

CRI 730 • Strategic Leadership in Creative Industries • Autumn 2018

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Section / Time / Classroom:	Section 011 / Tuesdays 12:00 pm to 3:00 pm / EPH 216
Office / Office Hours:	KHS 349Q / By appointment only (in person or online)
Include "CRI 730" in the subject line of all emails. Only Ryerson e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L. Emails usually answered within 48 hours.	

Course Description

This course is designed for persons who aspire to executive leadership roles in for-profit or not-for-profit organizations in Creative Industries. Drawing on contemporary leadership theories, the course provides opportunities for comprehensive development of personal leadership potential through supervised reflection, networking, executive coaching, interaction with peers, and learning from seminars, guest speakers, scholarly literature, and case studies.

Issues examined will include the following: theories of leadership; the nature of leadership; values, ethics, and vision; conviction and the courage to act; leadership principles and styles; relationship building with stakeholders and shareholders; art versus commerce; team building, group dynamics and creative collaboration; delegation; conflict resolution; stress and change management; communication; character and power; and leadership tools, techniques, and strategies.

Course Objectives

Specific learning outcomes are as follows: a theoretical understanding of leadership; practical application of leadership theory to cases in relevant creative/cultural industry environments; and development and articulation of a personal leadership philosophy.

By the end of the course, students will be able to:

- Discover the personal leadership traits and find new ways to apply them in the different aspects of their life (personal, professional). [8(b)R, 9(a)R, 10R]
- Identify the different negotiation styles and respond to situations accordingly. [6cR]
- Formulate and effectively communicate a personal vision for their endeavors. [4R]
- Recall and apply strategies to manage change, stress, and conflict. [6R]

The course introduces (I), reinforces (R) or helps students reach a level of proficiency i.e. master (P) the following *Creative Industries Educational Goals*:

4) Communicate within and to creative enterprises, academia and industry effectively and persuasively in a) verbal form, b) written form; and, c) in presentations using a range of appropriate media	R
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6)... implement and manage projects requiring a) problem-solving, b) team building, c) negotiation and d) collaborative work practices.	R
8) ... apply the skills and knowledge they have gained to: b) apply fundamental business and management skills within organizations and as entrepreneurs and;	R
9) ...understand the limits to their own knowledge and ability with an appreciation of a) the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations and,	R
10) act as socially responsible citizens, exhibiting behavior consistent with integrity and strong ethical mores including recognizing the need to work towards creating diverse and inclusive cultural opportunities accessible to all	R

Required Readings and Resources

- Articles (listed in Weekly schedule)
- Books (online)
 - Beerel, A. (2009). *Leadership and Change Management*, SAGE Publications. ProQuest Ebook Central. Available at: <http://ebookcentral.proquest.com.ezproxy.lib.ryerson.ca/lib/ryerson/detail.action?docID=743624>
 - Moodian, M. A. (Ed.). (2008). *Contemporary leadership and intercultural competence: exploring the cross-cultural dynamics within organizations*. ProQuest Ebook Central. Available at: <http://ebookcentral.proquest.com.ezproxy.lib.ryerson.ca/lib/ryerson/detail.action?docID=1160180>
 - Tourish, D. (2013). *The dark side of transformational leadership: a critical perspective*. Available at: <http://ebookcentral.proquest.com.ezproxy.lib.ryerson.ca/lib/ryerson/detail.action?docID=1154334>
 - Pfeffer, J.(1992). *Managing Power: Politics and influence in organizations*
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- Books for Creative approach to happiness lectures
 - Brecher, D (2017). *Cultivate your Happiness: A ThriveRU Weekly Workbook*. Ryerson University Student Affairs.

IMPORTANT:

- Students are expected to complete required readings prior to the lecture.
- Assigned articles and reports will be made available through the e-resources in the course's D2L shell.

