Example Syllabus

Innovation for Impact: Innovation Journey
FIS 373 – One Credit

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Course description: As part of the Innovation for Impact Certificate, this journey builds on the ideas, concepts, and experiences engaged in FIS 310 “Navigating Futures.” Grounded in a use-inspired framework with a focus on transforming society, in this one-credit module students will engage innovation for impact with a focus on imagining, designing, developing, and optimizing a particular innovation such that it is likely to realize impact goals. Beyond product-centric perspectives that locate change within the innovation, this journey emphasizes an ecological perspective that positions innovation as a shared accomplishment distributed across the designed innovation, engaged participants, prepared facilitators, and a responsive ecosystem.

Course objectives and learning outcomes: At its core, the goal of the Innovate Module is that students will apply design techniques to develop a powerful innovation framework to address a problem in society.

Some key concepts/techniques include:

- Agile Startup and Lean Canvas
- Rapid Prototyping and Design Fiction
- Stakeholder Alignment and Ecosystem Integration

In addition to an appreciation for these terms, outcomes include:

- Participate as Team Member on an Impact Innovation Project
- Ability to Connect Design Decisions to Particular Assumptions
- Envision Possible Futures using Foresight methods to Build Usable Visions of the Future
- Demonstrate Ability to Develop a Compelling Innovation Framework

Individual learning trajectories to achieve these learning goals will look different, as their inquiry pursuits will be applied to personal impact innovation projects focused on particular Impact Innovation goals.

Course Requirements: You will be responsible for completion of core milestones associated with the art and sciences of leveraging innovation for impact. These include understanding the science of impact with a particular focus on differentiating between outputs and outcomes in relation to the concept of impact. With this understanding, you will collaborate with a more experienced team focused on realizing an impact goal, reflecting on the lessons learned. You will also analyze a particular innovation with a focus on outputs versus outcomes, unintended consequences, and ecosystem integration. Lastly, you will pick an impact goal and build a rough logic model for how you would leverage innovation to achieve it.

Completion of Online Missions 40pts
Participation in Group Activities 40pts
Construction of Lean Canvas 80pts
Construction of Logic Model 80pts
Creation of Design Fiction 80pts
Design of Rapid Prototype 80pts

Total = 400 points
Barrett students interested in adding an honors contract to the class should contact the instructor in the first week of classes.

Leveling-Up (Grading Scale©)

Think of this entire course as a learning adventure: as you complete each quest-line, quest, and mission, you will be developing new skills (advancing in the journey) and earning “points”.

- **Distinguished Level (392-400 points):** At this level, the adventurer met all the requirements of the course with excellence and went beyond completing the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and deeply engaged in classroom discussions regularly throughout the semester.

- **Outstanding Level (381-391 points):** At this level, the adventurer met all the requirements of the course with excellence and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and deeply engaged in classroom discussions regularly throughout the semester.

- **Accomplished Level (376-380 points):** At this level, the adventurer met all the requirements of the course almost with excellence and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions most of the time throughout the semester.

- **Master Level (341-375 points):** At this level, the adventurer met all the requirements of the course with high quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions most of the time throughout the semester.

- **Good Sport Level (326-340 points):** At this level, the adventurer met all the requirements of the course with acceptable quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions infrequently throughout the semester. OR. The adventurer met all the requirements of the course with high quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions frequently throughout the semester.

- **Valiant Effort Level (291-325 points):** At this level, the adventurer met almost all the requirements of the course with acceptable quality and completed the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions either infrequently or frequently throughout the semester.

- **Fair Try Level (276-290 points):** At this level, the adventurer failed to meet some of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions frequently throughout the semester.

- **Struggling but Promising Level (251-275 points):** At this level, the adventurer failed to meet some of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions infrequently throughout the semester.

- **Passing Level (226-250 points):** At this level, the adventurer failed to meet some of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for some of the community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions frequently or infrequently throughout the semester.

- **Initiate Level (225 points or below):** At this level, the adventurer failed to meet most of the requirements of the course with acceptable quality and/or failed to complete the minimum requirement for most of the community activities and deliverables. In addition, the adventurer actively participated and engaged deeply in classroom discussions infrequently throughout the semester.

