

# TE 200: Introduction to Innovation

1 credit hour

Restricted to Innovation LLC students

Meets for 50 minutes each week for 16 weeks

## Course Overview

Students will expand their knowledge of key topics and resources related to innovation, entrepreneurship, and creativity. Students will be expected to identify and explore concepts of identity and its impact on self and others in creative and entrepreneurial environments. They will also participate in activities to encourage creative thinking and inventive problem-solving. Students will participate in hands-on learning exercises in the Innovation LLC garage to learn new skills and put into practice creative thinking concepts covered in class. Fundamental concepts of entrepreneurship, creativity and innovation will be explored in new and existing businesses. Students will explore ten dimensions of innovation and will rely heavily on case study and class discussion to bring abstract concepts to life. Case studies will feature both modern and historic innovators.

Students will be expected to be active participants in the in-class creative process. Students will also be expected to participate in outside activities related to the work that done in class. The goal is to expose students to the depth and breadth of the local entrepreneurship and innovation community.

Students will have approximately 30 minutes to 1 hour of outside work to complete each week. This will typically come in the form of assigned readings and preparation for in-class case studies, but activities will provide ample opportunity to creative thinking. The goal is to help students develop a framework to evaluate innovation and consider it's application in their own academic and career interests.

## Learning Objectives

As a result of this course, students will be able to:

- Define innovation and entrepreneurship.
- Assess and develop their entrepreneurial identity.
- Summarize ten types of innovation and compare and contrast various innovation tactics.
- Identify resources and opportunities on campus and in Champaign-Urbana through which you can practice innovation leadership and pursue entrepreneurship.
- Develop innovative product or service ideas.
- Build a prototype.
- Explain an idea and communicate its details and effectiveness to a broad audience.
- Understand and apply the design process of problem discovery, ideation, and implementation.

## Grading

Grades will be assigned on an absolute, rather than relative, scale. No one is in competition with anyone else for the top grades in the class. Course grades will be assigned based on total points earned during the semester.

**Grading Scale** (grades rounded up at .5 and above)

A	93%–100%	B+	86%–89%	C+	76%–79%	D+	66%–69%	F	59% and below
A-	90%–92%	B	83%–85%	C	73%–75%	D	63%–65%		
		B-	80%–82%	C-	70%–72%	D-	60%–62%		

## Course Materials

- You will need to purchase or check-out *Ten Types of Innovation: The Discipline of Building Breakthroughs* by Larry Keeley, Ryan Pikkell, Brian Quinn, and Helen Walters
- You will need a notebook and pen/pencil for class. You will use this during class. You will not need to turn it in, but it will be noted if you have something in class with you each week.
- You may benefit from bringing a laptop, tablet, or iPad to class if you have one.

## Assignments

In-class assignments will be offered as needed to reinforce course concepts.

Assignment	Points Possible
<b>Attendance and Participation</b> Attendance and participation are required. Points are earned by actively engaging in class sessions. Subject matter expertise is not a requirement for participation. We're all here to learn, so join the conversation.	45
<b>Entrepreneurial Identity Reflection</b> Provide a two page reflection on your identity and how your identity impacts your interest in entrepreneurship. Write about your upbringing, background, and your identity in the context of the wider entrepreneurship community.	10
<b>Personal Bio and Headshot—LinkedIn</b> Provide a brief biographical sketch so that I can make the course content as relevant as possible for the background and career interests of the students. Include a headshot.	4
<b>Entrepreneurial Activities</b> You must attend additional innovative or entrepreneurial events outside of class. You will write a summary of each event and your participation in it.	16
<b>Idea Fair Final Presentation</b> Student teams between one and four students will do a trade show style presentation for a business or invention created by the team. This presentation will consist of a Visual Aid and an in-person four-minute pitch.	50
<b>In-class Activities</b> There will be a range of in-class activities that will be submitted for credit. Completion of the activities is not sufficient to guarantee a perfect score, so come prepared to invest yourself in these activities. They will be unannounced, variable in points value, and cannot be made up if missed.	TBD
<b>Minimum Points Possible</b>	125

## Tentative Schedule

The following schedule is offered as a roadmap for how we'll spend our time together this semester. I reserve the right to tweak the schedule to accommodate the needs of the class, as the semester unfolds.

Week	Topic	Reading Topic	Assignment Due
1	Course Overview		
2	Garage Day		Entrepreneurial Identity Reflection
3	Building Curiosity		Personal Bio and Headshot
4	Intro to Ten Types	Introduction to Innovation	
4	Ten Types 1	Ten Types: Configuration	
5	Ten Types 2	Ten Types: Offering	
6	Ten Types 3	Ten Types: Experience	Idea Fair teams submitted
7	Innovation is about more than new products	Ten Types, pages 62-84	
8	Garage Day	Problem Identification	
9	Ecosystem Overview	Introduction to Startups	Idea Fair Idea Share (5% of Idea Fair Grade)
10	Generating Value		
11	Pitch Workshop		
12	Garage Day		15-minute mentoring appointment
13	BREAK		
14	Garage Day		15-minute mentoring appointment Idea Fair Visual Aid submitted December 3 (20% of Idea Fair grade)
15	Garage Day		
16	Idea Fair Presentations		