Weekly Schedule (Subject to change)

WEEK 1 <i>Tuesday September 7</i>	
TOPICS	<ul style="list-style-type: none"> ▪ Overview - Course outline, assignments, important dates ▪ Guest speaker: Dr. Diana Brecher, <i>Creative approach to happiness</i> seminar ▪ Introduction - What is a leader, Leadership vs Management, Leadership myths
READ	Zaleznik, A. (2004). <i>Managers and Leaders: Are They Different?</i> , <i>Harvard Business Review</i> . Available at: https://hbr.org/2004/01/managers-and-leaders-are-they-different
DUE	<ul style="list-style-type: none"> ▪ Quiz on policy readings (available on D2L) ▪ Pick up copy of "Cultivate your Happiness: A ThriveRU Weekly Workbook" from Student (POD-60)

WEEK 2 *Tuesday September 14 The Ethical Leader*

TOPICS	▪ <i>Creative approach to happiness (1) - Creating new habits</i> , with Dr. Diana Brecher
READ	<ul style="list-style-type: none"> ▪ Duhigg, C. (2018). <i>How Habits Work</i> - Charles Duhigg. Retrieved from https://charlesduhigg.com/how-habits-work/ ▪ Nunberg, G. (2012, September 7) Do jerks make better leaders?, <i>The Washington Post</i>, Retrieved from: https://www.washingtonpost.com/national/on-leadership/do-jerks-make-better-leaders/2012/09/07/9e629d7a-f86a-11e1-8b93-c4f4ab1c8d13_story.html ▪ What habit do I want to change this session? (in worksheet) ▪ Complete the VIA strengths test (on https://www.viacharacter.org/) in one sitting.
DUE	<ul style="list-style-type: none"> ▪ Select Leader to present (send by email for approval) ▪ Quiz on readings (available on D2L)

WEEK 3 <i>Tuesday September 21- HYBRID</i>	
TOPICS	▪ Conflict Resolution
SEMINAR	▪ <i>Creative approach to happiness (1) – Character Strengths</i> with Dr. Diana Brecher
READ	<ul style="list-style-type: none"> ▪ Hut, P.M. (2011) <i>Managing Conflict in Teams: Switching To Successful Negotiations</i>, online http://www.pmhut.com/managing-conflict-in-teams-switching-to-successful-negotiation ▪ Moodian (2008) Chapter 17 ▪ Williams, G. (2016). Discovering the professional within: How identifying our character strengths can help build our ideal career and success. Available on D2L (Content > Readings). ▪ Sansom, L., Bretherton, R., & Niemiec, R. M. (2016). Doing the right thing: character, moral goodness, and Star Wars. <i>PsycCRITIQUES/Contemporary Psychology: APA Review of Books</i>, 61(25), 10. Available on D2L (Content > Readings).
DUE	<ul style="list-style-type: none"> ▪ Print the results and bring them to class. Visual aids (canva or other graphic design) for Leader ▪ Leader podcast presentations (Public Relations Representative)
PRESENT	Leader presentations (presenters to be announced on D2L)

WEEK 4 <i>Tuesday September 28</i>	
TOPICS	Dark side of leadership
READ	▪ Tourish (2013). p. 5-12, 40-58
DUE	<ul style="list-style-type: none"> ▪ Leadership Interview preparation report ▪ What habit do I want to change this session? (in worksheet)
PRESENT	▪ Leader presentations (presenters to be announced on D2L)

WEEK 5 <i>Tuesday October 5</i>	
TOPICS	▪ Creative Leadership
SEMINAR	
READ	▪ Byrne, C. L., Mumford, M. D., Barrett, J. D., & Vessey, W. B. (2009). Examining the leaders of creative efforts: What do they do, and what do they think about? <i>Creativity and Innovation</i>

Management, 18(4), 256-268. doi:10.1111/j.1467-8691.2009.00532.x Available here:

http://resolver.scholarsportal.info/resolve/09631690/v18i0004/256_etloceawdttta.xml

- Goleman, D. (2000). Leadership that gets results. *Harvard business review*, 78(2), 4-17. Available at the Library: HF5549.12.H395 2011 or here: http://go.galegroup.com.ezproxy.lib.ryerson.ca/ps/i.do?p=AONE&u=rpu_main&id=GALE|A60471886&v=2.1&it=r&sid=summon
- Zacko-Smith, J. D., Puccio, G. J., & Mance, M. (2010). Creative leadership: Welcome to the 21st century. *Academic Exchange Quarterly*, 14(4), 133-138. Available here: http://www.academia.edu/395725/Creative_Leadership_Welcome_to_the_21st_Century
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DUE ▪ Quiz

PRESENTER ▪ Leadership Interviews (Teams 1 & 2)
 ▪ Leader presentations (presenters to be announced on D2L)

