

**University of Puerto Rico  
Rio Piedras Campus  
College of Business Administration  
Business Communication Department**

**SYLLABUS**

<b>TITLE</b>	:	<b>Design Thinking &amp; Storytelling for Business Communication</b>
<b>CODE</b>	:	INCO 4103
<b>HOURS/CREDITS</b>	:	45 hours / 3 credits
<b>PREREQUISITES:</b>	:	INGL 3101 -3102
<b>COURSE DESCRIPTION:</b>		
<p>A design thinking and storytelling course to create innovative, effective, and sustainable solutions for business communication in the technological savvy workplace. The course focuses qualitative research skills, business communication and oral narrative creation skills.</p> <p>Face-to-face, hybrid and online course.</p>		
<b>LEARNING OBJECTIVES:</b>		
<p>By the end of the course students will be able to:</p> <ol style="list-style-type: none"><li>1. Use the skills of narrative storytelling to deliver presentations.</li><li>2. Integrate the use of mobile technology integrated diverse technologies to collect and analyze data.</li><li>3. Integrate diverse communication channels to disseminate research findings.</li><li>4. Discuss the mindsets and methods of human-centered design to solve current problems and challenges.</li><li>5. Practice the methods of human-centered design to become an effective, innovative problem solver.</li><li>6. Conduct qualitative fieldwork to solve a design challenge using qualitative data gathering methods and techniques.</li><li>7. Conduct qualitative data analysis as the basis of creating a solution.</li><li>8. Practice-interviewing skills, observation skills, prototyping and testing solutions.</li><li>9. Develop stories, especially personal and business stories, as a part of their communication toolkit.</li><li>10. Apply storytelling communication techniques to tell business stories.</li></ol>		

11. Apply a 5-step process to integrate story into presentations for change.			
<b>Suggested Textbooks:</b>			
IDEO. (2015) <i>The Field Guide to Human-Centered Design Design Kit</i> . IDEO			
Readings: Selected and assigned each semester according to relevance of topics.			
<b>CONTENT OUTLINE &amp; TIME DISTRIBUTION:</b>			
Topics	Time Distribution		
	Face to face	Hybrid	Online
General introduction to course	3 hours	3 hours face to face	3 hours
Storytelling	6 hours	6 hours face to face	6 hours
Design thinking.	6 hours	6 hours (3 hours face to face 3 hours online)	6 hours
Exams	3 hours	3 hours	3 hours
Human centered design research process and fieldwork	9 hours	9 hours online	9 hours
Ideation	3 hours	3 hours online	3 hours
Prototyping	3 hours	3 hours online	3 hours
Presentation design	6 hours	6 hours online	6 hours
Project presentation.	6 hours	6 hours online	6 hours
<b>Total Contact Hours</b>	<b>45 hours</b>	<b>45 hours</b> (12 hours face to face = 25% & 33 hours online = 75%)	<b>45 hours</b>
<b>INSTRUCTIONAL TECHNIQUES:</b>			
Face to face	Hybrid	Online	

<ul style="list-style-type: none"><li>• Lectures</li><li>• Readings</li><li>• Group projects</li><li>• Fieldwork</li><li>• Individual assignments</li><li>• Measurement activities</li><li>• Hands on activities</li><li>• Oral presentations</li></ul>	<ul style="list-style-type: none"><li>• Online instructional modules</li><li>• Online readings: Academic Journal</li><li>• Fieldwork</li><li>• Instructional Videos</li><li>• Group projects</li><li>• Individual assignments</li><li>• Measurement activities</li><li>• Hands on activities</li><li>• Oral presentations</li><li>• Synchronous and asynchronous videoconferences</li></ul>	<ul style="list-style-type: none"><li>• Interactive instructional modules</li><li>• Online readings: Academic Journal</li><li>• Virtual Fieldwork</li><li>• Instructional Videos</li><li>• Group projects</li><li>• Individual Assignments</li><li>• Measurement activities</li><li>• Hands on activities</li><li>• Oral Presentations</li><li>• Synchronous and asynchronous videoconferences</li></ul>		
RECURSOS MÍNIMOS DISPONIBLES O REQUERIDOS:				
Resources/Equipment		Face to face	Hybrid	Online
Institutional Learning Management System (e.g. Moodle, MS Teams, Google Meet)		Institution	Institution	Institution
Organizational email (upr.edu)		Institution	Institution	Institution
Computer, tablet or smartphone with high-speed access to the internet or data plan.		Student	Student	Student
Software (MS Office, Google Suite)		Student	Student	Student
Speakers		NA	Student	Student
Webcam and Microphone or Smartphone with camera and data plan		NA	Student	Student
EVALUATION TECHNIQUES:				
Face to face		Hybrid		Online

Homework ..... 10%	Homework..... 10%	Homework ..... 10%
Exams... ..... 30%	Exams..... 20%	Exams... ..... 20%
Portfolio ..... 10%	Portfolio ..... 10%	Portfolio ..... 10%
Oral Presentations.....20%	Oral Presentations. ....20%	Oral Presentations. ....20%
Cases..... 10%	Cases..... 10%	Cases... ..... 10%
Research Group Projects .20%	Research Group Projects .....20%	Research Group Projects .....20%
	Synchronous meetings ....10%	Synchronous meetings ....10%
<b>Total... .....100%</b>	<b>Total... .....100%</b>	<b>Total..... 100%</b>

### REASONABLE ACCOMODATION ADA LAW:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

### ACADEMIC INTEGRITY

To ensure user data integrity and security, hybrid and distance education courses are offered through the institutional learning management system, which employs secure connection and authentication protocols. The system authenticates the user's identity with the username and password of their institutional accounts. The user is responsible for keeping their password secure and not sharing it with others.

