

DePaul University | School of Continuing and Professional Studies Undergraduate Program

Course: AI 170 / CCA 170

COURSE TITLE: CREATIVITY & ENTREPRENEURSHIP

TERM, YEAR: SPRING 2021

INSTRUCTOR INFORMATION

Name: Patrizia Acerra, ABD

Office Location: 1400 E. Jackson

My office hours are by appointment by phone or zoom

You can reach me at 312-476-3656 or at pacerra@depaul.edu

Course Dates: May 1st – June 11th, 2021. Modules from Monday through Sunday

Course Location and Delivery Format: online / asynchronous

Optional Zoom sessions in our first, third and final week from 5:45 PM to 6:45 PM. I will post the link as a News Item in D2L.

COURSE DESCRIPTION

This online course explores fundamental concepts of creativity and entrepreneurship, particularly as they relate to the development of habits (creative and entrepreneurial) through the examination of new skill sets and mental paradigms. Finally, the course looks at innovation, connecting creativity and entrepreneurship to support students in conceiving new ventures in the traditional and social entrepreneurship landscape. (2 credit hours)

There are no prerequisites for this course.

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

AFTER COMPLETING THIS COURSE, YOU WILL BE ABLE TO:

- Identify creativity as a process, a practice and as scientific inquiry
- Identify Entrepreneurship and its role in innovation
- Analyze contemporary business models that exemplify innovation and entrepreneurship
- Analyze the parts of a creative process
- Analyze disruptive technologies and their role in entrepreneurship

LEARNING STRATEGIES & RESOURCES

Students will acquire the following two texts:

Lateral Thinking: Creativity Step by Step by Edward De bono ISBN-10: 0060903252

The Innovator's Dilemma: When New Technologies Cause Great Companies to Fail by Clayton Christensen ISBN-10: 1633691780

Books are available at the DePaul Loop Bookstore: <https://depaul-loop.bncollege.com/>

All other course material including additional reading and assignments will be available on D2L. Additionally, there will be various videos assigned for viewing.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

Students will participate in graded discussions in each module. Discussion posts must be timely, relevant to this discussion and based on the materials in the module and grammatically correct. A discussion rubric can be accessed in the directions for each discussion.

Students will complete a 250-word Mid-Course Submission that can be scaffolded into their final project. The final project is a five-page paper or Panopto presentation with a Works Cited page.

SCPS Students in the BAIFA Program:

You will complete this course for one of the following competences: FX, A5, L7. If you are registered for the FX and A5, you may complete the final assignment as written. If you are registered for the L7, you will complete a group project as your final project.

ASSESSMENT OF STUDENT LEARNING**DISCUSSION CRITERIA (APPLICABLE TO ALL ONLINE DISCUSSIONS)**

Discussions are an essential component of this course. You do not have other weekly assignments to submit to the submission folder, so it is expected that you participate fully in the discussions to get the most out of the course. The discussions in this course are designed to be back-and-forth conversations between you and your classmates. In order to receive full credit (20 points) for a given Discussion, you must make a contribution that is:

Substantive/Creative: This means that you offer a considered opinion, a thought-provoking speculation and/or new information. A substantive contribution does more than simply indicate "I agree" or "Me too," nor is a substantive contribution just one or two sentences. Make the post interesting to you, and your instructor (and your classmates) should find it interesting as well. "Creative" is an admittedly vague term but it is key to make these discussions more than repetition of dry facts. The key is to draw connections between the texts and topics and something else, be it an earlier reading / discussion in a

previous module, a personal life experience, something in the news, etc. For an "A" post, you want to illuminate the subject matter at hand by relating it to some other topic like those mentioned above. I hope this will give us all a unique and fresh perspective on the topic at hand.

Interactive: This means that, in addition to posting your own view(s), you respond to at least two other students and that you do so by, asking a clarifying question or identifying and expanding on a particularly interesting point. You also interact by keeping track of the activity on your own initial post and reply to any questions posed by your classmates.