Study Week – No classes

*Tuesday October
 11-15*

WEEK 6 *Tuesday October 19*

TOPICS Negotiation styles

SEMINAR *Creative approach to happiness (3) - Gratitude and savouring*, with Dr. Diana Brecher

- READ
- DeSteno, D. (2018, February 20). How to cultivate gratitude, compassion and pride on your team, *Harvard Business Review*. Available at: <https://hbr.org/2018/02/how-to-cultivate-gratitude-compassion-and-pride-on-your-team>
 - Grant, H. (2016, June 29). Stop making gratitude all about you, *Harvard Business Review*. Available at: <https://hbr.org/2016/06/stop-making-gratitude-all-about-you>
 - Bregman, P. (2015, October 01). How gratitude can help your career, *Harvard Business Review*. Available at: <https://hbr.org/2015/10/how-gratitude-can-help-your-career>

DUE ▪ Complete “Bargaining Sty Assessment Tool” in Shell, G.R. (2006). *Bargaining for advantage*. New York: Penguin. p.237 (Book will be reserved in the Library)

PRESENT ▪ Leader presentations (presenters to be announced on D2L)

WEEK 7 *Tuesday November 2nd*

TOPICS Working in diverse and multicultural teams

SEMINAR *Creative approach to happiness (4) - Optimism & hope*, with Dr. Diana Brecher

- READ
- Moodian (2008) Chapters 2, 4 and 13
 - Schwartz, T., & McCarthy, C. (2015, July 16). Manage Your Energy, Not Your Time. Retrieved from <https://hbr.org/2007/10/manage-your-energy-not-your-time>
 - Parashar, F. (2014, October 24). The Psychology of Optimism and Pessimism: Theories and Research Findings. Available at: <http://positivepsychology.org.uk/optimism-pessimism-theory/>
 - Boniwell, I. (2008, November 07). What are the Benefits of Hope, Optimism and Pessimism?. Available at: <http://positivepsychology.org.uk/optimism-and-hope/>

DUE ▪ Quiz on readings (available on D2L)
 ▪ Gratitude letter - write a letter to someone to whom you feel grateful, be specific as to why you're grateful. Print it, read it to them, give them the letter when you're done.

	<ul style="list-style-type: none"> Take Optimism Questionnaire: https://www.authentic happiness.sas.upenn.edu/testcenter BONUS MARKS (2/100) - Keep a gratitude journal: write down 3 good things that happened during the day, what they mean to you, and your role in making them happen.
PRESENT	<ul style="list-style-type: none"> Podcast 2 (Teams 3 & 4) Leader presentations (presenters to be announced on D2L)

WEEK 8 <i>Tuesday November 9</i>	
TOPICS	Emotional intelligence for leadership
SEMINAR	<i>Creative approach to happiness (5) - Self-compassion</i> , with Dr. Diana Brecher
READ	<ul style="list-style-type: none"> Castro, F., Gomes, J. and de Sousa, F. C. (2012). <i>Do Intelligent Leaders Make a Difference? The Effect of a Leader's Emotional Intelligence on Followers' Creativity</i>. <i>Creativity and Innovation Management</i>, 21: 171–182. doi: 10.1111/j.1467-8691.2012.00636.x Available here: http://onlinelibrary.wiley.com.ezproxy.lib.ryerson.ca/doi/10.1111/j.1467-8691.2012.00636.x/full Rahim, M. A. (2014). <i>A Structural Equations Model of Leaders' Social Intelligence and Creative Performance</i>. <i>Creativity and Innovation Management</i>, 23: 44–56. doi: 10.1111/caim.12045 Available here: http://onlinelibrary.wiley.com.ezproxy.lib.ryerson.ca/doi/10.1111/caim.12045/full Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. <i>Social and personality psychology compass</i>, 5(1), 1-12. Available here: https://onlinelibrary-wiley-com.ezproxy.lib.ryerson.ca/doi/full/10.1111/j.1751-9004.2010.0330.x Smeets, E., Neff, K., Alberts, H., & Peters, M. (2014). Meeting suffering with kindness: Effects of a brief self-compassion intervention for female college students. <i>Journal of clinical psychology</i>, 70(9), 794-807. Available here: https://onlinelibrary.wiley.com/doi/full/10.1002/jclp.22076 Explore Kristen Neff's Self-compassion website: http://self-compassion.org/the-three-elements-of-self-compassion-2/
DUE	<ul style="list-style-type: none"> Take Self-compassion Questionnaire: http://self-compassion.org/test-how-self-compassionate-you-are/ BONUS MARKS (2/100) - Apply "answering 6 questions that reframe your role in both good and adverse events" to THREE situations.
PRESENT	<ul style="list-style-type: none"> Podcast 3 (Teams 5 & 6) Leader presentations (presenters to be announced on D2L)

