

**New Course Request**

**Indiana University**

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

1. School/Division Informatics 2. Academic Subject Code NEWM-N  
3. Course Number 288 (must be cleared with University Enrollment Services) 4. Instructor Prof. Steve Mannheimer  
5. Course Title New Media Marketplace Innovation

Recommended Abbreviation (Optional) \_\_\_\_\_  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No

9. Is variable title approval being requested? Yes  No

10. Course description (not to exceed 50 words) for Bulletin publication: Through discussion,  
reading and writing, this course introduces students to the strategies needed to think  
outside the box and generate innovation in digital products and services, with an emphasis  
on existing or potential businesses and markets.

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: F/S Will this course be required for majors? required

15. Justification for new course: Redesign of New Media Curriculum

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: M. Pauline Baker Date 6/30/2009  
Department Chairman/Division Director

Approved by: [Signature] Date 1 July 2009  
Dean

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

\_\_\_\_\_  
Date \_\_\_\_\_  
Chancellor/Vice-President

\_\_\_\_\_  
Date \_\_\_\_\_  
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**N288**  
**New Media Marketplace Innovation**  
**3 Credits**

**Instructor: Prof. Steve Mannheimer**

**Office Address: IT367**

**Office Phone: 278-4913**

**Office Hours: Monday and Wednesday 1-3pm, and by appointment.**

**Email Address: (smannhei@iupui.edu)**

**Course Description:**

Through discussion, reading and writing, this course introduces students to the strategies needed to think outside the box and generate innovation in digital products and services, with an emphasis on existing or potential businesses and markets.

**Prerequisite:**

none

**Required Text:** There is no required text for this class, but students are expected to maintain a journal of excerpts and copies of relevant material gleaned from mainstream and professional Web and print publications.

**Equipment needed:** Students are required to maintain notebooks and an active email account, to write assigned papers and email them to instructor as well as hand in printed paper copies.

**Course Outcomes:**

N104 teaches students a variety of conceptual templates or strategies that enable them to approach a wide variety of marketplace trends and influences, to analyze the components of the media-information-communications technologies and applications that are offered in that marketplace, to research these and complementary technologies in similar markets, and to strategize innovations that might allow any of those applications to evolve to serve new customers or otherwise expand the offering and the market. This experience emphasizes many of the Principles of Undergraduate Learning:

**Principles of Undergraduate Learning (PUL)**

- Oral Presentation
- Writing skills
- Critical thinking
- Application of knowledge
- Intellectual depth, breadth, and adaptiveness
- Understanding of society and culture
- Values and ethics

**Core Competencies:**

The basic competencies required for incoming students are basic reading, writing and verbal expression skills, and use of the Internet and search engines, word processing and mainstream email clients. The student will learn to refine and expand these communication skills, and especially to expand their critical thinking, application of knowledge and intellectual adaptiveness, with much cross-referencing between critical thinking and the understanding of society and culture, as well as values and ethics as a component of marketplace dynamics.

**Software used:** Email and word processing.

**Expectations/Guidelines/Policies:**

- Attendance is required.
- Exams/quizzes will be limited, and most emphasis will be focused on written papers.
- The class does not involve lab assignments or “hands on” media production projects.
- Class assignments will consist of written papers totaling approximately 35-40 pages for the semester.

**Semester Syllabus and working schedule for each class meeting:**

**N104 Syllabus**

Note: The basic class strategy is lecture-discussion of concepts that may be new or challenging to students – not because these concepts are overly complex or require special experience or ability, but because they are basically *functional* concepts (“how to” strategies) rather than established knowledge (“what is” information). Like learning music or sports, learning to apply these concepts may require practice. Student progress may occur at different rates, and some ideas may prove easier or harder for the entire class to absorb. As the semester evolves, the syllabus may be adjusted to achieve maximum learning for the entire class.

Week One

Intro to course and explanation of the marketplace as the center of our attention. Further explanation of expectations and requirements: Attendance, note taking, participation in class discussion, independent research and investigation of new marketplace ideas via mainstream media (newspapers, business-related magazines, Websites, blogs, etc.).

Introduce basic weekly assignment: Come to class with one example of innovative media-information-communication (MIC) technology described in mainstream news media. Students must contribute weekly **mini-paper** (one-page) description of article and innovation to Oncourse archive each week from Week One thru Week Seven. These are short description of article, with quotations, and a half-page of interpretation, including reference to similar marketplace products and services found online.

Beginning discussion of creative thought processes: What IS creativity? Simple ideas of Word Origin Play (seeing how concepts evolve in history by tracing the etymology of words defining those concepts) and “Google Combo” (arbitrary combinations of words via Google to see what’s out there.) Basic discussion of how the goals of creative activity (e.g. self expression, profit, respect of your peers, success in the marketplace, etc.) may determine your methods. Because this class emphasizes the marketplace, the discussion will center on that rather than purely artistic or self-expressive goals. Introduction of the idea of “Simulated Corporations” or “SimCorps:” These are imaginary corporations that will parallel real-world corporations of similar domains, but will be drawn from several real corporations rather than just one. These SimCorps will be 1) a small, media production company; 2) a medium-sized company in the health informatics market, with a business vision that includes several possible platforms, goods and services for improving or enhancing the creation and communication of health information for a range of potential customers; and 3) a larger, internationally ambitious corporation centered on mobile computing and communications platforms, goods and services. Throughout the semester, the teacher will “report” on events and developments that affect these SimCorps and their markets, then expect students to participate in the conceptual processes of either solving new problems or taking advantage of emerging opportunities for these SimCorps.