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees buy false or fraudulent simulations; copying the whole of part of the academic work of another person: plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure lain down in the UPR Students General Bylaws.

The General Student Regulations of the University of Puerto Rico, Certification 13, 2009-2010, and approved by the State Department of Puerto Rico on September 9, 2009, Part VI, Section 6.2, sets the behavior of students' subject to disciplinary sanctions. Among them is academic dishonesty, which involves disciplinary action as set forth in this regulation.

<b>SEX AND GENDER DISCRIMINATION POLICY</b>
<p>“The University of Puerto Rico prohibits sex and gender discrimination in every modality, including sexual harassment. According to “la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno”, if a student is being or has been affected by the behavior or conduct related to sexual harassment, s/he can contact the Oficina de Procuraduría Estudiantil, the Decanato de Estudiantes or the Coordinadora de Cumplimiento con Título IX for orientation or to report a complaint.”</p>
<b>GRADING SYSTEM</b>
A B C D F
<b>BIBLIOGRAPHY</b>
<p>Birdnbach, R. (2018). <i>Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results</i> . Eastlawn Media.</p> <p>Brown, T., &amp; Katz, B. (2019). <i>Change by design how design thinking can transform organizations and inspire innovation</i>. New York, NY: HarperCollins Publishers.</p> <p>Curedale, R. (2019) <i>Design Thinking Process &amp; Methods 5th Edition</i> 5th Edition. Design Community College .</p> <p>Donovan, J. (2012). <i>How to deliver a TED talk: Secrets of the world’s most inspiring presentations</i>. Boston, MA, United States: CreateSpace].</p> <p>Duarte, N., (2019). <i>Datastory : Explain Data And Inspire Action Through Story</i>. Influential Marketing Group.</p> <p>Gallo, C. (2014). <i>Talk like TED: The 9 public speaking secrets of the world’s top minds</i>. New York, NY, United States: St. Martin’s Press.</p> <p>Greenberg, D., McKone-Sweet, K., Wilson, J. H., &amp; Babson, F. (2011). <i>The new entrepreneurial leader: Developing leaders who shape social and economic opportunity</i>. San Francisco, CA: Berrett-Koehler Publishers.</p> <p>Hair, J.; Page, M.; Brunsveld, N., (2019) <i>Essentials of Business Research Methods</i> 4<sup>th</sup> Edition. Routledge.</p> <p>Hall, K. (2019) <i>Stories That Stick: How Storytelling Can Captivate Customers, Influence Audiences, and Transform Your Business</i>. Harper Collins.</p> <p>IDEO (Firm) (2015). <i>The field guide to human-centered design: Design kit</i>. IDEO.</p> <p>Lewrick, M., Link, P. (2018). <i>The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems</i>. Wiley.</p>

Mootee, I. (2013). *Design thinking for strategic innovation: What they can't teach you at business or design school*. United States: John Wiley & Sons.

Myers, M. D. (2008). *Qualitative research in business and management*. Los Angeles: SAGE Publications.

Schindler, P. (2018) *Business Research Methods*. McGraw-Hill.

#### **Electronic references:**

Cortés Selva, L. et al (2018). *Improving University student's results: a client- based experiment through design thinking and visual storytelling in communication*. <http://193.147.26.104/handle/10952/3777>

Koppen, E., Schmiedgen, J., Rhinow, H., Meinel(2016). Thisisdesignthinking.net: A storytelling-project. [https://link.springer.com/chapter/10.1007/978-3-319-40382-3\\_2](https://link.springer.com/chapter/10.1007/978-3-319-40382-3_2)

Lugmayr, A., Sutinen, E., Suhonen, J. et al. Serious storytelling – a first definition and review. *Multimed Tools Appl* **76**, 15707–15733 (2017). <https://doi.org/10.1007/s11042-016-3865-5>

Ollove, M., Lteif, D.(2017). Integrating systems thinking and storytelling. <https://journals.hioa.no/index.php/formakademisk/article/view/874>

Stork, M.G. Supporting Twenty-First Century Competencies Using Robots and Digital Storytelling. *J Form Des Learn* **4**, 43–50 (2020). <https://doi.org/10.1007/s41686-019-00039-w>

#### **Electronic Resources Online**

[www.duarte.com](http://www.duarte.com)

[www.ideo.org](http://www.ideo.org)

[www.Designkit.org](http://www.Designkit.org)

[www.Interaction-design.org](http://www.Interaction-design.org)

[www.strategyzer.com](http://www.strategyzer.com)

#### **Available Software**

MS Office

MS Teams

MS Azure

Moodle

Google Classroom

Google Apps for Education