



GEORGETOWN UNIVERSITY

School of Continuing Studies

BLHS 425: Design Thinking for Entrepreneurs

Dates: May 23, 2022 through August 12, 2022

Location: Online asynchronous course via the Canvas Learning Management System. All course content will be provided and exchanged on the Canvas platform.

Faculty & Contact Information: Brooke Smith, contact via email brooke.smith@georgetown.edu or through the Canvas Inbox.

Virtual Office Hours: Schedule virtual office hours through this Calendly link where you can find a time that works best for you: <https://calendly.com/bs1139/office-hours>

Course Description

Students will experiment with design thinking tools and mindsets to gain new perspectives and problem solving skills to use in careers as entrepreneurs, intrapreneurs, or whatever path they choose. This course focuses on learning-by-doing in an interactive, team-based, and reflective way.

Course Learning Objectives

By the end of the semester, you will be able to:

1. Critically and ethically solve human-centered problems with design thinking tools and mindsets
2. Scope human-centered problems using empathy tools and mindsets in an ethical way
3. Generate creative solutions to problems using radical brainstorming techniques

4. Prototype ideas to quickly learn more about a problem in ethical ways and iterate on the solution
5. Collaborate with a team to navigate complex problems using design thinking
6. Identify opportunities for ethically applying design thinking within various settings
7. Clearly communicate the design thinking process for various audiences and stakeholders

Overview of Course Structure

The course contains 13 modules while the semester is 12 weeks long. Because of this, students will complete modules 2 & 3 in a 1-week time period. The remaining instructional modules are intended to be 1 week in length.

In this course, you will actively apply course concepts to a semester-long team project. The first three course modules are designed to set up your team project, where you will focus on collaboration and scoping. After that, your team will explore this project through three paths: a) Explore humans, b), Explore the possibilities, and c) Explore a solution.

By the end of the semester, your team will complete all three paths, however, this course acts like a “choose your own adventure.” Your team will choose the order that you complete the paths based on your project scoping.

After scoping in modules 1-3:

Does your team have a solution in mind? → Start with the Explore a solution path	Does your team want to get a better idea of the people impacted by your project → Start with the Explore humans path	Does your team want to explore different ideas for solving your project? → Start with the Explore the possibilities path
---	---	---

Each path is three weeks long. Completing the three paths will be 9 weeks of the course. The course will conclude with a final week where you will connect the dots between your design thinking project and your life. There will be discussions or assignments each week of the course.

Time Commitment

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. You should allocate 8.5 hours per week for each weekly online module.

Assignments and Grading

Your course grade will be based on your completion of the following activities and assignments.

ASSIGNMENTS	GRADING
<p>Team Design Project</p> <p><i>Collaboration and Scoping Modules</i> 10%</p> <p><i>Explore Humans Modules</i> 10%</p> <p><i>Explore the Possibilities Modules</i> 10%</p> <p><i>Explore a Solution Modules</i> 10%</p> <p><i>Connecting the Dots Final Project Module</i> 15%</p> <p>The Team Design Project is a semester-long project where you will actively apply design thinking concepts as you learn them. All work for this design project will be done with your team. Teams will be formed based on topics of interest for each individual student and will consist of 3-5 students. All of the work for your Team Design Project will be completed in your team's virtual design studio.</p>	<p>Grading will be based on the following scale:</p> <p>A: 93% to 100%</p> <p>A-: 90% to 92%</p> <p>B+: 87% to 89%</p> <p>B: 83% to 86%</p> <p>B-: 80% to 82%</p> <p>C+: 77% to 79%</p> <p>C: 73% to 76%</p> <p>C-: 70% to 72%</p> <p>D+: 67% to 69%</p> <p>D: 63% to 66%</p> <p>F: 62% & below</p>
<p>Discussions 20%</p> <p>There will be individual discussion questions in every module except the ones where a reflection paper is due. These discussions are designed to assess your comprehension of key concepts presented in the readings, activities, and team design project. Your responses should reference course materials and, to the extent appropriate, highlight relevant experience that you may have had with the subject. You will submit written responses to all questions through Canvas.</p>	<p><i>In an effort to support the academic success of students during the COVID-19 pandemic, undergraduate students may choose the letter-grade or Satisfactory (S)/Credit (CR)/No-credit (NC) option for any of their courses. Pass/fail grading corresponds to letter-grades as follows:</i></p>
<p>Reflection Papers 25%</p> <p>You will complete 4 papers that assess your comprehension of key concepts presented in the readings, activities, and team design project. Each paper is evaluated at 6.25% of the overall 25%. Detailed instructions for each paper will be provided in Canvas.</p>	<p><i>S = grades A-C</i> <i>CR = C-, D+, D</i> <i>NC = F</i></p>

