platforms are likely to go to the spam folder and may not be answered. Please allow up to 48 hours for a response (excluding weekends).

Don’t hesitate if you want to reach out to me with questions and concerns. I expect that you will take responsibility for asking questions, seeking clarification, and participating in discussions. It is okey not to know or not understand something if you are learning it for the first time. Some aspects of this course are challenging for many students. You are not alone in this learning process, and we’re all here to help support each other.

Effective Communication Resources

- Online Communication Tips
- Advice for Emailing Professors

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. I also encourage you to review UNT’s
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student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://deanofstudents.unt.edu/conduct). We are all learning together!

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.

Course Description

Catalog Description: Students integrate core knowledge and skills with theories of creativity in a collaborative setting. Prerequisite(s): None.

Additional Information: This course will introduce you to concepts and processes related to creativity and teams, and the role individuals and teams play in sustaining creativity in the workplace. Throughout the semester, you will learn about creativity and the team-related factors that can nourish or hurt our ability to understand and solve problems in a novel way. We will discuss multiple approaches to team creativity and learn to use various creative thinking heuristics to define problems, generate ideas, and develop solutions. But the part of our course I am most excited about is to share with you how to design and effectively lead a team creative problem-solving session. The main learning approach in this course is Team-Based Learning, which means that you will be exploring team creativity in collaboration with your team.

Skills You Will Learn and Practice:

- Creative Problem-Solving: Developing skills to identify design problems, analyze them, and propose effective solutions.
- Creative Thinking: Understanding the principles of creative thinking/creative process.
- Critical Thinking: Analyzing and evaluating creative problem-solving approaches critically, considering their fit with the project objectives.
- Design: Choosing approach to CPS, and selection of appropriate CPS techniques to be used in a team CPS session.
- Team: Managing team dynamics.
- Collaboration and Communication: Working effectively in a team, communicating ideas to stakeholders, and incorporating feedback, facilitating CPS session.
- Ethical Considerations in Design: Considering ethical implications in design decisions, including accessibility, inclusivity, and environmental sustainability.

Course Structure

The course is divided into 4 modules: “Team” (weeks 2 – 3), “Creativity” (weeks 4 – 5), “Creative Together. Observe and Practice” (weeks 6 – 9), and “Creative Together. Design and Lead” (weeks 10 – 15). The course will end with a Final Reflective Report on Designing and Leading CPS Session. The content for each week is organized by modules on Canvas and is designed to be completed in one week, beginning on Monday and ending on Sunday, with due dates throughout the week.
Teaching Philosophy for SPDA 2030

In this course, I apply team and project-based learning (TBL & PBL) instructional strategies. TBL & PBL are structured forms of learning through projects and in collaboration with others. Project-based learning is not about learning through lectures; it is learning through discovery, failures (yes, failure is part of learning!), and collaboration with your peers. At the center of our learning will be to design and lead a creative problem-solving session such that not only team’s creative potential is used, but the session also leads to innovative ideas. While working on this project, you will be reinforcing your design thinking, collaboration, and communication skills. To scaffold your learning, I prepared mini-presentations, discussions, reflective assignments, and workshop activities.

PBL emphasizes student collaboration, preparation, and application of knowledge, so your active participation and effort in all activities is expected and required. It is also a student-centered approach, which means that my role as your instructor is to facilitate and maximize your learning by creating a positive and safe learning environment and by giving you more personalized feedback on your team’s assignments.

Course Learning Objectives

Upon successful completion of this course, you will:

- Differentiate between individual and team creativity.
- Demonstrate understanding of foundational theories and frameworks of team creativity.
- Analyze contemporary research on team creativity.
- Explain the role of mindfulness, curiosity, and openness in team creativity.
- Demonstrate understanding of the influence of constructive conflict on team creativity.
- Apply a deliberative creative process, methods, and techniques for problem-solving and addressing a design challenge.

Course Materials

Reading Materials

We will use selected chapters from the following books located in Frisco Library Course Reserves.