Assign first mini-paper: Find the strangest, most unpredictable media-information-communication technology through Google Combo.

### Week Two

Each class begins with brief (10 minute) discussion based on several mini-papers based on individual journal reporting on strangest MIC innovation brought in by students. Prize for strangest. Assign next mini-paper on any of the **6W** questions (explained below) applied to MIC technologies in the marketplace. (Short paper must use different topic than mini-paper.)

Continuing discussion of creative thought processes. Define basic operating principles for innovation in media-information-communication (MIC) technologies: Everything is “smart” and everything is connected. If you can imagine it, someone can build it. Business generally requires a problem that needs to be solved, a pain that needs to be relieved, but sometimes the hardest part is identifying the problem. Every “thing” in MIC technologies is a solution to a problem that may have been solved so thoroughly that people forget it ever existed.

Introduce the “**6W**” basic questions of “What, Who, Where, When, How and Why?” Discuss the basic notion of delivering marketplace value by selective innovation at any of the Ws: Who uses what MIC technology how in what context? Context includes the where? and the when? and the why? of any MIC technology usage. Students assigned **short paper** (3-4 pages) to analyze an existing MIC technology that could plausibly or potentially play a role in the corporate strategy of one of the three SimCorps (backing up their analysis with examples of this technology drawn from real-world corporations in the

same market), and then to suggest a change to one of the **Ws** to achieve a valuable innovation for that SimCorp in its market.

For example: With the dramatic rise of social networking as a factor in the marketplace during the mid-2000s (2005-8), many companies were unsure if this technology might be a useful tool in their marketplace strategies. How could social networking help any one of the three SimCorps? Students will be analyze how social networking might influence the “What, Who, Where, When, How and/or Why?” of how that SimCorp designed or delivered some MIC-based product or service.

Class will be divided into thirds: Red Team, Blue Team, Green Team. For first assignment, each team will be assigned to one of the three SimCorps. Teams will be re-assigned throughout the semester to give each student exposure to each of the SimCorps.

### Week Three

Class begins with brief (10 minute) discussion based on several mini-papers on MIC innovation brought in by students. Assign mini-paper on **OFPI** model for MIC technologies (explained below).

Continue discussion of the **6W**. Students offer up short discussions of their short (3-4 pages) 6W paper, class critiques the ideas. Hand in papers.

Begin discussion the **OFPI** model of understanding MIC technologies: **O**bject (the physical thing), the **F**unction (how we use that thing and what other things are needed to fulfill that function), the **P**rocess (several functions linked together) and **I**nstitution (several processes linked together). Creativity can occur at ANY level of the OFPI model. Discuss the idea of “mission” and rules and spirit” in understanding how institutions evolve over time, and how such evolution requires innovation and creativity. Explore the importance of “theory” in understanding the mission of an institution. This is the “why?” question on steroids.

Students assigned short **paper (3-4 pages)** to analyze any existing MIC technology from **OFPI** perspective, then suggest a change to one of the levels to achieve innovation. (Short paper must use different topic than mini-paper.) Student teams will be re-assigned to a different SimCorp.

### Week Four

Class begins with discussion based on several **papers**. Assignment for next mini-paper – find innovation at some step of the CENSE model for MIC technologies and marketplace. (Explained below).

Continue discussion of the **OFPI** – and the “mission, rules and spirit” of institutions. Discussions of the student’s short OFPI paper, class critiques the ideas.

Introduce **CENSE** model of MIC technologies and how it applies to user experience in the marketplace: **Capture-Create** then **Edit-Enhance** then **Navigate-Archive** then **Show-Share** then **Evaluate**.

#### Week Five

Class begins with brief (10 minute) discussion based on several **mini-papers**.  
Open assignment for next mini-paper – student chooses topic-theme.

Introduce basic brainstorming process: Step 1 – Survey the Landscape, mention EVERY thing (**6W and OFPI and CENSE**), you can detect but pass no judgments; Step 2 – Criticize complain about anything, list problems; Step 3 – Solve problems by combining any element of landscape with any other. Teacher leads first experience. As class gains confidence, class practices in physically separate groups of 4-6 students, preferably with a section of white board available for each group.

Begin discussion of brainstorming using the “stepping stone” process. Start with a MIC “thing,” list its **CASES** (connections, associations, synonyms, equivalents and similarities); pick one and list its **CASES**, moving from association to association until you have created a step-by-step path to an unexpected point of innovation. Teacher leads first discussion. Class practices in small groups.