Assignment Submissions & Late Work Policy

Students are expected to submit their assignments in Canvas by 11:59 PM Eastern Standard Time on the date indicated in Canvas and the syllabus. Assignments submitted after the due date will receive a 10% grade deduction, and work submitted after seven days past the due date will receive a zero. Please contact the instructor in advance if you know that you are going to

have a late submission or miss an assignment, as prior notice may provide sufficient time to allow for discussing an alternative schedule (if warranted). The instructor will review late requests and circumstances on a case-by-case basis.

Incorporating Feedback on the Team Design Project

The purpose of the team design project is for students to actively apply and practice using design thinking tools and concepts. It is an iterative process where the work builds on itself. As such, the instructor will provide feedback on the team design project assignments. Teams have the option to re-do and resubmit their team design work to incorporate the instructor's feedback with the potential to earn a higher grade on those specific team design project assignments.

For an assignment to be re-evaluated and re-graded, the following criteria must be met:

1. The assignment must be a team design project assignment (*note: discussion assignments and reflection papers are not eligible for a re-evaluation and re-grade*)
2. The student must re-do and resubmit the work no later than 1 week of the original assignment due date
3. The student must notify the instructor no later than 1 week of the original assignment due date that they resubmitted the assignment to be re-evaluated and re-graded

All of the above conditions must be met in order for a team project assignment to be re-evaluated and re-graded by the instructor.

Citation Policy

This course uses APA style for all writing and research assignments. Resources for this citation style are available through [Georgetown Library Citation Guide](#), [APA Style Guidebook](#), and [Purdue Online Writing Lab](#).

Communication

Communication with Peers & Netiquette Guidelines

You will be expected to communicate with your peers via discussion boards, your virtual Team Design Studio, and via other means in order to successfully complete the Team Design Project.

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening

way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Communication with Instructor

You can direct questions to the course instructor via email or Canvas messaging. Please include the course number in the subject line.

Announcements

Announcements will be posted to Canvas periodically. Check your Canvas notification settings to ensure you're receiving the announcements as they will contain important course information.

Instructor Feedback/Turnaround

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 7 days after the assignment submission date for feedback.

Course Policies

Academic Integrity

You are expected to maintain the highest standards of academic and personal integrity in pursuit of your education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor system material at the [Georgetown University Honor Council website](#).

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

*To be honest in every academic endeavor, and
To conduct myself honorably, as a responsible member of the Georgetown community
as we live and work together.*

Accommodation Policy

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the

Academic Resource Center, the office that oversees disability support services, (202- 687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Technical Requirements

Computer Requirements

You will need to have access to a computer and the internet in order to access Canvas where all of the course materials can be found.

As part of your learning experience, you can expect to:

1. Navigate the internet using a Web browser.
2. Navigate Canvas to complete coursework, submit assignments, and communicate using the email component within Canvas and discussion boards.
3. Upload and download files.
4. Communicate with peers using discussion boards and other platforms, including VoiceThread and Google Slides.
5. Use office applications such as Microsoft Office or Google Docs to create documents.
6. Use a microphone to record audio through your computer.
7. Use an internal or external camera to record video through your computer.
8. Communicate via email including sending attachments.

