TE 100: Introduction to Innovation, Leadership, & Engineering Entrepreneurship

Spring 2025
- **1 credit hour**
- **Tuesday**
- **10-10:50am**
- **2320 DCL (Digital Computer Laboratory)**

Instructor

Dr. Keilin Jahnke

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Office Hours

Sign up available at

https://calendly.com/kjahnke/officehours

Course Purpose and Description

The purpose of this course is to enhance your innovation and leadership skills and gain a deeper understanding of the innovation and entrepreneurship ecosystem at the University of Illinois.

You will learn about innovation, including how to have ideas and bring them to be, and about leadership, including seeing what needs to be done and initiating action. You will learn about innovation leaders past and present, and you will select role models and mentors that inspire your own growth as an innovation leader. You will learn about entrepreneurship and how it is one path for impact. You will reflect on introducing innovation leadership into your academic, professional, and extracurricular experiences in the years ahead. Finally, you will work with a team to identify candidate problems for innovation and pitch a potential idea to the rest of the class. It is expected that you will attend every class, participate in discussions and activities, and complete the assignments to the best of your ability.

Learning Objectives

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

1. Define innovation, leadership, entrepreneurship, and innovation leadership,
2. Identify several innovation leaders, past and present, and identify their defining attributes or skills,
3. Identify resources and opportunities on campus and in Champaign-Urbana through which they can practice innovation leadership and pursue entrepreneurship,
4. Summarize ten types of innovation and compare and contrast various innovation tactics,
5. Develop innovative ideas and evaluate them,
6. Pitch ideas in a compelling and clear manner and communicate their details and effectiveness to a broad audience,
7. Collaborate with a team to apply the design thinking process of problem discovery, ideation, and implementation in order to foster innovation and leadership, and
8. Reflect on your future role as an entrepreneur, intrapreneur, and/or innovator.

Course Questions

1. What is innovation, leadership, entrepreneurship, and **innovation leadership**?
2. Who are some innovation leaders and what are their defining **attributes**?
3. What **skills** are important to innovation leaders, and which would you like to personally enhance?
4. What innovation and entrepreneurship **resources** are available through the Technology Entrepreneur Center and across campus?

Course Platform

This course will use Canvas (canvas.illinois.edu) as the primary learning management system for:

1. Posting course materials and documents
2. Submitting assignments (unless otherwise noted) and viewing your grades and feedback
3. Announcements (verify that you have Compass set up to get these emailed to you)

Technology Policy

While participating in class sessions, please refrain from using devices; you are welcome to leave the classroom to take care of something important on a device. Using a physical notebook and pen/pencil to jot down notes and ideas during class is highly recommended. You are welcome to use devices (laptop, tablet, etc.) when appropriate for activities or project work time. Recording material from this course, including 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.

Student Diversity

The diversity represented by the participants in this course is deeply valued. Our diversity is a primary source of ideas and perspectives, and you will work in groups and teams in this course to practice the use of that diversity.

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 complete the form available on Canvas 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 develop a strategy to continue successfully in the course. Extended absences may require a formal letter from the Connie Frank CARE Center.

Office Hours and Emails

If you have questions, concerns, ideas you would like to share, are looking for a letter of recommendation, or any other reason to connect with the instructor, please do! **The best way to do so is to either ask before class or sign up for office hours.** If you need to share that you will be absent, please do so by completing the form on Canvas. If you need to email the instructor, please put the course number and semester in the subject line (TE 100 Spring 2025).

Tentative Schedule and Assignment Due Dates

Assignment details will be posted on Canvas. While most assignments will be submitted on Canvas, some assignments have components that are due both in class and on Canvas, such as the *How I Built This* Lesson.

Week and Date		Topic	Assignment
1	January 21	Introduction to course and ILEE	Student Questionnaire
2	January 28	Historical innovations and leaders	Pre-Class Assignment 1
3	February 4	Sustaining and disruptive innovations	Individual Reflection 1
4	February 11	Identifying problems and opportunities	Pre-Class Assignment 2
5	February 18	Understanding innovation leaders	*How I Built This* Lesson
6	February 25	Types of innovation, part 1	Pre-Class Assignment 3
7	March 4	Types of innovation, part 2	Pre-Class Assignment 4
8	March 11	Project check in	Team Project Proposal
		Spring Break (no class)	
9	March 25	Introduction to entrepreneurship	
10	April 1	Exploring the Illinois entrepreneurial ecosystem	Pre-Class Assignment 5
11	April 8	Making connections	Pre-Class Assignment 6
12	April 15	Innovating in context	Individual Reflection 2
13	April 22	Team time	Pre-Class Assignment 7
14	April 29	Team project day	Final Team Pitch Final Team Project
15	May 6	Class wrap-up and what next?	Individual Innovation Map and Synthesis *Missing assignments due for partial credit*
16		**Final Exam Week (no class)**	

Course Grading

Assignment	Points
Reflections	
Individual Reflection 1	7
Individual Reflection 2	7
Individual Innovation Map & Synthesis	10
Team Project	
Team Project Proposal	12
Final Team Pitch	10
Final Team Project	10
Other	
How I Build This Lesson	15
Class Participation	8
Pre-Class Assignments (7 at 3 points each)	21
Total	100

Grading Scale

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F <60%
A	93-96%	B	83-86%	C	73-76%	D	63-66%	
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%	

Late assignments will be reduced 10% per day up to a maximum of 50% off if submitted by the date on the schedule.

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. Submissions that cannot be opened will be considered late.

Academic Integrity and Artificial Intelligence

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. If an idea is your own, that is original work. If you used assistance to generate an idea or are quoting or stating the idea of another, please properly cite your source (MLA or APA format).

Throughout this class, we will discuss the exciting role and use of text and image generating AI tools (including ChatGPT, Microsoft Copilot, Google Gemini, among all others) in entrepreneurship and innovation! However, in order for you to successfully meet the learning objectives of this course, you will be informed as to how and when you can utilize these tools for assignments, projects, and class activities. Any use of these tools outside of these parameters will be considered academic dishonesty.

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. Please 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.

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.

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.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

*This statement is approved by the University of Illinois Counseling Center