

# TE 401: Developing Breakthrough Projects

**Technology Entrepreneur Center**  
GRAINGER ENGINEERING



## Fall 2024

- 1-4 credit hours
- Time TBD
- Location TBD

## Instructor

**Dr. Keilin Jahnke**  
[deahl1@illinois.edu](mailto:deahl1@illinois.edu)

## 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 entrepreneurship skills while you are working on an independent project**. Projects can vary in scope and focus and individualized mentorship will be provided to help students turn their ideas into reality. Students will gain understanding into both the business and technological aspects of innovation and entrepreneurship. You may have additional personal objectives for this course. We will meet weekly to discuss progress, but much of the course will be both self-directed and self-driven.

## Course Platform

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

1. Submitting project deliverables
2. Announcements

## Attendance Policy

We will meet weekly to discuss progress and much of the course will be both self-directed and self-driven. We will utilize class time for project updates, feedback, working through challenges, relevant course content, and project work time. Because of this, it is expected that you will attend and actively participate during class. If you are unable to attend a single class session, please email the instructor prior to your absence. If you need to miss multiple, consecutive class sessions for a formally excused reason, 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.

## Technology Policy

Please refrain from using devices during class unless directed to do so.

## Assignment Format Policy

All assignments should be submitted to Canvas in the format indicated. Submissions or links that cannot be opened will be considered late.

## Deliverables

### Work Product

- Prepare a brief Project Proposal and Presentation with timeline and goals for the semester and present in class.
- Provide 10 written and verbal Weekly Updates.
- Submit 3 Breakthrough deliverables throughout the semester.
- Submit a link to your comprehensive work product/deliverables at the Midterm and Final.

### Midterm Reflection and Presentation

- Complete the TE 401: Midterm Reflection on Canvas and present work done thus far through a presentation.

### Final Project Reflection

- Create a personal synthesis that includes a reflective summary of what you did, how you grew in your entrepreneurship and innovation skills, and how you might use your learning in the future.

### Final Presentation

- Present a comprehensive pitch and presentation of your semester's work. Spend the first part pitching your final project and the second part discussing the process you took this semester.

### Participation/Effort (ongoing)

- Attend weekly meetings, ask questions, and continue to make progress throughout the semester. Identify resources that will help you learn and complete by the end of the semester (e.g., attend virtual workshops and seminars, complete an online course).
- Read books relevant to your project and goals. Students registered for 1-2 credit hours are expected to read 1 relevant reading, students registered for 3-4 credit hours will read 2. These readings should be selected in consultation with the instructor. For each reading, students should submit a 1-page reflection and application paper.

## 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 401 Fall 2024).

## Schedule

A detailed course schedule can be found on Canvas.

## Grading Overview

Assignment	Points
<b>Project Proposal and Presentation</b>	7
<b>Weekly Updates (10 total, 1 points each)</b>	10
<b>Breakthroughs (3 total, 3 points each)</b>	9
<b>Midterm</b>	
Reflection	6
Presentation	12
Work Product	5
<b>Final</b>	
Project Reflection	10
Presentation	15
Work Product	6
<b>Reading Reflection(s)</b>	10
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<b>Total</b>	100

## Grading Scale

A+ 98-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F <60
A 93-97.9	B 83-86.9	C 73-76.9	D 63-66.9	
A- 90-92.9	B- 80-82.9	C- 70-72.9	D- 60-62.9	

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

## 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. 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.

## 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](http://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/>).

## 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](https://wecare.illinois.edu/resources/students/#confidential). Other information about resources and reporting is available here: [wecare.illinois.edu](https://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](mailto: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.