School of Continuing and Professional Studies

DePaul University | School of Continuing and Professional Studies Course Syllabus

Undergraduate Course: AI 170/CCA 170

COURSE TITLE: CREATIVITY AND ENTREPRENEURSHIP

Course Format: Online Async

SUMMER, 2021 – SESSION ONE

INSTRUCTOR INFORMATION
Name: Patrizia Acerra

My office hours are by appointment.

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

Course Date: June 4 – July 18, 2021

Optional Zoom sessions will be offered June 10, June 24 and July 8

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.

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LEARNING OUTCOMES:

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
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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.

LEARNING RESOURCES

Students will acquire the following two texts:

Lateral Thinking: Creativity Step by Step by Edward be 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 STRATEGIES

Students in this course will read articles, watch films, participate in online discussions, and create a final

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paper to demonstrate their learning.

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.

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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, 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	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 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.	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. 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	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 demonstrate critical thinking about the topic. **Replies/Responses** are less than one or two sentences and make no reference to the initial post.

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	consider the initial post.		consider the initial post.	
Interactive	3 points Student demonstrates excellent engagement with the rest of the class: Student replies to more than two other students by asking a clarifying question or identifying and expanding on an interesting point. Student monitors his/her own initial post and replies to all responses from classmates.	2.5 points Student demonstrates strong engagement with the rest of the class: Student replies to two other students by asking a clarifying question or identifying and expanding on an interesting point. Student monitors his/her own initial post and replies to most responses from classmates.	2 points Student demonstrates satisfactory engagement with the rest of the class: Student replies to two other students with general response. Student does not ask clarifying questions or demonstrate critical thinking in the replies. Student does not monitor his/her own initial post and replies to responses from classmates.	1.5 points Student demonstrates weak engagement with the rest of the class: Student replies to fewer than two students. Student does not monitor his/her own initial post and replies to responses from classmates.
Timely	Student makes initial post by the middle of the week. Student posts responses to classmates' posts or	0.75 points Student makes initial post by the middle of the week. Student posts responses to classmates' posts or engages with comments on	0.5 points Student makes initial post by the middle of the week.	0.25 points Student does not make initial post by the middle of the week.	

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	engages with comments on his/her own thread on 3 separate days during the module.	his/her own thread on 2 separate days during the module.		
Well-supported and Grammatically Correct	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	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.	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.	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.

Mid Term and Final Project Rubric

	Developing Outcome (2 POINTS)	Competent Outcome (4 POINTS)	Proficient Outcome (6 POINTS)
THESIS	The thesis statement is unclear or not present in the introduction of the paper or the first slide and the intention of the writer is unclear.	The introduction or first slide contains one or more sentences or phrases that suggest the intention of the essay but lack clarity.	The introduction or first slide contains one or more sentences or phrases that clearly define and demonstrate the student's intentions for the essay.
ORGANIZATION	The written text demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs, or a confusing arrangement of ideas within paragraphs.	The written text demonstrates a generally clear arrangement of paragraphs, a generally clear use of transitions between paragraphs, and a generally clear organization of ideas within paragraphs.	The written text demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organization of ideas within paragraphs.
DEVELOPMENT	The written text employs some faulty reasons or inappropriate supporting evidence—i.e., most reasons do not support the text's purpose, and/or specific evidence is not provided for most	The written text adequately employs reasons and evidence— i.e., most reasons support the text's purpose, and specific evidence supports most	The written text effectively employs reasons and evidence—i.e., all reasons support the text's purpose, and specific evidence supports all reasons. Evidence is data and fact based or persuasively

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	reasons.	reasons.	interprets the data.
WRITER'S AUTHORITY	The writer's voice in the text demonstrates neither understanding of the content nor personal engagement with the content.	The writer's voice in the text demonstrates a general understanding of the content *and* some personal engagement with the content.	The writer's voice in the text demonstrates a comprehensive understanding of the content *and* a personal engagement with the content (via the writer's ideas, values, beliefs).
READABILITY	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Style is inappropriate. Documentation is incomplete, ineffective, or incompetent.	The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension. Style is appropriate. Documentation is thorough and competent.	The written text contains few or no errors in spelling, grammar, punctuation or sentence structure. Style is effective. Documentation is thorough and effective.

GRADE DISTRIBUTION:

Discussions / Participation: 50%

Mid Course Submission   20%

Final Paper   30%

GRADING CRITERIA & SCALE

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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 Exclusions:

You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

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 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

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satisfactory academic progress.

COURSE SCHEDULE

This course consists of 5 modules. The estimated time to complete each module is one week. To see specific course due dates, log into D2L and review the calendar.

COURSE POLICIES

Any changes to the syllabus will be communicated by the instructor via email during the first week of the course.

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.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS
University Center for Writing-based Learning

Dean of Students Office

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