

## Adventures in Ideas

2011

Program	Year	Semester

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## Course Description:

This course will explore how ideas change the world: how they inspire, influence, and empower the individual to make a difference. Students will build on their existing understanding of trends in technology, music, movies, fashion, art, marketing, and leadership; in the form of projects, they will map adventures in ideas from the past, the present and into the future, identify variables which influence success, invent their own ideas, estimate their impact, and extrapolate how their own ideas can make a difference in their careers, their lives and the lives of others.

## Rationale:

In today's global economy, employers value individuals who have the ability to see trends, develop new ideas, and invent new products which meet the needs of target markets, and at the same time, reflect corporate commitment to social responsibility. It is in this context, as well as on a personal level, that a single individual, thinking creatively and "outside of the box," has the power to make a difference.

## Course Learning Outcomes

### Course Specific Outcomes

Students receiving a credit for this course will have demonstrated their ability to:

1. List ideas which lead to trends in technology, music, movies, fashion, art, marketing and leadership.
2. Interpret the impact of ideas.
3. Examine the biographies and characteristics of people that changed the world.
4. Identify variables that contribute to the invention and implementation of ideas.
5. Distinguish between successful and non-successful ideas.
6. Compare and contrast selected ideas.
7. Appraise ideas from the past and present.
8. Construct a document that reports on the history of successful ideas.
9. Construct a document that proposes an idea to change the world in a positive way.

### Essential Employability Outcomes

10. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
11. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
12. Apply a systematic approach to solve problems.
13. Use a variety of thinking skills to anticipate and solve problems.
14. Analyze, evaluate, and apply relevant information from a variety of sources
15. Show respect for the diverse opinions, values, belief systems, and contributions of others.
16. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
17. Manage the use of time and other resources to complete projects.
18. Take responsibility for one's own actions, decisions, and consequences.

# Sequence of Instruction

Week	Intended Learning	Resources and References	Est. Class Hours	Learning Outcomes References	Intended Learning Activities	Evidence of Learning	
						Assessment	Evaluation and Weighting
1	<b>INTRODUCTION TO ADVENTURES IN IDEAS</b>  Review of selected biographies Overview of the four forces of change - Public tastes, technology, competition, globalization	A&E videos  Handouts	3	1,2,3,12,13,14,15	Group activities to summarize biographies Individual mapping exercise: students will create an "ideas map" based on their own experiences.	Project 1 (group) Test #1 Test #2	
2	<b>UNIT 1 Part A: PUBLIC TASTES</b> - A history of ideas (past, present and future) - TV shows - Commercials - Advertisements	Time Almanac 2010: selected readings  The Tipping Point (Malcolm Gladwell) Pages 253-288  Magazine handouts  You tube TV commercials	3	1,2,3,4,5,7,8,10,11,14,16	Interactive PPT/lecture  You tube exploration exercise  Group activity: analysis of music, movie, fashion, art and architecture magazines	Project 1 (group) Test #1 Test #2	
3	<b>UNIT 1 Part B: PUBLIC TASTES</b> - Music, movies, fashion, art, and architecture - Treatment of the current scene	Time Almanac 2010: selected readings  New York Times online  The Tipping Point Pages 3-29 Pages 193-215  Newspaper handouts	3	1,2,3,4,5,7,10,11,12,14,15,16	Interactive PPT/lecture  New York Times exploration exercise  Group activity 2: analysis of local, regional and international newspapers	Project 1 (group) Test #1 Test #2	
4	<b>UNIT 2: TECHNOLOGY</b> - From the Industrial revolution to the Internet - Media convergence - Convergence culture - Individualized marketing & mass customization	Time Almanac 2010: selected readings  New York Times online	3	1,2,3,4,5,6,7,10,11,12,14,17,18	Interactive PPT/lecture World Wide Web exploration exercise 1(group)	Project 1 (group) Test #1 Test #2	
5	<b>Test 1 (weeks 1 to 4)</b>		3	8,9,12,13, 17,18	Written submission	Written submission ( in class )	<b>Test #1 Value: 20%</b>

