Course Purpose
The purpose of this course is to enhance your creativity, innovation, and vision.

Learning Objectives
Upon completion of this course, you will be able to:

1. Define creativity, innovation, and vision.
2. Use a model as a means to represent the creative process in order to:
   2.1. find problems, including increasing your curiosity and ability to embrace problems as opportunities,
   2.2. master a set of tools to have ideas, while delaying decision making and tolerating ambiguity,
   2.3. take initiative, including prototyping to answer key questions and facilitate decision making,
   2.4. implement solutions, including marshaling resources and persisting.
3. Practice creativity skills regularly and use feedback to improve.
4. Arrange your lifestyle to enhance creativity.
5. Recognize when and how to apply creativity skills in your life.
6. Foster an environment for creativity, including dealing with obstacles to creativity.
7. Evaluate or critique your own ideas and those of others.
8. Understand and use theories of creativity.
9. Lead others in creative processes.
10. Communicate creatively and effectively.

Course Philosophy
Creativity is a vital skill that can be enhanced by learning. You enhance your creativity by becoming proficient with a set of techniques, developing a mindset that favors creative behaviors, and by establishing a lifestyle that promotes having ideas and bringing them to be.

Much of the knowledge you learn in this course will occur through reading, activities, and discussion. Class time will be used to discuss the readings and to work on applications in which you practice new skills by creating in a supportive environment. Class time will also involve reflection and feedback. By design, the course has many components, so staying organized, archiving what happens, and looking for connections will help you get the most from the experience.
Required Texts


Course Platforms

1. **Course materials and documents**: Canvas (canvas.illinois.edu)
2. **Submitting assignments**: Canvas (unless otherwise noted)
3. **Announcements**: Will be sent via Canvas, so set up Canvas to get these emailed to you

Technology Policy

While participating in class sessions, please only use the devices that will help you best learn (laptop, smartphone, tablet, etc.). Using a notebook and pen/pencil to jot down notes and ideas during class is highly recommended. Recording material from this course, including live class sessions and team meetings is forbidden. Additionally, sharing or posting recorded material online is prohibited and any violation of this policy will be forwarded to the Office of Student Conflict Resolution.

Attendance Policy

This course primarily uses active learning techniques during class sessions to work towards the course objectives. This includes small group and partner activities as well as whole class and small group discussions. Because of this, it is expected that you will attend class. If you are unable to attend a single class session, please notify the instructor prior to your absence. If you need to miss multiple, consecutive class sessions, please email the instructor and plan on signing up for office hours to get caught up with what you have missed as soon as you are able.

Assignment Format Policy

All assignments should be submitted to Canvas as a PDF. Other formats will not be accepted, unless otherwise noted. If you need assistance in creating PDFs on your device, please contact the instructor.

Resource: Illinois Writers Workshop

The Writers Workshop's mission is to support the University of Illinois community by providing free writing assistance for students, faculty, and staff from all disciplines and at all stages of the writing process. Whether you are working on a course paper, senior capstone, personal statement, group writing project, thesis or dissertation, or manuscript for publication, our consultants are available to help. Visit us at any stage of the writing process: brainstorming, organizing ideas, polishing final drafts, citing sources, and more. The Workshop offers online appointments, in-person appointments, and evening drop-in hours.

The Workshop also sponsors writing groups and provides hands-on presentations about academic writing skills. Find more information at writersworkshop.illinois.edu or learn more about our policies (https://writersworkshop.illinois.edu/about-the-workshop/policies/) and our services (https://writersworkshop.illinois.edu/services/).
# Tentative Schedule and Assignment Due Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Tuesday</th>
<th>Thursday</th>
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| 1    | • Principles of creativity  
      • Enhancing creativity  
      • Introduction to the creativity model | August 23                    | August 25                    |
| 2    | • Juxtaposition  
      • The role of curiosity in creativity and innovation | August 30  
      Interests & Goals Presentation | September 1                  |
| 3    | • Problem and opportunity identification techniques  
      • Introduction to bioinspiration | September 6  
      Creativity Log – Check 1 | September 8                  |
| 4    | • Free association  
      • Discussion of *Creative Confidence* | September 13  
      Read *Creative Confidence* & Submit Reflection | September 15                 |
| 5    | • Brainstorming  
      • Introduction to pitching | September 20                 | September 22  
      BioInspiration Team Project & Pitch |
| 6    | • Ideation techniques  
      • Innovators and innovation  
      • Discussion of *Zig Zag* reading | September 27  
      Creativity Log – Check 2 | September 29  
      Read *Zig Zag* (Introduction + Step 1 + 2 + 3) & Submit Insights |
| 7    | • Creativity and decision making in teams | October 4  
      Semester Project Pitch | October 6                    |
| 8    | • Ideation techniques  
      • Discussion of *Zig Zag* reading | October 11  
      Creativity Log – Check 3 | October 13  
      Read *Zig Zag* (Step 4 + 5 + 6) & Submit Insights |
| 9    | • Synthesizing insights | October 18                 | October 20  
      Semester Project Insights & Focus Report |
| 10   | • Developing idea directions  
      • Discussion and application of *Zig Zag* reading  
      • Art and visual creativity | October 25  
      Read *Zig Zag* (Step 7 + 8 + Conclusion) & Submit Insights | October 20 |
| 11   | • Peer teaching – topics in areas of student expertise | November 1  
      You Teach Us – What You Know | November 3                  |
| 12   | • Prototyping and storyboarding  
      • Assessing innovative ideas  
      • Introduction to implementation plans | November 8  
      Election Day (no class) | November 10  
      Semester Project Directions & Ideas Report |
| 13   | • Peer teaching – topics in creativity  
      • The role of empathy in creativity | November 15  
      You Teach Us – Creativity & Innovation | November 17  
      Creativity Log – Check 4 |
|      | **Fall Break (no class)** |                              |                              |
| 14   | • Vision as the foundation for creativity and innovation | November 29                 | December 1  
      Semester Project Prototypes & Feedback Report |
| 15   | • Creativity reflection and wrap up  
      • Course evaluations | December 6  
      Creativity Log – Check 5 | December 8  
      Reading Day (no class) |
| 16   | | Final Exam Time  
      December 9, 8-11am  
      Semester Project Presentation | Due December 20 by 11:59pm  
      Semester Project Final Report & Proposed Next Steps  
      Semester Project Team Evaluation |
Grading Overview
The assignments in this course are designed to help you enhance your creativity. Being a student is rigorous, so each assignment has been developed to purposefully promote your creative development.