WEEK 9 <i>Tuesday November 16</i>	
TOPICS	Leading social organisations
SEMINAR	<i>Creative approach to happiness (6) - Grit and perseverance</i> , with Dr. Diana Brecher
READ	<ul style="list-style-type: none"> Disrupt Design (2017). The 3 Main Systems at Play in the World are.... <i>DISRUPT DESIGN</i>. Available at: https://www.disruptdesign.co/blog/the-3-main-systems-at-play-in-the-world-are Kraemer, R. (2017). Critical Competences for Social Impact Leaders. <i>Stanford Social Innovation Review</i>. Available at: https://ssir.org/articles/entry/critical-competences-for-social-impact-leaders

	<ul style="list-style-type: none"> Wallestad, A. (2017). Governing a Collaborative Organization. <i>Stanford Social Innovation Review</i>. Available at: https://ssir.org/articles/entry/governing_a_collaborative_organization <i>Creative approach to happiness readings TBD</i>
DUE	<ul style="list-style-type: none"> Quiz on readings (available on D2L) Describe and portray a time in your life when you had to overcome a significant loss or disappointment (give up an opportunity, dream or expectation) - how are you different after you overcame the loss? (new attitudes, behaviours, ways to connect)
PRESENT	<ul style="list-style-type: none"> Podcast B preparation report Podcast 4 (Teams 7 & 8) Leader presentations (presenters to be announced on D2L)

WEEK 10 <i>Tuesday November 19</i>	
TOPICS	Challenges of young leaders
READ	<ul style="list-style-type: none"> Horwitz, R. (June, 2013) 9 ways to influence without authority. <i>PeopleTalk</i>. Available here: https://peopletalkonline.ca/9-ways-to-influence-without-authority/ Hussein, T., Plummer, M., & Breen, B. (Winter, 2018) How Field Catalysts Galvanize Social Change. <i>Stanford Social Innovation Review</i>. Available here: https://ssir.org/articles/entry/field_catalysts#
DUE	Quiz on readings (available on D2L)
PRESENT	<ul style="list-style-type: none"> Podcast 5 (Teams 9 & 10) Leader presentations (presenters to be announced on D2L)

WEEK 11 <i>Tuesday November 23</i>	
TOPICS	<ul style="list-style-type: none"> Female leadership Guest speaker - Linda Schuyler
READ	<ul style="list-style-type: none"> Dodd, F. (2012). Women leaders in the creative industries: A baseline study. <i>International Journal of Gender and Entrepreneurship</i>, 4(2), 153-178. doi:http://dx.doi.org.ezproxy.lib.ryerson.ca/10.1108/17566261211234652 Available here: https://search-proquest-com.ezproxy.lib.ryerson.ca/docview/1022747159 Tinsley, C. H., Cheldelin, S. I., Schneider, A. K., & Amanatullah, E. T. (2009). Women at the bargaining table: Pitfalls and prospects. <i>Negotiation Journal</i>, 25(2), 233-248. doi:10.1111/j.1571-9979.2009.00222.x
DUE	Quiz on readings (available on D2L)
PRESENT	<ul style="list-style-type: none"> Podcast 6 (Teams 11 & 12) Leader presentations (presenters to be announced on D2L)

WEEK 12 <i>Tuesday November 30</i>	
SEMINAR	Leadership jam!
R	Presentation of changed habits, with Dr. Diana Brecher

Final Essay	<i>December 7</i>
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Assignments, Evaluation, Marking

Assignment	Mode	Due Date Start of class unless noted	% of Final Grade
Attendance & Participation	Individual	Every class	5
1. Quotes: Leader /memes & 16 Personality Assignment	Individual	Week 2 Submission Only	10
2. Quiz on readings	Individual	Weekly (except when noted)	5
3. Leader Podcast presentation	Individual	Visual aids - Week 3 Presentation schedule will be posted on D2L	10
4. Leadership Interview report	Team	Report Debate A - Week 5 Report Debate B - Week 9	20
5. Interview Participation	Individual	Interview schedule will be posted on D2L	10
6. Seminar Assignments	Individual	Weeks 3 - 9	10
7. Changed Habit	Individual	Week 12 - In class presentation	10
8. Leadership Jam	Individual	Week 12 - In class activity	5
9. Final Essay	Individual	December 7	15

Description of Assignments

Additional details / information on assignments may be posted on the Course D2L. Professors reserve the right to (re)assign students to balance numbers and skills.