Timely: This means that you make your first post by the halfway point of the week; and that you make at least two additional posts later in the week. It is expected that you participate/post on a minimum of two days throughout the module, but more frequent participation is strongly encouraged. If a posting is late, it cannot receive an A grade. If you foresee a problem with this schedule down the line, now is the time to notify your instructor, so we can make arrangements.

Well-supported: Any facts/figures, quotations, or images must be cited (the website URL is fine). Many of the topics we cover in this course are still politically charged. If quoting from or citing a news source, you should do your best to identify the bias of that source. For example, the Wall Street Journal Opinion section leans conservative, while Salon.com leans liberal.

Note: An initial post that responds to the prompt and two replies are the minimum requirement and will earn you a passing grade. For a B or an A, you must be an active participant in our class community. In addition, you may receive an extra credit point for a contribution that your instructor judges to be of exceptional quality.

Discussion Rubric

| Criteria | Excellent | Strong | Satisfactory | Weak |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Substantive / Creative | 5 points Initial post is over 200 words, and draws particularly interesting or creative connections between the readings/films/activities and something else, be it an earlier reading/discussion, | 4.25 points Initial post is over 150 words, and draws clear connections between the readings/films/activities and something else, be it an earlier reading/discussion, a personal experience, current | Initial post is over 100 words, and draws some connections between the readings/films/activities and something else, be it an earlier reading/discussion, a personal experience, current events, etc. | 3 points Initial post is less than 100 words and fails to draw connections between the readings/films/activities and something else. Weak posts do not include examples from the course materials and/or |

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| | <p>a personal experience, current events, etc. Excellent posts include examples from the course materials and demonstrate critical thinking about the topic. Replies/Responses are more than one or two sentences and thoughtfully consider the initial post.</p> | <p>events, etc. Strong posts include examples from the course materials and demonstrate critical thinking about the topic. Replies/Responses are more than one or two sentences and thoughtfully consider the initial post.</p> | <p>Satisfactory posts include examples from the course materials and/or demonstrate critical thinking about the topic. Replies/Responses are more than one or two sentences and thoughtfully consider the initial post.</p> | <p>demonstrate critical thinking about the topic. Replies/Responses are less than one or two sentences and make no reference to the initial post.</p> |
| Interactive | <p>3 points Student demonstrates excellent engagement with the rest of the class:</p> <p>Student replies to more than two other students by asking a clarifying question or identifying and expanding on an interesting point.</p> <p>Student monitors his/her own initial post and replies to all responses from classmates.</p> | <p>2.5 points Student demonstrates strong engagement with the rest of the class:</p> <p>Student replies to two other students by asking a clarifying question or identifying and expanding on an interesting point.</p> <p>Student monitors his/her own initial post and replies to most responses from classmates.</p> | <p>2 points Student demonstrates satisfactory engagement with the rest of the class:</p> <p>Student replies to two other students with general response. Student does not ask clarifying questions or demonstrate critical thinking in the replies.</p> <p>Student does not monitor his/her own initial post and replies to responses from classmates.</p> | <p>1.5 points Student demonstrates weak engagement with the rest of the class:</p> <p>Student replies to fewer than two students.</p> <p>Student does not monitor his/her own initial post and replies to responses from classmates.</p> |
| Timely | Student makes initial post by the | 0.75 points | 0.5 points | 0.25 points |

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| | <p>middle of the week. Student posts responses to classmates' posts or engages with comments on his/her own thread on 3 separate days during the module.</p> | <p>Student makes initial post by the middle of the week. Student posts responses to classmates' posts or engages with comments on his/her own thread on 2 separate days during the module.</p> | <p>Student makes initial post by the middle of the week.</p> | <p>Student does not make initial post by the middle of the week.</p> |
| <p>Well-supported and Grammatically Correct</p> | <p>1 point Student uses multiple examples from the course materials and/or from outside sources to support the statements made in the initial post and replies. The connection between the examples and the topic is clear. All outside sources are credible sources. Any facts/figures, quotations, or images are cited (the website URL is fine). Posts are free of spelling, punctuation and grammatical error</p> | <p>0.75 points Student uses examples from the course materials and/or from outside sources to support the statements made in the initial post. Any facts/figures, quotations, or images are cited (the website URL is fine). Posts are virtually free of spelling, punctuation and grammatical errors.</p> | <p>0.5 points Student uses one example from the course materials that may not be relevant. Posts have some spelling, punctuation and grammatical errors that do not obscure the writer's meaning.</p> | <p>0.25 points Student uses no examples and/or does not refer to course materials in the posting. Posts have many spelling, punctuation and grammatical errors that can obscure the writer's meaning.</p> |

