

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Management
Course Number and Title:	MGT 330 Creativity, Innovation, and Value Creation
Division:	Upper
Faculty Name:	Joyce Gioia [joy-yah] (joyce@hermangroup.com)
Semester Credit Hours:	3

Prerequisites: Student must be of junior or senior class standing

COURSE DESCRIPTION

Innovation is the creation of the new or the re-arranging of the old in a new way.

Michael Vance

Creativity and Innovation both take original and imaginative ideas and transform or implement them into value for the organization—and thus are critical to an organization’s ability to survive and thrive in today’s competitive marketplace. In this course, students will learn how to foster Creativity and develop Innovation, what blocks them and how to eliminate those blocks, *and* how to successfully use them to create value within a global organization. As we visit different countries, the course will also examine the different cultural approaches to engendering Creativity and Innovation. We’ll explore the neuroscience of Creativity as well as the organizational imperative of Innovation. Highly experiential and interactive, this course features hands-on opportunities to create and innovate as well as deliver additional value for the Semester at Sea program. Finally, we will also cover three programs that organizations around the world use to mine the collective intelligence of their employees to create value. Students will be expected to play an active role in learning through case studies, class discussions, class exercises, and presentations about real (or planned) innovations in organizations in our visited countries.

LEARNING OBJECTIVES

Upon completion of this course students will be able to:

- Be more creative in the various aspects of their professional and personal lives through practicing the process of creativity.
- Explain the influence of problem-solving techniques, team processes, and environmental conditions on creativity in organizations in terms of creative systems.
- Describe the innovation process.
- Explain the process involved in managing creativity or innovation effectively and apply this knowledge to your own creative idea or innovation.

- Analyze organizational practices that facilitate creativity and innovation.
- Demonstrate basic ideation facilitation techniques in a corporate setting.

REQUIRED TEXTS AND COURSE MATERIALS

Casebook: Much of what we do in this course will be through the use of case studies. Case studies allow learning through discovery as you adopt the role of decision maker in the real-life situations facing executives, managers and organizations.

I have tried to keep the costs down (the digital version of the casebook is \$37.50 – not free, but hopefully more affordable than a textbook). To access the casebook:

1. Go to the Ivey Publishing website at www.iveycases.com
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on this link or copy into your browser:
<https://www.iveycases.com/CoursepackView.aspx?id=21877>
4. Click "Add to Cart".
 - You may choose to order in either print or digital format (print will cost more).
 - To order the material in digital format, check "digital download" and click "OK".
 - To order a printed copy for delivery, enter the print quantity required and click "OK".
 - *Please note that shipping charges will apply.*
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 - If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
 - If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

Articles/Chapters: Electronic copies of the other readings for this course are available through the SaS library e-reserves at <https://lib.ise.edu/find/reserves/>.

You will also need to be prepared with a pen or pencil to write with during each class session.

TOPICAL OUTLINE OF THE COURSE

Please note that the assigned readings and assignments are subject to change. Adjustments will be discussed throughout the semester, so please stay alert.

Items in **Blue** = assignments

Items in **Red** = in country days

Date	Ship Activity or Class Topic	Pre-Class Case-Reading	Class Activity	Assignment Due
Prior to Voyage				Email me: 1) Your Profile 2) Picture; 3) Obtain course materials and READ SYLLABUS
Sep 9	Depart Amsterdam			
Sep 10	Orientation			
B1 Sep 12	Course Introduction; Creativity and Value Review Course Outline		Expectations and Intro to Basic Facilitation	
B2 Sep 14	Systems, Creativity, and Innovation	PHENICOPTERE: Taking GLOV Global	Quiz on Syllabus Assign Teams	Inform Teams of Client, Field Class, & Team Project
Sep 15-20	Visit Gdansk			
B3 Sep 22	Creativity Systems Kiel Canal Transit		Exercise	Country reflection for Poland due
B4 Sep 24	Creativity in our Everyday	The Psychology of Innovation; Creating BMW Portugal	Case Discussion	Team Charter due
Sep 26-28	Visit Lisbon			
Sep 29 - Oct 1	Visit Cadiz			
B5 Oct 2	Creativity Workshop		Workshop & Discussion	Country reflections for Portugal & Spain.