Class participation

- Students will get all the points for this rubric by attending all lectures, actively participating in class discussion (provide positive feedback to fellow students, asking questions, providing response, or sharing experiences), and posing questions to guest speakers.

1. Quiz on readings

- Every week there will be a Quiz to verify comprehension of assigned readings.
- The quiz will be available through D2L the weekend before class.
- The quiz will can take between 10 and 20 minutes to complete, make sure you have read the papers before, and take time to complete the quiz (do not wait until the day of the class).
- Quizzes will be mostly graded automatically in D2L (true/false and multiple-choice questions), but there may also be open-ended questions that will be graded manually.

2. Present a leader in your industry

- Select a leader in the industry you'd like to work in (fashion, interior design, journalism, etc.). Be creative with the person you select (it does not have to be a leader in a traditional sense; it can be, for example, a negative or fictional leader).
- Prepare a *half pecha-kucha* on your leader (Maximum 10 slides/images/videos/sounds, 20 seconds each = 3.5 minutes)

- There cannot be two presentations on the same leader (if your leader was already selected, you must choose another). Please email me the name and industry of your leader by Week 2, copy your TA.
- All visual aids will be due on the same date, but presentation dates will be distributed throughout the semester.
- This assignment will be assessed on the following dimensions:
 - o Visual aids originality - 20%
 - o Content (at least: introduction, leadership style, achievements, biography) - 30%
 - o Presentation (delivery) - 50%

3. Podcast preparation report (x2)

- All students must select a topic from the following list, as well as their stance on the subject (pro/con):
 - o Everyone can become a leader
 - o Good leaders can make mediocre teams great
 - o Good leaders have a vision and don't need input from others
 - o Leaders should always hide their weaknesses
 - o For leaders, it's more important to say the right things than to do the right things
 - o Conflicts always end up in one party conceding (there is no win-win)
 - o It is tougher to be a leader as a woman
- Selection of topics and stances are first come, first served, so make sure you register promptly to be on the team you're most interested.
- All students registered in the same topic/stance will be on a team. We will create a group in D2L for every team.
- As a team, research the topic to formulate arguments to support your stance.
- Send a group report with the opening statement, the three main arguments (supported by references), and references (MLA or APA style) by Tuesday October the 5th. Upload it to D2L.

4. Podcast participation

- On the date assigned to your team's topic, all team members must be prepared to argue and present in favor of their team.
- One student will be the designated moderator; students can volunteer, if there are no volunteers, one will be selected at random. You should always be prepared to stand in front of the class in case you are selected.
- Debate begins by each team presenting their opening argument.
- The moderator will manage the 30 minute debate, making sure both teams are allocated the same opportunity to present their arguments and counter-arguments.

5. Seminar assignments

- The seminar *Creative approach to happiness* with Dr. Diana Brecher requires students to complete several readings and activities outside of the classroom.
- Each week from Week 2 to Week 7, you must complete the activity, and bring the requested result (i.e. results of an online quiz, report on an action, etc.)
- These activities will be graded on completion (pass/fail)

6. Changed habit

- The last assignment due for the seminar *Creative approach to happiness* with Dr. Diana Brecher is a brief presentation of the habit changed throughout the semester. This can be presented in any creative form you choose (script, performance, poem, poster, video, photo, etc.)

7. Leadership jam

- The final class of the course will consist in a three-hour “leadership jam”. It will be an experiential exercise where teams will have to select and solve a challenge, whilst applying the leadership, teamwork, and negotiation skills learned during class.
 - Select your team
 - Assign a team representative
 - Select a challenge
 - Find a solution for your challenge
 - Build a solution
 - Prepare a presentation for your solution
 - Present your solution (teams can select a spokesperson or present as a team)
- All students are expected to participate. Please notify as soon as possible of any potential situations that might impede your attendance.

