

Course Number	Course Title	Semester	Year
CRI815, FCD815	<b>Creative Impact Supercourse I</b>	Fall	2019

Professor:	<b>Dr. Hossein Rahnama</b>
Section/Time/ Classroom:	All Sections Fridays 3pm-6pm TRS1149
Section/Time/ Classroom:	All Special Project Section Thursdays. Noon -3pm VIC 306
Contact:	hossein@ryerson.ca
Office:	RCC-130 Office Hours arranged via email

Professor:	<b>Dr. Richard Lachman</b>
Section/Time/ Classroom:	All Sections Fridays 3pm-6pm TRS1149
Contact:	richlach@ryerson.ca
Office:	RCC-382B Office Hours arranged via email

Professor:	<b>Dr. William Michael Carter</b>
Section/Time/ Classroom:	All Sections Fridays 3pm-6pm TRS1149
Contact:	wmcarter@ryerson.ca, (416) 979-5000 Ext. 557564 or (416) 898-2624 (cell)
Office:	RCC 353L (OTI Office) Office Hours arranged via email

GA:	Tanya Pobuda, PhD Candidate
Section/Time/ Classroom:	All Sections Fridays 3pm-6pm TRS1149
Contact::	tpobuda@ryerson.ca
Office Hours:	Arranged by email.

**Only Ryerson e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L.**

## Course Description

Transdisciplinary teams of students work on real-world problems presented by industry and community partners in a practice-based, knowledge-building learning environment. Working across disciplinary (and, where feasible, national and cultural) boundaries, student teams address partners' needs with innovative, flexible and creative approaches. Students are supported through experiential industry, community and academic mentorship in the pursuit of disruptive outcomes, honing and vision-proofing their proposed solutions for future execution as a final product, white paper or prototype.

## More About The Course

The course is designed to allow students to practice and showcase their utmost innovation capabilities through peer-to-peer and experiential learning in an agile, high-pressure and responsive environment. The goal of this course is to give opportunity to students to create a novel product during their studies and use it as a tangible and measurable outcome upon graduation. It is also intended that students emphasize on learning from their peers especially in complementary disciplines.

### Who should take this course:

If you have entrepreneurial ambitions and like to take initiatives and prove your ideas, interested in learning product design lifecycles, if you are interested in the convergence of media, arts and technology, this course will give you a very strong foundation.

### A note on Group Dynamics

This class is centered on collaborative innovation and team-development, with a dynamic known as *gracious professionalism*. Our goal is to allow you to develop a well-rounded project using the skills of various members and disciplines. Learning how to work professionally in a group is a major part of this class: *building a functioning project is not and will not be enough*. We require that team-members be civil, professional, listen to one another, and put effort into learning how to cooperate and respect one another. This is **hard**; it requires **work**. Teams should have their own conversations about respect, sharing the workload, listening to one another, civility in offline/online communications, attending meetings, responding to emails in a timely fashion, and any other aspects of group work. Teams should strive to resolve problems within the team, but please reach out to the instructors for advice if needed. Abusive behavior will not be tolerated. Be good professionals, help one another (and other teams) whenever you can...this is the spirit of *gracious professionalism*.

## Course Objectives

Introduction (I) Reinforcement (R) Proficiency (P)	By the end of this course, students will be able to:	And in doing so will fulfil the following program learning outcome (at least in part):
P	Analyze, Explain and Experiment with developing technologies and social practices in digital technology	<p><b>Contribute productively to the Creative Industries</b></p> <p>LO 1a- critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function,</p> <p>LO 1b- recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;</p>
P	Build a prototype through a careful and iterative user-discovery process, in partnership with an external client organization.	<p><b>Demonstrate an entrepreneurial capacity</b></p> <p>LO 2a- engage in independent learning</p> <p>LO 2b- transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production.</p>
R	Work in an iterative fashion to refine work with external clients, incorporating critical feedback and user/market testing	<p><b>Facilitate the work of artists, writers, designers and media makers by</b></p> <p>LO 3a- apply an integrated knowledge of creative and production processes (both individual and system-base to facilitate the work of artists, writers, designers and media makers</p> <p>LO 3b- develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media makers,</p> <p>LO 3c- recognizing and responding to future challenges and opportunities in their sectors including technological</p>