B6 Oct 4	Brainstorming	What Business is Zara in?	Case Discussion	Team Charter due
Date	Ship Activity or Class Topic	Pre-Class Case-Reading	Class Activity	Assignment Due
Oct 6-10	Visit Dubrovnik			
B7 Oct 11	Creativity Enablers and Resources	San Francisco Coffee House: an American-Style Franchise in Croatia	Case Discussion	Country reflection for Croatia
B8 Oct 13	The Value of Research	Irizar in 2005	Case Discussion	Team Progress Report
Oct 15-20	Visit Casablanca			
B9 Oct 21	Creation Presentations		Performative Creativity Process Project Presentation	Creativity/Group Problem Solving Training Activity Proposal due
B10 Oct 23	Creativity Problem	Play On! Building the Entrepreneurial Opportunity	Case Discussion	Country reflection for Morocco & Performative Creativity Process Project Written Report
Oct 24	Study Day	No Class		
B11 Oct 27	Creative Possibilities in Practice and I-Power	iSPACE: Expanding A Start-Up Hub for West African Entrepreneurs	Case Discussion	2 nd Team Progress Report due
Oct 28-30	Visit Tema			
Oct 31 -Nov 1	Visit Takoradi			
B12				

Nov 2	Brainstorming Solutions Facilitating a Team's Best Ideas		Exercise and Team Time	Country reflection for Ghana due
Nov 4	Community Programming	No Class		
B13 Nov 5	Creativity/Group Problem Solving Activities		Group Presentations	What you need to be amazing on the 11 th ?
B14 Nov 7	Creativity/Group Problem Solving Activities		Group Presentations Prep for Field Class	Activity Summary Due the Day of Team Presentation
B15 Nov 9	Empathy and Creativity	Esporte Interativo	Case Discussion & Final Prep for Field Class	
Nov 10 - Nov 15	Visit Salvador			
Nov 11	Field Class Salvador, Brazil			
B16 Nov 17	Debrief of Field Class		What worked? What didn't Why?	Peer Evaluations & Response to Field Class
B17 Nov 19	Creativity/Group Problem Solving Activities		Group Presentations	Team Case Write-up #3
Nov 21	Community Programming	No Class		
B18 Nov 22	Creativity and Innovation	Cabalonga S. A.: Seeking Sustainability & Self-Sufficiency	Case Discussion	Tangible Creativity Process Project Presentation Written Report
B19 Nov 25	Innovation Challenges	Exotic Caribbean Mountain Pride Ltd.	Case Discussion	
Nov 24	Visit Trinidad & Tobago			

B20 Nov 27	Acting for Innovation		Presentation of Innovation Process	Country reflection for Trinidad & Tobago due
B21 Nov 30	Leading Innovation	Boehringer Ingelheim: Leading Innovation		
Nov 29	Panama Canal Transit			
Dec 2-7	Visit Guayaquil			
Date	Ship Activity or Class Topic	Pre-Class Case-Reading	Class Activity	Assignment Due
B22 Dec 8	The Limits of Innovation	“The Limits of Innovation” Article	Discussion	Country reflection for Ecuador due
B23 Dec 10	Harnessing Innovation for Social Good	NUTRIVIDA: a social enterprise in Costa Rica	Case Discussion	
Dec 11-15	Visit Puntarenas			
B24 Dec 17	Exam Review and Course Wrap-Up			Final Entry for Idea Journal & Hardcopy Peer Evaluations
Dec 18	Study Day			
B25 Dec 20	Final Exam			
Dec 21	Re-Entry Programming			
Dec 22	Packing			

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries (your Idea Journal).

Field Class:

The field class for this course is on Monday, 11 November 2019 in Salvador, Brazil.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course and are developed and facilitated by your professor. (For more details, see the next page)

Field Work: Delivering an Effective Researched Ideation Session, including Business Innovation Process Project (2000 pts.)

Objectives:

You will learn how to. . .

1. Assess your client's innovation needs with the Business Innovation Process (page 8)
2. Design and deliver effective ideation facilitation
3. Capitalize on the differences between Brazilian and US approaches to innovation.

Prior to your visit to the country, operating in teams, you will work with start-ups in the country (remotely) to assess and draft an Innovation Process Assessment Report (see below for details) based on *their* innovation challenges. Grounded in your findings, on your Field Work Day, your teams will deliver half-day ideation facilitations, learning not only the ideation process, but also the best way to deliver this type of process for the Brazilian culture.