- Group Dynamics and Team Interventions by Timothy M. Franz, ISBN: 978-1-405-186704

Any additional required reading materials will be provided through Canvas and/or Perusal.

Required Materials

To reinforce your sketching, idea exploration, and visualization skills, I require that you bring to each class:

- An unlined sketchbook
- Pencils
- A sharpie
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Digital Platforms

For readings assignments and short reading comprehension quizzes, we will use Perusal (linked to Canvas); for developing and drafting design-related documents—Google Docs, and for team development—TEAMMATES (this tool is new for me, so we will be learning it together).

Technical Skills and Requirements

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers/mic
- Microsoft Office Suite
- Web browser
- Canvas Technical Requirements

Computer Skills & Digital Literacy

- Using and navigating Canvas
- Sending and receiving email
- Creating, sending, and receiving Microsoft Word and Google Doc documents
- Posting to discussion boards
- Opening PDF files

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes 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 team 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 online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Always use your professors’ 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. See these Engagement Guidelines for more information.

See these Engagement Guidelines for more information.
Using Artificial Intelligence (AI) Tools

You may use AI programs (e.g., ChatGPT) to help generate ideas, brainstorm, and better understand course content. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use of AI tools may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor), otherwise, it will be considered plagiarism and dealt with according to UNT policy. If any part of this is confusing or you’re uncertain whether you can use a source, please reach out to me for a conversation before submitting your work.

Course Assignments

Below is a brief overview of course assignments. See Canvas for specific details on due dates, requirements, and grading.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory Assignments</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>2. Class Citizenship (14 out of 15 sessions @ 10 pts. each)</td>
<td>140</td>
<td>14%</td>
</tr>
<tr>
<td>3. Spiderweb Discussions (~ 10 SWD, points vary)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>4. Weekly Reflective Creativity Journal (11 out of 12 graded)</td>
<td>220</td>
<td>22%</td>
</tr>
<tr>
<td>5. Team Development Feedback</td>
<td>240</td>
<td>24%</td>
</tr>
<tr>
<td>6. CPS Session Design, Lead, Reflection (3 parts, points vary)</td>
<td>240</td>
<td>24%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. Introductory Assignments (60 pts.), due between Jan 19 and Jan 21

These assignments include learning to use Perusal, annotating the syllabus in Perusal, and completing a module on plagiarism.

2. Class Citizenship (up to 140 pts.), due weekly, flexible assignment

Class attendance and participation are crucial components of learning process, which can only flourish when everybody takes class citizenship seriously. To assess class citizenship, I will observe, note, and give you periodical feedback on:

- your active learning and attention; attempts to make deep and meaningful connections;
- your intellectual courage, and willingness to overcome difficulties;
- for responding respectfully to comments made by others;

In addition to that, you will be invited to self-evaluate your civil engagement in the classroom. You can earn 10 pts/week for your class citizenship, for up to 140 pts., to allow for flexibility for missing one session (one weekly session = 2 class periods).

3. Spiderweb Discussion based on Weekly Readings (100 pts.), assessed weekly

To reinforce your inquisitive and critical thinking skills, you will participate in weekly Spiderweb discussions, which are a form of Socratic seminars. These discussions will be based on the questions you will prepare and submit ahead of time (see next assignment: Weekly Reflective Creativ ity Journal). Please note that the beginning of the semester will be more...
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reading intensive, and we will have weekly reading assignments, so plan your time well. I suggest you start working on these assignments over the weekend or before our Monday session.

**Weekly Reflective Creativity Journal (220 pts.), due weekly, flexible assignment**

You will keep a Reflective Creativity Journal for recording your thoughts on our weekly readings and on concepts related to teams, creativity, and innovation. The RC Journal’s goal is to prepare you for each weekly session, and to help you reflect on the readings and class activities. You will work on your weekly journal entry starting on Sunday before our Monday class through Thursday evening. Each Sunday, you will share with me your discussion questions based on the weekly readings, and by the end of Thursday, you will share a complete RC Journal entry. The readings for each Monday session will be available a week before (on Monday, Jan 22, you will have readings available for the Session on Jan 27).