In case it is not entirely obvious, these levels correspond to the grades used for this class, with the “Distinguished Level” being the equivalent of an A+, down to the “Initiate Level” as an F. As the name suggests “Passing Level” is the minimum to pass a course for credit at ASU, or a D.
Course Calendar: This one-credit experience will be offered as a Learning Journey, composed of three Quests, each with associated missions and nested challenges. Each Quest roughly corresponds to two-three weeks of the adventure with an initial orienting activity, and deliverables and activities expected to be completed along the journey. Deliverables will leverage particular readings and tools intended to help you grow your ability, confidence and commitment to achieve your impact goals.

Each Quest will have three topical missions intended to prepare students for a milestone deliverable, reviewed by the instructor and intended to bring together the learning across the missions. Milestones are specific moments in the adventure where the adventurer is challenged to demonstrate skills developed during the preceding quests. Milestones are encountered at specific times during the adventure, and are characterized by specific deliverables that will have detailed instructions about the objective(s) and requirements to accomplish those objectives.

Throughout the missions, learners will interrogate course readings, produce knowledge and interpretations, apply concepts to their own impact goals, and apprentice to colleagues working on their impact project. Additionally, every adventurer will provide assistance to one other adventurer in preparation for his or her milestone encounter (i.e., before it is due). Having party members supporting you in meeting your goals, allows for successful journey completion.

1. Imagining Possible Futures through Design Fictions. Each adventurer will imagine a designed innovation that could produced a better future. Leveraging foresight techniques, world building methodologies, and design fictions, participants will build a vision for a better future and articulate how a particular impact innovation could bring it about. Scale could range from healthy individual to clean parks to redesigned cities, with the focus being on imagining an innovation that could potentially bring it about. Participants will engage readings about core concepts and then build a design fiction articulating key assumptions and how aspects of the innovation would likely bring about particular futures.

2. Agile Startup and Customer Development. There has been much work in the last decade around the value of agile-startup models focused lesson on product development and more on customer development. In these frameworks, rapid iterations of business models with particular focus incentive value, core strategies, and unique value proposition are reconstituting how innovations are made. Key to this work is conceptualizing innovation not as a “cool” product, but the full life-cycle and how the design fits into a sustainable and scalable, double-bottom line framework (impact and profit). Further, the models are grounded in tech-enabled services vision where the focus is less on the designs, and more on how it allows customers to do realize important goals.

3. Rapid Prototyping and Anatomy of Choice. In this final Quest, players will leverage their design fiction and their business model conceptualized as a lean canvas to iterate on a particular impact innovation. Here, they will build a rapid prototype in which they establish a grounded vision of their innovation, and advance use-scenarios that illuminate the anatomy of choice that participants will engage with the design. The focus here is less on having a playable prototype, and more on some prototype scenarios with some worked examples of the conditions in which participants will make choices, the types of actions they will make, and how the consequential feedback will bring about meaningful impact.

*Core Readings Include*


**Incompletes:** A mark of “I” (incomplete) can be given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be
recorded using the form at http://students.asu.edu/forms/incomplete-grade-request. Students should be proactive and discuss this with their instructor and TA before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed.

**Late Assignments:** Late assignments will have 1/3rd of a letter grade deducted each day they are late. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

**Grade Appeals:** ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see: http://catalog.asu.edu/appeal

**Student Standards:** Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.azregents.edu/policymanual/default.aspx

**Professionalism in the Classroom:** While learning happens throughout ASU, the classroom is a particularly important focal point. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104–02. Students wishing to record lectures electronically must first get permission from the instructor.

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with ACD 304–04 or university sanctioned events/activities that are in accord with ACD 304–02.

**Academic Integrity:** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor.

**Prohibition of Commercial Note Taking Services:** In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.
Student Support and Disability Accommodations: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/. If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Sexual Violence and Harassment: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Drop and Add Dates/Withdrawals: Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Email Communications
All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources: As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.
  Tutoring: https://tutoring.asu.edu/tutoring
  Counseling Services: http://students.asu.edu/counseling
  Financial Aid: http://students.asu.edu/financialaid
  Major/Career Exploration: https://cls.asu.edu/majorexploration
  Career Services: http://students.asu.edu/career
  Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/

This syllabus is subject to change. It is your responsibility to read e-mail updates from the instructor as well as check the blackboard site for alterations made as events occur.