Readings
- *Creative Confidence* Reflection 40
- *Zig Zag* Insights (3 assignments, 15 points each) 45

General Assignments
- Interests & Goals Presentation 30
- BioInspiration Team Project & Pitch 70
- You Teach Us – What You Know 70
- You Teach Us – Creativity & Innovation 70

Creativity Log
- Check 1 45
- Check 2 45
- Check 3 45
- Check 4 45
- Check 5 75

Semester Project Part 1: Having Ideas
- Pitch 25
- Insights & Focus Report 50

Semester Project Part 2: Bringing Ideas to Be
- Directions & Ideas Report 50
- Prototypes & Feedback Report 50
- Presentation 75
- Final Report & Proposed Next Steps 90
- Final Team Evaluation 30

Attendance, Preparation, and Participation 50

Total 1000

Grading Scale
- A+ 980-1000
- B+ 870-899
- C+ 770-799
- D+ 670-699
- F <600 points
- A 930-979
- B 830-869
- C 730-769
- D 630-669
- A- 900-929
- B- 800-829
- C- 700-729
- D- 600-629

Late assignments will be reduced 10% per day up to a maximum of 50% off and can be submitted through December 20th.
Model of Creativity

PART 1 | Having Ideas

1.1 Identify
- Cultivating curiosity
- Finding problems and opportunities
- Reframing
- Understanding
- Evaluating
- Applying wisdom
  
  **Evaluate** – Is it a good opportunity? Does it have value?

1.2 Ideate
- Stockpiling knowledge
- Thinking analogically
- Connecting
- Ideation techniques
- Diverging before converging
- Tolerating ambiguity
  
  **Evaluate** – Is it a good idea? Is it innovative? Does it make a positive impact?

PART 2 | Bringing to Be

2.1 Initiate & Interact
- Taking initiative
- Managing risks
- Prototyping
- Modeling
- Analyzing
  
  **Evaluate** – Is it a reasonable risk, project, product?

2.2 Implement
- Marshaling resources
- Collaborating
- Managing time
- Stewarding money
- Persisting
  
  **Evaluate** – Is the problem solved? What needs adjustment?

**Iterate**: At any point, loop back as needed.
COVID
Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill must not come to class. In addition, students who test positive for COVID 19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

Emergency Response Recommendations
Emergency response recommendations can be found at the following website: http://police.illinois.edu/emergency-preparedness/. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/.

Sexual Misconduct Reporting Obligation
The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University’s Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Academic Integrity
You are expected uphold the highest ethical standards, to be honest, and to practice academic integrity. This includes doing original work and citing sources, including the work of other students. Please give special care to prepare high-quality submissions with proper grammar and spelling. The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: http://studentcode.illinois.edu/. Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: https://studentcode.illinois.edu/article1/part4/1-401/. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.
Religious Observances
Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at https://odos.illinois.edu/community-of-care/resources/students/religious-observances/ to request appropriate accommodations. This should be done in the first two weeks of classes.

Disability-Related Accommodations
To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, email disability@illinois.edu or go to https://www.disability.illinois.edu. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting "Request an Academic Screening" at the bottom of the page.

Family Educational Rights and Privacy Act (FERPA)
Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See https://registrar.illinois.edu/academic-records/ferpa/ for more information on FERPA.

Anti-Racism and Inclusivity Statement
The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs.

The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias Assessment and Response Team (BART) (https://bart.illinois.edu/). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.