The outline for the Innovation Process Assessment Report is (use these headings for each section of the report):

1. Organization Overview

- Provide a brief overview of the organization (e.g. history, products/services, size, etc.).

2. Current State of the Innovation Process at XYZ Corp.

- Describe the current state of the organization's innovation process (e.g. how new ideas are generated, who generates ideas, how ideas are reviewed, how management accepts or rejects new ideas, how new ideas are funded if funding is needed, etc.).
- Describe the organization's recent innovative products and/or services, if any.

3. Innovation Process Pros and Cons at XYZ Corp.

- Describe the advantages and challenges of the innovation process within the organization.
- Compare the organization's innovation process to the innovation processes of other firms.

4. Recommendations

- Actions you recommend that the firm's leadership should take to improve the innovation process within the organization.

5. Reference list (in APA format)

- Your team will present your assessment to the class and the organization and turn in one hard copy of your completed assessment write-up, at the time of your scheduled presentation.
- *Everyone on the team must have a part*, but not necessarily an equal part, in your presentation.
- Each team will have no more than 10 minutes for their presentation, 15 minutes for facilitated ideation, and finally 5 or so minutes for question and answer. So be concise.
- Please prepare a maximum of 8 PowerPoint slides for your presentation (no Prezi).
- The activity and summary are graded in terms of
 - a) overall quality of the presentation and assessment write-up
 - b) creativity
 - c) speaking and facilitation skills (volume, clarity, grammar, enunciation, confidence and enthusiasm, no fillers) and appropriate use of time
 - d) how well you support your assessment and conclusions
 - e) quality and thoroughness of the assessment, including clarity in writing, correct spelling/grammar/punctuation
 - f) how well you answer questions from the group.
- Moreover, although not an absolute requirement, it is helpful if you are able to obtain research on the industry and sector. (May be available from your client)
- This report is due in electronic copy into Moodle, before the date of the presentation, *plus a hard copy brought to class*.
- The report should be two pages in length, an MS Word® document (no PDF files), single-spaced, in 12-point font, with references in APA format.

Independent Field Assignments: Opportunity Idea Journal (1,000) – Individual

As part of both building a portfolio of opportunities and developing a creative and innovative mindset, after each port of call, you will submit an Opportunity Idea Journal entry. This country reflection should include any neat ideas for businesses you see while you are visiting the country as well as ideas that come to you that are potential businesses. The concepts in your Idea Journal can even represent starting points for the development of real business opportunities in the future.

Each reflection should be at least one-page (12 pt.-font, single spaced, MS Word®) hard copy about your in-country experiences. It might include your on-ship reflections. More details on this assignment are included in a separate document on Moodle. You will turn in working versions on Moodle on [dates to be determined]. These are due by 11:59PM. Note: there are absolutely no late submissions. Each working draft is worth 15 points (to capture diligence of effort aspect). The final compilation of journal entries (due December 17th) is worth 850 points and is based on the excellence of your effort (which is primarily, although

not solely, based on the number of ideas). Again, the more ideas you come up with, the better.

COURSE ASSIGNMENTS AND EVALUATION

Grades will be determined based on performance on the following tasks:

Individual Assignments:

- Contribution to Class Learning: 1,500 pts.
- Performative Creativity Process Project: 1,000 pts.
- Tangible Creativity Process Project: 1,000 pts.
- Creativity and Innovation Idea Journal 1,000 pts.
- Class Quizzes (10): 1,000 pts.
- Final Exam: 1,000 pts.

Team Assignments

- Team Participation: 500 pts.
- Creativity/Group Problem Solving Activity and Summary 1,000 pts.

Field Work, including Business Innovation Process Project 2,000

Total Course Points Available 10,000

Uncertainty is endemic to entrepreneurship and innovation and the ultimate goal in any of my courses is to help you become an independent, critical thinker, and problem-solver who is able to create value for an organization in the face of such uncertainty. Please know this uncertainty is going to happen in my class as well as the entire Semester at Sea program, so be prepared. Your abilities to handle uncertainty and ambiguity will serve you well throughout the balance of your college career and life.