GRADING CRITERIA & SCALE

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| Discussions / Participation: | 50% |
| Mid-Course Submission | 20% |
| Final Paper | 30% |

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|---------------|-----------------|---------------|
| A = 95 to 100 | A- = 91 to 94 | B+ = 88 to 90 |
| B = 85 to 87 | B- = 81 to 84 | C+ = 77 to 80 |
| C = 73 to 76 | C- = 69 to 72 | D+ = 65 to 68 |
| D = 61 to 64 | F = 60 or below | |

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete

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the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

WEEK 1: CREATIVITY: PROCESS, PRACTICE, PHILOSOPHY

Reading Assignments: Chapter one of *Lateral Thinking, The Philosophy of Creativity* (ereserve), Introduction and Chapter Two of *Thinkertoys*

Videos: 4 Lessons In creativity, Charles Limb Ted X Atlantic 2010

Assignments: Introductory Discussion, Lateral and vertical Thinking Discussion

WEEK 2: CREATIVITY: TRADITIONAL AND SOCIAL ENTREPRENEURSHIP: AN INTRODUCTION

Reading Assignments: *Basics, Characteristics and Differences of Social Entrepreneurship* (article), *Digital Entrepreneurship* (ereserve)

Videos: *The Founder* (ereserve)

Assignments: Traditional and Social Entrepreneurship Discussion, Ray Kroc ad the Application of Lateral Thinking Discussion

WEEK 3: CREATIVITY + ENTREPRENEURSHIP = INNOVATION

Reading Assignments: Introduction and Chapter 1 of *Innovations Dilemma* (book purchased by student), *The Practice of Innovation* (ereserve)

Videos: Clayton Christensen on How to Build a Disruptive Business, Charles Leadbeater: Education Innovation in the Slums, The Discipline of Innovation

Assignments: Disruptive vs. Sustaining Technologies Discussion, The Pet Rock and the Seven Sources of Innovative Opportunity Discussion, Mid-Course Submission

WEEK 4: CREATIVITY: ADVANCING YOUR CREATIVE TOOLKIT

Reading Assignments: *Lateral Thinking* – pp 57-103, *Learn How to Use the Best Ideation Methods: SCAMPER* (reserves), *SCAMPER Detail with Questions* (ereserves)

Video: Cameron Herald: Let's Raise Kids to Be Entrepreneurs, Tina Seeling: The 6 Characteristics of Truly Creative People

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Assignments: Application of SCAMPER Discussion

WEEK 5: INTERSECTIONS AND CONNECTIONS: BLOCKBUSTER AND NETFLIX

Reading Assignments: *Better Brainstorming* (reserve), *The Fascinating History of Netflix* (ereserve), *The Blockbuster Life Cycle* (ereserve)

Videos: *How will you Measure your Life?*

Assignments: Blockbuster and Netflix Discussion, What's in Your Toolkit Discussion, Final Paper of Project

COURSE POLICIES

Changes to the syllabus will be communicated via email and the News Item in D2L. Email will be sent to student DePaul email addresses. Once a Module has ended, it is no longer possible to complete discussion work for that Module. Students must attend every week of the course in order to successfully complete it.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Patrizia Acerra hold a master's degree on Communications from Marquette University and a master's degree in Pastoral Studies form Loyola University Chicago. She is currently in completing a dissertation in the Humanities from Salve Regina University. She has three decades of experience in arts and non-profit management, undergraduate instruction in the arts and creativity and a private consulting practice.

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