8. Final essay

- The final essay is a reflection on the lessons learned in the class, and how you might apply them in the different aspects of your life (personal, professional, academic, sports and other interests).
- It should follow a Review-Reflect-Recreate pattern. Include: an overview of topics discussed in class, your critical perspective on the topics, connections you identify, how you can apply the new knowledge, and the most interesting take-away from the course.
- Must be at least 1200 words.
- You can use the weekly journals as *inspiration* (do not copy-paste!), but I expect more insight and reflection on the course and your overall development.
- This assignment will be assessed on the following dimensions:
 - Quality of writing - 10%
 - Review-Reflect-Recreate - 20%
 - Insights (self-assessment, application of theory) - 40%
 - Progress (evidence of self-challenge and improvement) - 30%

Handing in Papers / Late Policy / Other Relevant Information

- It is the student’s responsibility to contact the professor or the Academic Manager, Student Affairs (Paula) or the Student Affairs Assistant promptly concerning any situation that may have an adverse impact upon his/her academic performance. Any considerations (e.g. medical or compassionate) must be requested well in advance;
- Check with your professor to see if they require hard copies or not of the assignments.
- Grades are posted on the D2L.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper.
- Allow for technical glitches. Missed presentations without permission will result in a 0;

- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented;
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so;
- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. Students who do not want their work submitted to this service must, by the end of the second week, consult with the instructor to make alternate arrangements.

Handing in Papers / Late Policy / Other Relevant Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion) and must be supported by a properly completed documentation such as a Ryerson University PDF file Student Health Certificate.

Note: Part of the Ryerson University Student Health Certificate must be completed by a Regulated Health Professional (RHP).

The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted.

Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline.

<https://www.ryerson.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/>

- Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate [Policy 167: Academic Consideration](#).
- Religious or cultural observations accommodations must be requested by the end of the second week of the term. <https://www.ryerson.ca/humanrights/religious-cultural-observances/>
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;
- Check with your individual professor to see if they require hard copies or not of the assignments.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.

- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to the following: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.
- **Students are expected to show respect for their fellow students:**
 - o Arrive on time (before 10 minutes after the hour). Be ready to start.

Do not indulge in hosting side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if they interfere with their colleagues' learning

- o NO eating in class. Coffee or water are fine.

Technology Statement

At the discretion of the instructor, computers, tablets, and other electronic devices are allowed in class to take notes, annotate lecture slides, and do quick internet searches of relevant materials only. All devices should be on silent/mute. Computers and tablets should not be used to email or message during class. Phones are not to be used, including for texting and messaging. Students on Facebook or Youtube, watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

It is expected that assistive technologies as detailed in Ryerson Senate Policy 159 (Academic Accommodation of Students) are to be used in keeping with this technology statement.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online to for specific information with respect to the following policies:

- [Policy #60](#): Academic Integrity
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #135](#): Final Examinations
- [Policy #157](#): Ryerson's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities

- [Policy #166](#): Course Management
- [Policy #167: Academic Consideration](#)
- And all other course outline policies: <https://www.ryerson.ca/senate/course-outline-policies/>

Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Interim Provost/ Vice President Academic and Dean's approved a COVID-19 statement related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the Senate website (www.ryerson.ca/senate):

Policy 167: Academic Consideration for COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate Policy 167: Academic Consideration.

- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).
- *At Ryerson, we recognize that things can come up throughout the term that affect a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>*

If support is needed immediately, you can access these outside resources at anytime:
Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see:
<https://www.ryerson.ca/creativeindustries/academic-advising/>

- Respect your fellow students.
- Arrive on time, be ready to start.
- Do not indulge in side conversations in class.
- Contact the professor or the Academic Manager, Student Affairs (Paula or Angella) promptly concerning situations that may affect your performance.
- Professors reserve the right to modify the syllabus and assignments as required, but changes will be discussed with the class prior to being implemented.
- Check with your professor to see if they require hard copies or not of the assignments.
- Retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- Assignments submitted late will result in a penalty of 5% deducted per day.
- Grades are posted on the D2L.
- Refrain from contacting guest speakers after the class, unless invited to do so.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online (ryersoncreative.ca) to the 2021/22 [Creative Industries Student Handbook](#) for specific information.

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