This journal may take any format that you wish as long as it is accessible to me. Possible formats include, but are not limited to, a Google Doc or a Google Drive of written thoughts and/or sketches, or short videos. Please approve the format of your Journal with me by the end of week 2 (our session on Jan 22 is a good opportunity to do so). The requirements for each weekly entry of the Journal are:

- It must be accessible to me.
- It must be updated twice a week: Sunday by 11:59 pm – discussion questions, Thursday, 11:59 pm—full entry.
- It must specifically reference the readings for that week and any class activities we did during our Monday session.

To give you flexibility, your best 11 out of 12 RC Journal entries will contribute to your final grade.

**4. Team Development Feedback (240 pts.), assessed periodically**

Collaboration and team development are at the heart of this course. Therefore, you will provide actionable feedback to your classmates to improve team dynamics. Team development will be assessed periodically throughout the semester through the TEAMMATES platform.

**5. CPS Session Design, Lead, Reflection (240 pts.), final report due by April 29**

Modules “Team”, “Creativity”, and “Creative Together. Observe & Practice” will lead you to co-design and co-lead a Creative Problem-Solving session. In this assignment, you will collaborate with your classmate to demonstrate an understanding of concepts related to creativity and team dynamics, and the application of a creative problem-solving approach to enhance team creativity. This assignment will have three parts, with various due dates for drafts, and a final due date for the whole report:

- CPS Session Design, due Monday, March 18, 11:59 pm
- CPS Session Implementation and Facilitation, sessions on week 11 - 14
- Final Reflection & Report, due between Monday, Apr 22 and Apr 27, 11:59 pm

**Grading**

Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others in your cohort and older cohorts. Maximize your learning by meeting with me on a regular basis to go over material that is challenging for you.

The assignment of letter grades is as follows:
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 (technology, personal or academic)

Technical Assistance

Accessing, completing, and submitting the course assignments requires working in the online environment. And sometimes it means dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT, we have an Information Technology Help Desk that you can contact for help with Canvas or other technology issues.

- **UNT Help Desk**: [https://aits.unt.edu/support](https://aits.unt.edu/support)
- **Email**: helpdesk@unt.edu
- **Phone**: 940-565-2324
- **Frisco Landing**: call main # 972.668.7100 and ask to be transferred to IT.
- See website for full list of support hours.
- For additional Canvas support, visit [Canvas Technical Help](https://canvas.unt.edu).
- For help with Perusall, access their [Student Help page](https://perusall.com/help).
- For help with Google Docs, access their Help Center.
- For help with TEAMMATES, access their Help for Students page or contact their support team at teammates@comp.nus.edu.sg

Student Support Services

*Mental Health*

UNT provides mental health resources to students to help ensure there are numerous 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](https://www.unt.edu/studentlife/healthwellness/)
- [Counseling and Testing Services](https://www.unt.edu/studentlife/counseling/)
- [UNT Care Team](https://www.unt.edu/studentlife/careteam/)
- [UNT Psychiatric Services](https://www.unt.edu/studentlife/psychiatric/)
- [Individual Counseling](https://www.unt.edu/studentlife/counseling/)

*Additional Student Support Services*

- [Registrar](https://www.unt.edu/studentlife/registrar/)
- [Financial Aid](https://www.unt.edu/studentlife/financialaid/)
- [Student Legal Services](https://www.unt.edu/studentlife/legalservices/)
- [Career Center](https://www.unt.edu/studentlife/careercenter/)
- [Multicultural Center](https://www.unt.edu/studentlife/multicultural/)
- [Counseling and Testing Services](https://www.unt.edu/studentlife/counseling/)
- [Pride Alliance](https://www.unt.edu/studentlife/pridealliance/)
- [UNT Food Pantry](https://www.unt.edu/studentlife/foodpantry/)
- [Writing Lab](https://www.unt.edu/studentlife/writinglab/)
- [MathLab](https://www.unt.edu/studentlife/mathlab/)

Some of these groups and services are also available at Frisco Landing. Check with me.
Course Policies

Attendance and Tardiness

There are no excused absences, because the course structure allows for flexibility in the event of illness, religious holiday, etc. Thus, 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. 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 Attendance grade.