Please Note: Rather than provide specific assignment rubrics, I provide guidelines (some more detailed and others less detailed) for each course assignment.

Contribution to Class Learning (1,500) – Individual

Each participant shares responsibility for the collective learning of the class. You will be expected to contribute to this collective learning. Your contribution grade is broken into two components:

1. **Meaningful Contribution – you will receive up to 1,200 points for meaningful contributions** to class discussions. Note that a meaningful contribution consists of comments that:
 - a) add value to the discussion
 - b) are beyond case/reading facts
 - c) advance the flow of the discussion
 - d) demonstrate clear grasp of case/reading material
 - e) are relevant to the discussion.

Each class we will track individual meaningful contributions. For each class session you make a meaningful contribution, you will receive 200 points (up to a maximum of 1,200 points).

2. **Top Contributions** – you will receive **an additional 100 points** for each case class discussion where you contribute strongly to the learning of your peers and are assessed by them as having the top contribution of the class session (as judged by me with input from the peer evaluations).

I keep class-by-class records of each student's contribution. I rely on peer evaluation of contribution because I realize that you all may see something as a contribution that I do not. Each class, I will seek out feedback from the class that will inform my assessments of meaningful and top contributions. I want to emphasize that I do this because our learning as a class is a collective effort.

Note that *consistent negative contribution can result in the subtraction of 100 points from your contribution to class learning score*. Negative contributions include lateness, rude remarks, distracting use of technology (e.g., doing other things on your computer during class), disruptive behavior, aggressively attempting to push discussion off course and use of any vulgar or coarse language – ***we will not tolerate use of vulgar or inappropriate comments in class.***

Performative Creativity Process Project (1,000) – Individual

Because of the central role that individual creative thinking plays in innovation and entrepreneurship and because individual creative thinking reflects a skill that can be developed, this assignment represents a first step in practicing the processes surrounding creative and innovative thinking. Remember that the focus is on the creative process and applying your learnings from class. In other words, it is not about the process of just learning how to do something new. Rather, it is about the process of creativity that is instrumental in coming up with the “something new”, and then applying creativity to the process of how go about doing this performance.

For this assignment, we will each create a performance creative work of some kind (myself included) that can be presented to the class. This should not be in an area that you already have developed expertise in creativity. This can be a short story, a poem, banging on pots and pans, a song, a yodel, etc. The only constraints are that:

1. the performance must be less than two minutes long
2. you must be able to easily bring any equipment needed for this (as we will be on the ship for this performance)
3. this must be PG-rated.

You will also complete a 1-page creativity process report that is due at the beginning of the class session following the performance (hard copy and an electronic copy into Moodle).

This process report should highlight:

1. How you have applied learnings from the class
2. The key insights you developed about the creativity process
3. The key insights you developed about yourself with respect to creativity
4. What you would have done (and will now continue to do) differently.

The assignment will be graded in terms of effort, thoughtfulness, completeness, conciseness, and clarity in addressing the above points.

Please use an MS Word® document (no PDF files) that is *single-spaced* and uses a 12-point font, with 1-inch margins.

Tangible Creativity Process Project (1,000) – Individual

To build on your own understanding of the central role that individual creative thinking plays in innovation and entrepreneurship. And to help you further develop your own skills in individual creative thinking, this assignment represents a next step in practicing the processes surrounding creative and innovative thinking. Remember that the focus is on the creative process and *applying the learnings from class*. Again, it is not about the process of just learning how to do something new but is rather about the process of creativity that is instrumental in coming up with the “something new” and then applying creativity to the process of how go about creating this tangible work.

For this assignment, we will each create a tangible creative work of some kind (myself included) that can be presented to the class. This should not be in an area that you already have developed expertise in creativity. This can be a wood working project, a piece of art, a food creation, etc. The only constraints are that:

1. you can bring your creation (or evidence of this creation) that you can discuss in less than five minutes or less
2. this creation must be PG-rated
3. if you get inspiration from other sources, you need to clearly demonstrate how you have applied creativity and gone beyond your inspiration.
4. You will also complete a 1-page creativity process report that is due at the beginning of the class session following the presentations (hard copy and an electronic copy into Moodle).
5. This process report should highlight:
 - a) How you have applied (or re-applied) learnings from the class
 - b) The new insights you developed about the creativity process
 - c) The new insights you developed about yourself with respect to creativity
 - d) What you would have done (and will now continue to do) differently.
6. The assignment will be graded in terms of effort, thoughtfulness, completeness, conciseness, and clarity in addressing the above points.
7. Please use a MS Word document (no PDF files) that is single-spaced and uses 12-point font, with 1-inch margins

