

TE 200: Introduction to Innovation

Technology Entrepreneur Center
GRAINGER ENGINEERING



Fall 2023

- **1 credit hour**
- **Meets 50 minutes per week**
- **Days and times vary**
- **89 ISR (Illinois Street Residence)**

Instructors

- **Keilin Jahnke**
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Office Hours

Please see Canvas

Course Purpose

Students will expand their knowledge of key topics and resources related to innovation, entrepreneurship, and creativity. They 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.

Learning Objectives

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

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

How This Course Works

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 1 to 2 hours 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 objective is to help students develop a framework to evaluate innovation and consider its application in their academic and career areas of interest.

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

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. There is also a digital copy available through the University Library.
- You will need a notebook and pen/pencil for class, which you will use 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

Assignment	Total Points
<p>Attendance and Participation</p> <p>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.</p>	100
<p>Entrepreneurial Identity Reflection</p> <p>Provide a two-page reflection on your identity and how your identity impacts your interest in entrepreneurship and/or innovation. Write about your upbringing, background, and your identity in the context of the wider innovation community. What does innovation mean to you?</p>	70
<p>Personal Bio and Headshot—LinkedIn</p> <p>Create a LinkedIn page—or update your existing page—to showcase your professional accomplishments and interests. Include a headshot.</p>	30

Entrepreneurial Activities You must attend two additional innovative or entrepreneurial events outside of class. You will write a summary of each event and your participation in it.	140 <i>70 points each</i>
Idea Fair Project Student teams between one and four students will work together throughout the semester to develop an invention, innovative idea, or business. Teams will develop an introductory proposal, share their idea during class in a formal presentation, and develop a professional visual aid. Teams will then participate in a trade show style presentation at the end of the semester.	390 <i>See Canvas for point breakdown</i>
Pre-Class Activities There will be nine pre-class activities that will be submitted for credit. The purpose of these activities is to prepare you for an engaging and thoughtful class session.	270 <i>30 points each</i>

Total Points Possible 1,000

Tentative Schedule

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

Week	Topic	Reading Topic	Assignment Due
1	Course Overview		
2	Your Innovation Identity	This Restaurant Is Run Entirely by Robots	Entrepreneurial Identity Reflection
3	Fostering Curiosity	The Business Case for Curiosity	Personal bio and headshot; Pre-class Activity 1
4	Introducing the Ten Types of Innovation	Ten Types: Intro (pages 1-13)	Pre-Class Activity 2
5	Configuration Innovation	Ten Types: Configuration (pages 14-33)	Pre-Class Activity 3
6	Product Innovation	Ten Types: Offering (pages 34-41)	Pre-Class Activity 4
7	Experience Innovation	Ten Types: Experience (pages 42-57)	Idea Fair Team Introduction; Entrepreneurial Activity Pre-approval 1
8	Innovating Beyond Products	Ten Types, pages 62-84	Pre-Class Activity 5; Entrepreneurial Activity Summary 1
9	Idea Fair Planning	The Survivorship Bias, Explained	Pre-Class Activity 6; Idea Fair Project Plan
10	Illinois Entrepreneurial Ecosystem	Review the TEC and Research Park websites	Pre-Class Activity 7
11	Pitch Workshop	A \$20 Million Slide Deck	Pre-Class Activity 8
12	Generating Value with Innovation	Where Innovation Creates Value	Pre-Class Activity 9
13	Mentoring Garage Day	To Foster Innovation, Focus on Mentorship	Mentoring Activity
Fall Break (no class)			
14	Telling Your Story with Visuals	10 Powerful Visual Storytelling Examples	Idea Fair Visual Aid; Entrepreneurial Activity Pre-Approval 2
15	Idea Fair Week	The Surprising Habits of Original Thinkers	Idea Fair Final Deliverables; Entrepreneurial Activity Summary 2
16	Finals	Idea Fair project replaces a final exam for this course.	

COVID

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community, including wearing a facial covering properly, maintaining social distance (at least 6 feet from others at all times), disinfecting the immediate seating area, and using hand sanitizer. Students are also required to follow the campus COVID 19 testing protocol.

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.