#### Week Six

Class begins with brief (10 minute) discussion based on several **mini-papers**.  
Open assignment for next mini-paper – student chooses topic-theme.

Continue discussion of brainstorming and stepping stone process. Class practices in groups of 4-6 people.

#### Week Seven

Class begins with brief (10 minute) discussion based on several **mini-papers**. Open assignment for next mini-paper – student chooses topic-theme.

Introduce the “**5A**” Process of MIC Analysis: 1) **Anticipation** of Place-Experience; 2) **Actual** Experience AT the Place with all its **OFPI**; 3) **Aftereffects**: what are the aftereffects and after-actions that we experience? And, most important, can any MIC technology 4) **Add** to the experience or 5) **Alleviate** any problem? Discuss how this **5A** analysis will be applied to class field trips to various Museums (State Museum and Eiteljorg are easiest), City Library, Circle Center Mall, Crown Hill Cemetery, Church, Conseco Fieldhouse, World War Memorial, etc. In a two-class week, we will devote one class day to visit, next class day to discuss. Each week students write a short paper (3-4 pages) that analyzes site’s potential for MIC enhancement with any technique or perspective the student prefers: **6W, OFPI, CENSE, Brainstorming, 5A**. Assign **short paper (3-4 pages)** that is a “dry run” for any site the student chooses, anything

convenient or interesting to them, but from the perspective of one of the SimCorps. Hand out directions for first field strip site.

Week Eight

First field trip to Site #1. Meet at the Site --  
Class discussion on second day.

Week Nine

First class devoted to discussion of Site #1 from the perspective of the three SimCorps. Hand out directions to second field trip site. Second class devoted to field trip to Site #2; meet at the site. Write **paper (3-4 pages)** over the weekend,

Week Ten

Class discussion on class; write **paper (3-4 pages)** over the weekend.

Week Eleven

Discuss papers for Site #2 on first class; students may modify this paper and turn in before second class. Second class of the week devoted to field trip to Site #3 for second class. Write **paper (3-4 pages)** over the weekend.

Week Twelve

Discuss papers for Site #3 on first session; field trip to Site #4 for second class. Write **paper (3-4 pages)** over the weekend.

Week Thirteen and Fourteen

Discuss paper for Site #4. Students pick their own individual site to visit several times and analyze in depth **for final 8-10 page paper**. Site must be relevant to one of the three SimCorps. Students will come to class to discuss experiences, use class time to brainstorm with professor or with other members of team focused on that SimCorp. However, this is not a team-written paper, and even students from the same team focused on the same SimCorp will be expected to find individual perspectives and ideas for creative concepts and innovation.

Week Fifteen

Turn in final paper and discuss. Student evaluations

Total paper commitment:

7 mini-papers (7 pages max.)

3-4 page paper on 6W

3-4 page paper on OFPI

3-4 page paper for 6W-OFPI-CENSE-5A synthesis for student-choice site.

3 short papers (3-4) pages on field trip sites.

8-10 page final paper

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**Grading Information:**

- Requirements: Students will be required to hand in all assigned papers, take all quizzes or exams, and maintain an individual journal of relevant materials from outside sources.
- With the exception of the final paper (8-10 pages), which counts for 20% of the semester grade, all papers will be worth approximately 3-5% of the semester grade.
- Grade based roughly on a formula of 70% for papers and exams, 15% for class discussion-participation and 15% for individual journal of relevant reporting. The class also observes a policy of “grading to strength” which allows for some flexibility for students who may be better at writing but relatively quiet in class, or vice versa, or for students who may be better as researchers of relevant material from the press. Given the size of the class, it is almost impossible for every student to contribute a useful insight or comment in every class, but students will be expected to hand in short papers on a weekly basis and these papers will help form the discussion in future classes. In this way, paper assignments can form some of the basis for class participation.

#### **Other Policies**

- Policy on Academic Dishonesty /Integrity: All student work must be original except where team assignments are given. All ideas and information gleaned from outside sources must be specifically identified as such, with sources clearly indicated. Plagiarism of other students’ work or outside sources will be treated as a violation of academic integrity.
- All exams/quizzes must be finished within stated time limits. All papers will be due on the specified day (generally the next class session). Late papers will be accepted, but will be discounted in grading.
- Students are required to maintain individual journals of reporting or information from mainstream or professional sources that illustrate concepts introduced in class. In many instances, students will incorporate ideas and information identified in this way in their weekly written assignments and in class discussions. Students will also be required to participate in field trips to places-contexts in which innovative approaches to media-information-communications technologies are evident or potentially relevant. Careful observations and analysis of these field trips will help inform weekly writing assignments.
- All students are responsible for reading the Code of Student Rights, Responsibilities and Conduct of IUPUI.
- Policy regarding children attending

“Children are not permitted to attend class with parents, guardians, or childcare providers. This conduct has the effect of unreasonably interfering with an individual’s work or academic performance creating an offensive learning environment.”

“A student must not violate course rules as contained in a course syllabus, which are rationally related to the content of the course or to the enhancement of the learning process in the course.” [*Code of Student Rights, Responsibilities, and Conduct, page 29*]