Class Quizzes (1,000) – Individual

Your first quiz will be on B2 on this document; please read it carefully! In addition, there will be 7 short quizzes on the cases and readings that happen at the beginning of class. If you

are not there at the beginning of class, you'll not be eligible to take the quiz. Each quiz is worth 100 points. You will be able to drop the lowest two quizzes. This benefit means that *if there is a time you cannot make it to class for whatever reason* you can miss class without being penalized. But that is the only way to "make up" a quiz: dropping two that you have had to miss. If you have added the class late, then any quizzes that you missed will be counted as the ones that are dropped.

Final Exam (1,000) – Individual

There will be one exam that covers the cases, readings, field work, and other aspects of the class. This exam will happen during finals week. We will briefly discuss the nature of this exam in the week before the end of class.

Team Participation (500 points) – Individual

Each team member is expected to share responsibility and "pull weight" in the two group projects (see below).

At the beginning of your work in the group, you will be expected to create a team charter that highlights the expectations you collectively have for the individual contributions of the team members.

A 'team member peer evaluation' form (available on Moodle) will be used to assess the team participation of each course participant according to the team's charter.

Each individual will turn in one completed hard copy of the 'team member peer evaluation' form to the instructor for each teammate (*but, not one for yourself*) on the day of the final exam.

Teamwork is important and anyone who becomes dead weight is the team's responsibility. As a team, I expect you to create a team charter, following the one provided for you. You will evaluate the performance of the team using the team charter. A guide for the creation of a team charter is included on Moodle. You must submit a charter as a team at the beginning of the semester for your team to be eligible for the team participation points.

Team Participation will generally be graded using the average of the Team Peer Evaluation Forms submitted by the other team members. ***You will not get a score unless you submit scores for others.***

Team Assignments

Creativity/Group Problem Solving Activity and Summary (1000 points) – Team

Each team is responsible for researching, developing, leading, and summarizing a 'Creativity/Group Problem Solving Activity' with the class.

The project will require you to develop a training module designed to help managers and employees develop a creativity or group problem solving skill of your choosing. This project will require you to gain a greater understanding of the skill as well as demonstrate a greater degree of competency in using it and passing it on to others.

Each team will choose a creativity or group problem solving skill.

To avoid redundancy between groups, an 'Activity Proposal' will be submitted on Moodle according to the due date in the course schedule. The proposal should describe two proposed activities (your first choice and your second choice) in enough detail so I can understand for each proposed activity:

1. The skill that will be covered
2. The activity to be conducted with the class to introduce/develop the skill.

The Activity Proposal should be 1-page in length and be done in MS Word (no PDF files), single-spaced, in 12-point font.

The training activity with the class should last no longer than 25 minutes in total (including the set-up, activity, and any discussion). I recognize that this provides a time constraint. It will be necessary to be selective in how much material you choose to present. You will be graded on the quality of your presentation, not on the quantity (e.g., covering less material well is better than a lot of material poorly). It will likely be necessary to focus your training on only a portion of the information gathered in your topic research.

All members of your team should have a role, but not necessarily an equal role in the delivery of the training activity to the class.

Your activity should be safe and must be conducted in the room where the class meets.

You will summarize your experience with the activity. The summary should be done in MS Word® (no PDF files), single-spaced, in 12-point, Arial Narrow.

There is no set length requirement for the summary.

The summary should include any visuals that are required (drawings, diagrams, slides, etc.). Your team determines the length of the summary.

Your activity summary is due as one hard copy on the date your team conducts the activity with the class. Your summary should answer the following questions (use these questions for each section heading of your summary):

1. What is the creativity and/or group problem solving skill?
2. Why is the skill important for managers and employees?
3. How does the skill impact individual and firm performance?
4. How can the skill best be developed?
5. What are the steps and timing for each component of the training activity?
 - a) Include any visuals that are required (drawings, diagrams, slides, etc.) for each component of the training activity.
 - b) Include any notes/instructions for each component of the training activity.
6. References (in APA format)
 - a) Include references used to develop the training activity and/or summary, in APA format.