		change to facilitate the work of artists, writers, designers and media makers,.
<b>R</b>	Present progress and request feedback iteratively, on a weekly basis, including presentations to peers, clients, and professionals	<b>Communicate</b>
		LO 4a- verbally communicate within and to creative enterprises, academia and industry effectively and persuasively
		LO 4b- in written form, communicate within and to creative enterprises, academia and industry effectively and persuasively
		LO 4c- communicate by preparing and conducting presentations using a range of appropriate media, within and to creative enterprises, academia, and industry effectively and persuasively
<b>R</b>	Engage in ethnographic and domain research using Design Thinking methodologies	<b>Conduct research relevant to cultural and industry issues,</b>
		LO 5a- formulate appropriate research questions and conceptual frameworks; employing appropriate data collection techniques
		LO 5b- apply appropriate quantitative tools and methodologies and/or
		LO 5c- apply appropriate qualitative tools and methodologies
<b>R</b>	Critically Appraise and Constructively Criticize peer work using social, technical, artistic, and design criteria in small groups	<b>Implement and manage projects</b>
		LO 6a- problem-solving - implement and manage projects requiring
		LO 6b- team building - implement and manage projects requiring
		LO 6c- negotiation - implement and manage projects requiring
		LO 6d- collaborative work practices - implement and manage projects requiring
<b>R</b>	Design, Create, and Revise a prototype in a collaborative group context, following best practices in productive, professional, equitable,	<b>Apply skills and knowledge</b>
		LO 7a- critically evaluate the aesthetic quality of creative works
		LO 7b- apply fundamental business

	and inclusive group dynamics	and management skills within organizations and as entrepreneurs, LO 7c- integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion, and distribution of commercial or noncommercial cultural products with an understanding of the theoretical and historical underpinnings of one or more creative industry sectors; LO 7d -Recognize when more information is required to address the limits of one's own knowledge, abilities, and analyses and determine appropriate next steps
<b>R</b>	Maintain professional working relationships in small groups and with external clients, engaged in ethical market-ready prototyping.	<b>Autonomy, Professional Capacity, and Social Responsibility</b> LO 8a-Develop a personal plan for continuing development of professional skills and flexible ongoing career paths LO 8b -act as socially responsible citizens with integrity and strong ethical mores LO 8c -Work towards creating diverse and inclusive cultural opportunities accessible to all

## Weekly Schedule (Subject to change)

**\*\* ASSIGNMENTS and MILESTONES Due Noon, Friday before class!**

<b>WEEK ONE</b>		<i>Week of Monday 2 September 2019</i>
	TOPICS	Intro to Course; Intro to Design Thinking and Discovery Process; Intro to Problems
	WORKSHOP	Design Dash

	DISCUSS	What is Design Thinking?
---	---------	--------------------------

**WEEK TWO** *Week of Sept 9th*

	TOPICS	Design Thinking & Human Centered Design
	DISCUSS	Initial Team Meeting and brainstorming
	DUE	Top Three Project Choices submitted by THURSDAY SEPT 13 <sup>th</sup> NOON via form on D2L

**WEEK THREE** *Week of Sept 16th*

	TOPICS	Group Dynamics and Teamwork; Guest Speaker Lil Blume
	WORKSHOP	Team development and group dynamics
	DUE	<ul style="list-style-type: none"> <li>• Update Shared Google Sheet with your team members (indicate who is the main team contact).</li> <li>• Sign up for team space on D2L;</li> <li>• Post your Team Brainstorm documentation and Expert Discovery posted to D2L</li> </ul>

**WEEK FOUR** *Week of Sept 23rd*

	TOPICS	Guest Speaker: Grayson Bass, Managing Director, Mayor Wilson; Paper Prototyping and Design Experiments
	DISCUSS	Team Meeting/Faculty Mentorship
	DUE	<ul style="list-style-type: none"> <li>• Team Contract signed and posted.</li> <li>• Update and Customer Discovery #1 (3 potential users) posted to D2L.</li> </ul>

