

TE 200: Introduction to Innovation

Technology Entrepreneur Center GRAINGER ENGINEERING



Fall 2024

- 1 credit hour
- Meets 50 minutes per week

Sections

- D1/B1 (Wednesdays at 3pm in 89 ISR)
- D2/B2 (Wednesdays at 12pm in 89 ISR)
- D3/B3 (Wednesdays at 1pm in 94AB ISR)
- D4/B4 (Wednesdays at 4pm in 94AB ISR)
- D5/B5 (Wednesdays at 5pm in 94AB ISR)
- D6/B6 (Tuesdays at 5pm in 94AB ISR)
- D7/B7 (Tuesdays at 4pm in 94AB ISR)

Instructors

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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 entrepreneurial-oriented activities and 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 your 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 innovation leadership and pursue entrepreneurship.
5. Develop innovative product or service ideas.
6. Build a prototype.
7. Explain an idea and communicate its details and effectiveness to a broad audience.
8. 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, which is linked on Canvas.
- 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 or tablet to class sessions dedicated to project work.

Attendance

Students are expected to attend all class sessions of their respective section. If you are unable to attend class for an excused absence, please complete the form on Canvas **before** the anticipated date of the class to be missed. Please discuss with your instructor if you are unsure whether your absence is considered excused. You are also encouraged to not attend class if you are feeling ill. If you need to miss more than one class session throughout the semester due to illness, please discuss with your course instructor.

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 and please refrain from being on devices.</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>Innovation Journey Reflection</p> <p>Provide a reflection on your participation in TE 200, the Innovation Living Learning Community, and the entrepreneurial ecosystem throughout this semester. How might you continue on your journey after this course is over through programs and courses offered at Illinois?</p>	50
<p>Biography and Introduction</p> <p>Create a LinkedIn page—or update your existing page—to showcase your professional accomplishments and interests. Include a headshot.</p>	30
<p>Entrepreneurial Activity</p> <p>You must attend one innovative or entrepreneurial event outside of class. You will write a summary of this event and your participation in it.</p>	90
<p>Idea Fair Project</p> <p>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.</p>	390 <i>See Canvas for point breakdown</i>
<p>Pre-class Activities</p> <p>There will be six 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.</p>	270 <i>45 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	Assignment Due
1	Course Overview	
2	Fostering Curiosity	Pre-class Activity 1
3	Your Innovation Identity Entrepreneurial Mindset	Biography and Introduction; Entrepreneurial Identity Reflection
4	Introducing the Ten Types of Innovation Configuration Innovation	Pre-class Activity 2
5	Product Innovation Experience Innovation	Pre-class Activity 3
6	Innovating Beyond Products Introduction to the Idea Fair	Entrepreneurial Activity Pre-Approval
7	Idea Fair Team Connect	Pre-class Activity 4
8	Idea Fair Ideation	Idea Fair Team Introduction
9	Customer Discovery Idea Fair Planning for Implementation	Entrepreneurial Activity Summary
10	Idea Fair Mentoring Day	Idea Fair Project Plan
11	Telling Your Story with Visuals	Pre-class Activity 5
12	Pitch Workshop	Pre-class Activity 6
13	Illinois Entrepreneurial Ecosystem	Idea Fair Visual Aid
14	Idea Fair Week	Idea Fair Final Presentation
15	Generating Value with Innovation	Innovation Journey Reflection
16	Finals Week	

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. 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 cite your source.

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.

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.

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)

This statement is approved by the University of Illinois [Counseling Center](#).

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.

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.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. We encourage you to review this website within the first 10 days of class.