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						Assessment	Evaluation and Weighting
6	<b>UNIT 3: COMPETITION</b> <ul style="list-style-type: none"> <li>- Innovation</li> <li>- Trends (Product, Price, Place, Promotion)</li> </ul>	Time Almanac 2010: selected readings Magazine handouts	3	2,4,5,6,7,8,12,14,15,16	Interactive PPT/lecture/group activities Group activity: analysis of music, movie, fashion, art and architecture magazines	Project 1 (group) Quiz Test #2	
7	<b>Project 1 (group) due in class</b>	Public Speaking	3	1,2,3,4,5,6,7,8,10,13,14,15,16,17,18	Student presentations & peer feedback	Student presentation & written submission  Peer to peer feedback assignment	<b>Project 1 (group) Value: 15%</b>  <b>In class feedback assignment Value: 5%</b>
8	<b>UNIT 4 Part A: GLOBALIZATION</b> <ul style="list-style-type: none"> <li>- The Internet &amp; Social Media</li> <li>- The power of context</li> <li>- The rules of epidemics</li> </ul>	Time Almanac 2010: selected readings  The Tipping Point Pages 15-29, 133-192	3	1,2,4,5,7,8,9,12,13,14,15,16	Interactive PPT/lecture World Wide Web exploration exercise 2(group)	Project 2 (individual) Quiz Test #2	
9	<b>UNIT 4 Part B: GLOBALIZATION</b> <ul style="list-style-type: none"> <li>- Travel</li> <li>- Evaluation of local trends which became global</li> <li>- Corporate social responsibility</li> </ul>	Time Almanac 2010: selected readings	3	1,2,3,4,5,7,8,10,14,15,16	Interactive PPT/lecture World Wide Web exploration exercise 3(group)	Project 2 (individual) Quiz Test #2	
10	<b>QUIZ (weeks 6-9)</b>  <b>UNIT 5 Part A: LEADERSHIP</b> <ul style="list-style-type: none"> <li>- Individual influences</li> <li>- The law of the few</li> <li>- The 10,000 hour rule</li> </ul>	Time Almanac 2010: selected readings  The Tipping Point Pages 30-132	1 2	8,9,11,12,13, 17,18 2,3,4,7,11,12,13,14,16	Interactive PPT/lecture/group activities	Written submission  Project 2 (individual) Test #2	<b>quiz Value: 5%</b>
11	<b>UNIT 5 Part B: LEADERSHIP</b> <ul style="list-style-type: none"> <li>- Belief, dedication, focus and friends</li> <li>- Inspiration</li> </ul>	The Tipping Point Pages 133-192 Inspirational speeches	3	2,3,4,7,10,11,12,13,14,16	Interactive PPT/lecture Group activity: analysis of inspirational speeches	Project 2 (individual) Test #2	
12	<b>Project 2 (individual) due in class</b>		3	1,2,3,4,5,6,7,8, 9,12,13,14,15,16,17,18	Student presentations & peer feedback	Student presentation & written submission	<b>Project 2 (individual) Value: 25%</b>

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13	Project 2 (individual) due in class		3	1,2,3,4,5,6,7, 8,9,12, 13,14,15,16,17,18	Student presentations & peer feedback	Student presentation & written submission	
14	Test #2 (weeks 1 to 13)	Cumulative	3	12,13,17,18	Written submission	Test #2 Written submission (in class)	<b>Test #2 Value: 20%</b>

## Evaluation Criteria:

Test #1 (Week 5)	20%
Project 1 (group) - written assignment & presentation (Week 7)	15%
In class feedback assignment from peer to peer presentations (Week 7)	5%
Quiz (Week 10)	5%
Project 2 (individual) - written assignment & presentation (Weeks 12&13)	25%
Test #2 (Week 14)	20%
Attendance ( x14)	5%
Preparation Paragraphs ( X10 )	5%
<b>Total</b>	<b>100%</b>

### Notes:

1. The format for the tests and the quiz will be announced in class. Make-up dates for these will not be available to the students unless a doctor's note that references a legitimate medical reason is provided.
2. Assignments are due in class and must be completed on or before the due date. Assignments will not be accepted thereafter and a mark of zero will be assigned to late assignments unless the student provides a doctor's note that references a legitimate medical reason for not submitting the assignment.
3. A detailed handout outlining expectations and evaluation criteria will be distributed for all projects. In relation to group projects, members will be given an opportunity to rate the participation of their fellow peers. The final mark for group assignments may vary per individual based on peer evaluations.

4. Attendance will be taken during every class in order to provide students with an opportunity to realize up to 5% of their overall grade. Attendance has a direct impact on student success; therefore, students who miss three or more classes will receive a mark of zero for this evaluation area.
  5. One preparation paragraph that demonstrates the student's preparation for each class is required on a weekly basis. This paragraph will discuss three main points from weekly readings and will provide students with an opportunity to realize up to 5% of their overall grade. A pass/fail mark will be allocated for each submission. Over the 14 week course, a minimum of 8 preparation paragraphs must be submitted to avoid a mark of zero for this evaluation area.
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## Required Text(s) and Supplies:

Time Inc Home Entertainment. Time Almanac 2010: Powered by Encyclopedia Britannica. USA: Time Alamanac, 2009.

Gladwell, Malcolm. The Tipping Point: How Little Things Can Make a Big Difference. New York: Back Bay Books, 2002.

## Recommended Resources:

Gladwell, Malcolm. Outliers. USA: Little, Brown and Company, 2008.

Black, Johnny. The Stories Behind 50 Years of Great Recordings. San Diego: Thunder Bay Press, 2005.

Hofler, Robert. The Movie That Changed My Life: 129 Celebrities pick the movies that made a difference. USA: Da Capo Press, 2009.

Further, selected copies of Vogue, GQ, Billboard, Wired, and Time magazine will be distributed for group activity exercises. Additional periodicals around photo journalism and art will also be reviewed. The on line version of the New York Times will be accessed for some lessons as it features articles around technology, movies, film, fashion, art and music.

## Policies and Expectations for the Learning Environment:

### Course Specific Policies and Expectations:

1. Students are expected to attend and participate in every class since attendance is linked to student success. Weekly attendance is strongly encouraged; therefore, it is included as part of the evaluation criteria.
2. Students must come to class prepared to participate; therefore a weekly paragraph which highlights key elements from readings has been included in the evaluation criteria. Students are required to arrive for class ahead of time, have all required texts and supplies, and be ready to submit any assignments or projects due.

3. If a student misses a class, it is his/her responsibility to stay current with the weekly readings, and obtain the lecture/homework material. Students are responsible to stay current with the weekly learning schedule as provided in the course outline.
4. Tests will consist of a combination of multiple choice questions, short answers, and an essay type question.
5. Effective spelling, grammar and cohesion will contribute towards 10% of the mark for all projects.
6. Guest speakers will be scheduled from time to time in order to tie the course material to real life situations and expand on course material. A question relating to the guest speakers will be included on the tests; therefore, attendance during these classes is encouraged.