Assignment Policy

All assignment due dates and instructions are listed in Canvas. All assignments are submitted via either Canvas, Perusall, or TEAMMATES – assignment instructions in Canvas will provide details. Please be sure to verify that every assignment you submit can be viewed in Canvas.

Make-up Assignments

The main weekly assignments have built-in flexibility, therefore, no other make-up opportunities will be given. If you get sick or ill, please reach out to me before the deadline of an assignment. In case a university-excused absence, students must provide documentation within 48 hours of the missed deadline.

Late Work Ticket

I encourage you to turn in your assignments on time. This way I guarantee you timely feedback and time for revisions. Like with attendance and make-up assignments policy, I understand that “life happens” to us sometimes. Therefore, everybody in class will have a chance to submit late work TWICE during the semester, but I will not accept ANY late work past 48 h of the due date. It is my advice that you save your “late work” ticket for the time of most intense work or time during the semester, which often happens to be midterm or a week or two before the end of classes. I recommend that you plan to complete each assignment well in advance of the day it is due. This is a valuable habit for everyone to develop—a sign of commitment and professionalism. Mark Sundays of each instruction week as your Weekly CR Journal entry with discussion questions, and mark Thursday for completing your Weekly CR Journal entry.

Classroom expectations

You are expected to have read the assignments before class, and it would be to your benefit to also read them again after class. You are expected to bring a copy of assigned readings—or at the very least your notes—for each day’s class and have them available to refer to. You are expected to listen respectfully to the professor and your fellow students and participate in class discussions and activities (please see also Rules of Engagement on p. 4.). I would like to emphasize one more time that I expect your active engagement and participation in our classes. For you to learn anything in this class, you have to be actively engaged and participate in class discussions and activities. If something is getting in the way of you participating in class, please let me know.

Syllabus changes

The syllabus and schedule are subject to change. Any changes will be announced on Canvas. Resource: How do I view Announcements as a student?

Extra credit

My experience tells me that those students who use extra credits are those who... don’t need them, and those who need them often ask for extra credit at the last moment. So, I am not going to create any extra credit assignments built into the grading structure. However, should any opportunities to earn extra credit arise, I will create an assignment that will be announced and available to the entire class. There will be no individual opportunities for extra credit.
UNT Policies

Academic Integrity Policy
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.

Students are responsible for authenticating any assignments submitted to an instructor. If asked, you must be able to produce proof that the assignments you submitted are your work. Therefore, we recommend that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, retain Writing Center receipts, keep logs or journals of your work on assignments and papers, and save work and drafts on a disk or cd. The inability to authenticate your work, should an instructor request it, is sufficient grounds for failing the assignment. In addition to requiring a student to authenticate their work, the instructor may employ various other means of ascertaining authenticity through engaging in internet searches, creating quizzes based on student work, requiring students to explain their work and process orally. Academic Integrity Policy (PDF) (https://policy.unt.edu/sites/default/files/06.049_Standards%20Policy%20Statements_supplement.pdf).

ADA Policy
The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact ODA by phone at (940) 565-4323.

If you need temporary accommodations for illness or extended situations, below is the link for the SOS (Seeking Options And Solutions) team at Student Services: https://cm.maxient.com/reportingform.php?UnivofNorthTexas&layout_id=23
You can also go to the Dean of Student Services page: https://studentaffairs.unt.edu/dean-of-students, then scroll down to the “Quick Link” for “SOS.”

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of 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 in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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 Blackboard for contingency plans for covering course materials. II. Optional Statements. Retention of Student Records.
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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 notified verbally or in writing and may be directed to leave the classroom. Additionally, 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 on the UNT Policy Page.