In this course we will use VoiceThread, TurnItIn and Zoom (for office hours).

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Student Support

Student Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center:** (202) 687-8354, arc@georgetown.edu, <http://academicsupport.georgetown.edu/>
- **Counseling and Psychiatric Services:** (202) 687-6985, <http://caps.georgetown.edu/>
- **Institutional Diversity, Equity & Affirmative Action (IDEAA):** (202) 687-4798, <https://ideaa.georgetown.edu/>

See also SCS's [Resources for Current Students website](#), which contains information about disability services and career resources, as well as [SCS's Admissions and Aid website](#), which has information about financial aid and academic advising.

Academic Support

SCS offers a host of [learning resources](#) to its students. One that you might find particularly helpful in this course is the [Writing Center](#), which offers professional writing support through its online peer tutoring service.

Library Services

Students enrolled in online coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [SCS Library's Homepage](#) by using your University username (NetID) and password (this is the same login information used to access your Georgetown email). The Library does not mail physical items to students.

Georgetown students may [sign up for a research consultation](#) with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer in-depth assistance with important resources for senior or master's theses, dissertations, papers, and other types of research. Consultations can be conducted in-person or online using Zoom (video-conferencing software). This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#), [SCS Library Tutorials](#), [RefWorks: Citation Management](#), and the [Library Research Guide](#) for additional information.

Accessibility & Technical Support

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. Accessibility pages are provided below.

Canvas ([Canvas accessibility page](#))

Online students have 24/7 access to Canvas technical support, including live chat and support hotline at 855-338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will show you all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

Turnitin ([Turnitin accessibility page](#))

Turnitin is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for Turnitin is available on an external website](#).

GU Account: Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

- GU netID and/or password
- GU email account
- Connectivity issues

Contact your instructor if you have any questions related to course content.

GU Policies

Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

- Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/self-care>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>
- Georgetown Guide to Recognizing Students in Distress: <https://studenthealth.georgetown.edu/resourceguide>

Title IX Syllabus Statement (endorsed by Faculty Senate)

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

(Above statement and TIX faculty resources found at:

<https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>*)*

Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the [Pregnancy Adjustment Request Form](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the Title IX at Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

Weekly Schedule

Date	Module & Topic	Assignments Due By Friday at 11:59pm	Assignments Due By Sunday at 11:59pm
Week 0 Date	Course Orientation	Course Introductions	Respond to colleagues' discussion posts
Week 1 Date	Module 1: Yes Let's	Discussion: Team project formation	Respond to colleagues' discussion posts
Week 2 Date	Module 2: Teamwork	1. Discussion 2. Team charter	Respond to colleagues' discussion posts
Week 3 Date	Module 3: Frame the Project Scope	Discussion: Team project scope	Respond to colleagues' discussion posts
Week 4 Date	Module 4: Design Project Exploration Path 1	1. Team Project weekly goal 2. Discussion	
Week 5 Date	Module 5: Design Project Exploration Path 1	1. Team Project weekly goal 2. Discussion	
Week 6 Date	Module 6: Design Project Exploration Path 1	Team Project weekly goal	Reflection paper
Week 7 Date	Module 7: Design Project Exploration Path 2	1. Team Project weekly goal 2. Discussion	
Week 8 Date	Module 8: Design Project Exploration Path 2	1. Team Project weekly goal 2. Discussion	
Week 9 Date	Module 9: Design Project Exploration Path 2	Team Project weekly goal	Reflection paper
Week 10 Date	Module 10: Design Project Exploration Path 3	1. Team Project weekly goal 2. Discussion	
Week 11 Date	Module 11: Design Project Exploration Path 3	1. Team Project weekly goal 2. Discussion	
Week 12 Date	Module 12: Design Project Exploration Path 3	Team Project weekly goal	Reflection paper
Week 13 Date	Module 13: Connect the Dots	Team Project weekly goal	Reflection paper