WEEK FIVE		Week of Sept 30th
	TOPICS	Teams/Roles; Value Propositions, Solutions
	DISCUSS	Team meeting/Faculty Mentorship
	DUE	<ul style="list-style-type: none"> <li>Update and Customer Discovery #2 (3 potential users) posted to D2L.</li> </ul>

WEEK SIX		Week of Oct 7th
	TOPICS	Guest Speaker: Eliane Tozman, Head of Design Innovation; Innovation, Citizenship and Government Affairs, IBM Canada
	DISCUSS	Team Meeting, Faculty Mentorship; Functional Prototypes and Testing
	DUE	<ul style="list-style-type: none"> <li>Paper or Lo-Fi Prototype documentation posted to D2L or in class; Update and Customer Discovery #3 (2 potential users) posted to D2L.</li> </ul>

**Study Week – No classes 14-18 October 2019**

WEEK SEVEN		Week of Oct 21st
	TOPICS	Service Design
	DISCUSS	Team Meetings/Faculty Mentorship

	DUE	<ul style="list-style-type: none"> <li>Revisions to Prototype posted to D2L; Interim Checking with Client/Expert Discovery #2 posted to D2L.</li> </ul>
---	-----	---

**WEEK EIGHT** *Week of Oct 28th*

	TOPICS	Entrepreneurship
	DISCUSS	In-class Design Review presentations. Team Meetings.
	DUE	<ul style="list-style-type: none"> <li>Update Prototype; Customer Discovery #5 (2 users).</li> </ul>

**WEEK NINE** *Week of Nov 4th*

	TOPICS	Business Model Canvas
	DISCUSS	Design Documentation; Team Meetings
	DUE	<ul style="list-style-type: none"> <li>Update Prototype; Production Plan/Schedule; Update and Customer Discovery #5 (2 users) Seminar Creative/Manager presentations (first 9 groups).</li> </ul>

**WEEK TEN** *Week of Nov 11th*

	TOPICS	Pitching and Presenting
	WORKSHOP	Pitching and Presenting workshop
	DISCUSS	Team Meetings
	DUE	<ul style="list-style-type: none"> <li>Business Model Canvas posted to D2L; Update and Customer Discovery #6 (2 users).</li> </ul>

--	--	--

**WEEK ELEVEN** *Week of Nov 18th*

	TOPICS	Prep for Demo Day
	DISCUSS	Team Lessons Learned Presentations
	DUE	<ul style="list-style-type: none"> <li>Update and Customer Discovery #7 (2 users)</li> </ul>

**WEEK TWELVE** *Week of Nov 25th*

	TOPICS	DEMO DAY!
	DUE	<ul style="list-style-type: none"> <li>Prototype Validation Report (4 users plus partner organization) posted to D2L;</li> <li>Video documentation due (Vimeo or YouTube link);</li> <li>Project Image and description;</li> <li><b>Peer/Self Evaluation due 2 days following the Demo Day (Dec 2nd) by NOON</b></li> </ul>

<b>Final Exam</b>	<i>No Final Exam</i>
-------------------	----------------------

## Assignments, Evaluation, Marking

Assignment	Brief Description	Due Date	% of Final Grade
#1	Weekly online updates and Customer Validation (Group)	Start of class unless noted Posted to Team D2L space weekly	20%
#2	Interim Prototypes and Business Model Canvas (Group)	October 19 <sup>th</sup> & Ongoing	20%
#3	Final Project + Validation Reports (Group)	November 30 <sup>th</sup> for Presentation and Dec 2 <sup>nd</sup> for Final Report	20%
#4	Video + Poster Documentation (Group)	November 30 <sup>th</sup>	15%

#5	Self & Peer Evaluations, Professionalism, Participation (Individual)	December 2 <sup>nd</sup>	25%
----	--	--------------------------	-----

\*\*Note that students will receive **individual assessments** for this course, based on peer-reporting and professor-evaluation of responsibilities for group deliverables (as well as the group-project work). Students may not necessarily each receive the same grade for group deliverables.