- b) You are expected to draw upon multiple sources to obtain information and ideas to be included in the training activity and/or summary. At least one of your sources should be from a scientific journal that empirically tested the importance of the skill.
- 7. Additional suggested readings list
 - a) Include any additional suggested readings, not in the reference list, that would be helpful for participants, in APA format.

The activity and summary are graded in terms of

1. overall quality of the activity
2. delivery of the activity, including speaking skills, enthusiasm, how well you answer questions and lead any discussion with the group, the use of any visuals (e.g. slides, etc.), and the appropriate use of time
3. summary quality and thoroughness, including clarity in writing, correct spelling/grammar/ punctuation, and the appropriate use of visuals.

Grade	10,000-point Scale	Performance Relative To Peers
A+	9,700-10,000	Exceptional
A	9,300-9,699	Outstanding
A-	9,000-9,299	
B+	8,700-8999	
B	8,300-8,699	Above Average
B-	8,000-8299	
C+	7,700-7,900	
C	7,000-7,699	Average
D	6,000-6,999	Below Average
F	<6,000	Failing

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

Classroom Policies and Conduct

Assignments

All assignments must be typed (save for the idea journal which can be in the format of your choosing).

All assignments must be submitted by the beginning of class for which the assignment is due.

Late assignments will result in a major reduction of points; at least 50% of possible points.

Assignments will not be accepted for any portion of credit if turned in more than one week past the due date.

Make-ups: I will consider make-up of course material only under extraordinary circumstances (e.g., validated personal or family illness, emergencies, etc.). ***You must notify me promptly (within 48 hours) if a personal emergency arises.***

Students involved in SaS-sponsored activities are expected to make arrangements well in advance of the absence and turn in any scheduled material before the absence.

Please note that personal trips do not qualify as extraordinary circumstances.

If you know you will miss a class, any assignment due must be emailed, uploaded (if there is a Moodle dropbox for the assignment) or hand-delivered to me prior to the start of class for which the assignment is due. Obviously, this hand delivery does not include in-class quizzes.

All of the material in the text, presentations, articles, and videos are subject to student performance evaluation on quizzes and final exams. Extra credit is not available in this course.

In the event the Academic Dean cancels classes due to inclement weather when course materials are due, the materials will be due the next class meeting, and we will adjust the course schedule accordingly.

I will use Moodle to provide key information and materials for the course such as copies of the course syllabus, templates, grades, discussions, video links, assignments, etc. Please get used to accessing Moodle for this course.

In-Class Conduct

You should arrive at class meetings **on time** to avoid disrupting the class.

Cell phones should be left in your cabin (preferred), turned off, or put on silent before entering the classroom.

DO NOT use your computer during class discussion. If you do use your computer, I will assume that you are not paying attention, which will result in negative contribution. (unless you strongly demonstrate otherwise, or you get special permission, or I have directed it)

No unauthorized guests, including children, are allowed during class without permission.

Working on assignments from other courses or studying for other exams, reading outside materials unrelated to the course, side conversations, sleeping in class, and any other disruptive behaviors are not permitted and will affect your Contribution to Class Learning score.

Note that occasionally, changes in the schedule of the course or in the project are announced during class. *It is your responsibility to ensure that you have received all of the changes, as you will still be responsible for this information.*

Please regularly check your Seemail account, as this channel is the primary means I have for communication with you and other class members between class meetings.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

Honor Code

The highest standard of academic integrity is expected; we will not tolerate academic dishonesty.

Academic integrity is conceptualized as doing and taking credit for one's own work and is in accordance with SaS' Student Code of Conduct.

Violations of the program's academic integrity standards include, but are not limited to: cheating, plagiarism, falsification of one's academic work, or facilitation of cases of academic dishonesty.

Any violation of academic integrity will be reported to the university and will, in all probability, result in a failure for the course, with the failing grade becoming part of your permanent record.

Discussing Grades

All grades are final based on the work you turned in.

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

Our course folder on our Semester at Sea Intranet will contain any additional resources you need, including background business cultural information for each country we will visit. You will be expected to review the country backgrounder *before* we discuss the country case.

ADDITIONAL RESOURCES

None