Access to Information
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Students’ access point for business and academic services at UNT is located at: http://my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates.

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Students should look for their email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu) or email spot@unt.edu.

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 on the basis of 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 Survivor Advocate@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 at (940) 565 2759.

Additional Online Delivery Policies

Important Notice for F-1 Students taking Distance Education Courses

(link to policy)

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student’s course of study is in a language study program, no online or distance education classes may be considered to count toward a student’s full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of the course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, they should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses.

Use of Student Work

A student owns the copyright for all work (e. g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

SPDA 3221.521, Syllabus, Spring 2024
If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission. Download the UNT System Permission, Waiver and Release Form.

Transmission and Recording of Student Images in Electronically Delivered Courses

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students’ images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Class Recordings, Sharing Course Content & Student Likenesses

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form, nor may students record any portion of the class without written ODA accommodations or professor express permission. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

UNT euiDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone’s name, we should also ask and not assume someone's pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?
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Tentative Course Schedule

Your learning is my principal focus and concern, therefore this course is always “in the making”. Throughout the semester, I may choose to change the descriptions, readings, timelines, and policies contained in this syllabus to improve the quality of the course. Adequate notice will be provided for any changes. This table provides only a general breakdown of topics and main activities. A more detailed schedule with reading assignments, assessments, project tasks, and due dates will be provided on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| Week 1, Jan 16 | A. Introduction to the Course  
Complete Introductory Assignments before Week 2 (due days vary. Check Canvas). |
| Week 2, Jan 22 | A. Setting up the expectations for the semester.  
B. Are we a team or are we a group?  
C. Team’s input (goals, tasks, diversity)  
Start working on readings for Week 3, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 3, Jan 29 | A. Team processes and dynamics  
B. Team forming stages  
C. Activities  
Start working on Assignments for Week 4, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 4, Feb 5 | A. What is creativity? Basic concepts & theories  
B. Creativity on your own or in a team?  
C. Theories and frameworks for team creativity  
Start working on Assignments for Week 5, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 5, Feb 12 | A. Contemporary research or team creativity  
B. Constructive conflict and creativity  
C. Activities  
Start working on Assignments for Week 6, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 6, Feb 19 | A. Approaches to Creative Problem Solving  
B. Choosing Approach and Building Acceptance  
C. Designing CPS Session and the Role of Facilitator  
Start working on Assignments for Week 7, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu  
Start working on Designing CPS Session, due week 10 by Monday 11:59 pm |
| Week 7, Feb 26 | A. Demo: CPS & Climate for creativity  
B. Team Debrief and Discussion  
C. Practice  
Start working on Assignments for Week 8, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 8, March 4 | A. Demo: CPS & Problem Space  
B. Team Debrief and Discussion  
C. Practice  
Start working on Assignments for Week 10, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 9, | |
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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>March 11</td>
<td>Spring Break, No Classes</td>
</tr>
</tbody>
</table>
| Week 10, March 18 | A. Demo: CPS & Solution Space  
                  | B. Team Debrief and Discussion  
                  | C. Practice  
                  | CPS Session Design due by 11:59 pm  
                  | Start working on Assignments for Week 11, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 11, March 25 | Students-led CPS Session (a team of 2 students preps & leads)  
                  | Start working on Assignments for Week 12, CR Journal discussion questions due by Sun; complete CR Journal entry due Thu |
| Week 12, Apr 1  | Students-led CPS Session (a team of 2 students preps & leads) |
| Week 13, Apr 8  | Students-led CPS Session (a team of 2 students preps & leads) |
| Week 14, Apr 15 | Students-led CPS Session (a team of 2 students preps & leads) |
| Week 15, Apr 22 | Start working on the final Creative Problem-Solving Session Report |
| Week 16, Apr 29 | Final Reflections  
                  | Final Creative Problem-Solving Session Report due by 11:59 pm |
| Finals Week   | Presentations (just in case we need more time) |