Final Projects will be evaluated in terms of the quality and novelty of the **Concept**, quality of the **Content**, and **Professionalism** of the group dynamics during production, as well as overall **polish/production-values**.

**Participation:**

A participation mark will be assessed by your professors. It will be based on participation in group discussions, but will also be based on **attendance**, contribution to peer critiques, effort, ability to follow instructions and meet deadlines, and attitude towards the course material, fellow students, and instructors. **You are expected to attend all classes and be there on time.** Missing classes will result in a lower participation mark. Similarly, being late for class will also diminish your participation mark significantly. Students should discuss their absences or lateness with their professor. Attendance will be taken during each of the weekly team-update presentations.

## Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

**Please note well:** This course is built around group work and unlike most courses at Ryerson 75% of your assessment is for group work.

### Shared Topic Brainstorm (Group) Due: Sept 20

Post the output from your team’s brainstorm. At the top should be your general topic, followed by your team-members and a one-sentence description of what their skills/superpowers are. If anyone has any special access or connection to the topic, include it in their superpower. Next, include a copy of the link to your MindMap of related topics. This can be a photo of what you made in class, or something one or more of you creates separately. Finally, include documentation of your Research Plan: where, what, and who can you access to immerse yourself in this content? Include a link to your shared Research Doc, and update it throughout the week as individuals in your team add more links/references/info.

Submit the whole thing as a document in your D2L Team space.

#### Deliverables:

1. Single Document
2. Name of chosen topic
3. Names of all team-members, with a one-sentence description of each person's strengths/skills/superpowers (if applicable, note skills or access related to this topic)
4. MindMap
5. Research Plan

### Weekly Team Updates and Discovery (Group)

Ongoing

Your teams will give provide weekly updates on D2L. Included in this will be Customer Discovery interviews with and observations of potential users; in the early stages, this will be to ground your research and find out what issues people have; in the later weeks, you will be getting feedback and new ideas about your prototype solutions. You'll use this online posting to update the instructors on your project, and document your shifts. These don't need to be fancy – but they do need to be concise; know what you're talking about. You will use this document when meeting with your in-class mentor every week. **You will submit your updates using the form linked on D2L, and you will upload your Discovery notes to your Group folder on D2L**

- *Title:* Week Number, team name, running-total of customer interviews you've done to date
- *Check-in:* Here's How We're Doing. How is the team functioning? Are there any challenges in team communication, collaboration, or mechanics that you're dealing with? If so, what practical steps are individuals and the team taking to deal with them?
- *Hypothesis:* Here's What We Thought. What is your current understanding of the problem and solution you're addressing?
- *Experiments:* So Here's What We Did. What did each team member do this week? If anyone is missing, explain why.
- *Results:* So Here's What We Found. Keep it short. A good way is to include specific quotes from your customer-interviews or observations, with the specific insight you took
- *Iterate:* So Here's What We Are Going to Do Next: What will each team-member be doing next week? Are there any resources or assistance you'll need?
- *Customer Discovery:* these are notes, transcripts, bullet-points documenting the actual customer/user/expert interviews you did this week. Include photos, diagrams, etc, if they are relevant.

#### Deliverables:

1. Team Update posted to D2L every week.
2. In-class Update with Mentors every week. All members must be present.
3. Customer Discovery notes uploaded to your Team folder on D2L every week (can be point form, can include photos if relevant, can include your team/group notes about the interviews/observations)

4. Expert Discovery notes uploaded as often as you like, but at least Initial (Sep 21),
5. Interim (Oct 26), and Final Client Feedback (Nov 30)

### Paper Prototype and Iterations (Group)

Due Oct 19 and Ongoing

Your team will create fast and easy demonstrations of one or more of the key elements of your idea. It doesn't literally have to be using paper – it can use simple tech, prototyping software, or pen-and-paper; the idea is to develop something cheaply, quickly, and easily, that will let you test out your concept. You want to be able to see if your idea is compelling, useful, and meets your goals. It should be something you can demonstrate to others (including representatives from your target audience) to get feedback, alter your idea, pivot to a new concept, refine your designs, or support your decisions. but it should **not** be a presentation. This is something you can actually let potential users interact with, even though you're faking what it actually does. Your iterations may be slightly more sophisticated than earlier versions, or could instead go in a different direction (testing a pivot to your idea), or could test a different aspect of your project.

Deliverables:

1. Documentation of your prototype (could be digital files, photographs of something physical, PDF of a Keynote prototype, etc).
2. Note that you will also submit a documentation of your testing to D2L on an ongoing basis.

### Demo Day (Group)

Due: Nov 30

You will present and demonstrate your project in class. Your presentation should be practiced, polished, presented by your whole team. You should efficiently cover the journey (what you wanted to do, pivots, key insights from your customer-interviews, challenges, prototypes, feedback, final prototypes). We will invite industry, your client/partners, and university-community-members to the event. Your team should have a polished functional demo, and be prepared to give your "elevator pitch", including live demo and/or reference to your Poster. You will have a single table for your demo, a poster-stand, and we will provide electrical power to your table. You should bring anything else you need (hardware, external display for your video)

Deliverables:

1. Functioning revised project Demo
2. Participation as a booth at the Demo-day
3. Poster and Informational material deemed necessary to your presentation

### Video Documentation (Group)

Due: Demo Day

The video (less than 1 minute in length) should serve as a complete, stand-alone demo of your project. It should have high production-values, including whatever elements you think important. Some students use dramatization, on-screen graphics, on-screen presenters, music, text, or any other elements you think useful to make a compelling demo. Your documentation must include initial screen giving the course name, your instructors names, a Ryerson credit, your team/project name, and your team members. You will deliver a web-link to a Vimeo or YouTube upload of your video to your instructors at the last day of class.

Deliverables:

1. Vimeo or YouTube link to up to a one-minute project demo, with team/course noted at the top.

## Poster Documentation (Group)

Due: Demo Day

You will create a poster (24" X 36") completely summarizing your project. The poster must include your Project name, your team number, your team member names, and a well-designed description of your project. Avoid too much text, but make sure you clearly outline what problem you are addressing, your target users, and what your solution does. Your poster should be printed and displayed during the final Demo day. You will hand in a PDF of your poster to your instructors as well via your D2L group.

Deliverables:

1. 24"X36" printed poster at Demo Day
2. PDF of poster handed in to D2L

## Self/Peer Evaluation

Due: Sunday Dec 2nd

Each student will fill out a peer/student evaluation form at the end of the class. This is your chance to tell us what you were responsible for in the project, as well as what your peers did. This should not be a litany of complaints; however, neither should it gloss over what actually happened. We expect your team to be able to recognize and act on issues early on, and resolve them. However, this document will serve as your self-reflection on the process: on what you worked on, what you learned, and how your team worked. It will be used by the instructors in assessing you and your team. A link to the eval form will be emailed out to you before the end of the course

## Handing in Papers, Late Policy, and 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 (Angella) promptly concerning any situation that may have an adverse impact upon their academic performance as soon as the issue becomes known. Please note that when a student formerly requests consideration on health grounds the University requires a Health Certificate of letter from an appropriate health professional to be submitted to the School (in this case, Paula or Angella). The form can be found <http://www.ryerson.ca/senate/forms/medical.pdf>
- Any considerations for academic accommodation for religious reasons must be requested by the end of the second week of the term.
- 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.
- 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.
- 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: 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:**

- ❖ Arrive on time (before 10 minutes after the hour). Be ready to start.
- ❖ Do not indulge in 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.
- ❖ NO eating in class. Coffee or water are fine.

<b>Technology Statement</b>
-----------------------------

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 ([ryersoncreative.ca](http://ryersoncreative.ca)) to the Creative Industries Student handbook for specific information with respect to the following policies:*

- [Policy #60](#): Student Code of Academic Conduct
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #134](#): Undergraduate Academic Consideration and Appeals.
- [Policy #157](#): Ryerson's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities