

The University of North Carolina Greensboro
Department of Business Administration
BUS/ENT201: Creativity, Innovation, and Vision

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Special Note: This course requires group work. You are asked to work in groups through electronic means (email, phone, cell phone, Elluminate, instant messaging, On-line meeting applications). Please be aware of this requirement and make arrangements to perform effectively with your group. Failure to do so will affect your grade in this course.

Course Description

Explores the processes of creativity and innovation through an interdisciplinary lens. We examine how thinking creativity and informatively gives us the vision to see opportunities to impact society.

Course Design for Section

Creativity and innovation are the keystones in a changing global society. In this course we will take an interdisciplinary view of creativity and innovation and the role both processes play in developing economic, social, and cultural institutions. The course will emphasize the development of relationships and networks that cultivate creativity.

Some questions we will consider for the course include: How does a person become creative? What is the difference between creativity and innovation? What is the link between creativity/innovation and the economy? What conditions- social, economic, cultural- cultivate an environment ready for invention and experimentation? How is innovation used throughout society? How does innovation appear in both commercial and nonprofit sectors? What practices are essential to the development of creativity and innovation? What is the creative process? How do we create "hot groups" that allow for the free flow of creativity and innovation? How is creativity and innovation harnessed into a

vision to impact the future? How does creativity and innovation impact entrepreneurial vision?

This course is divided into three parts to provide a comprehensive view of creativity, innovation, and vision in practice:

- Individual: How do individuals understand and become more creative, innovative, and visionary?
- Groups: How is the interaction between individuals enhanced by creativity and innovation to develop a vision of the future?
- Larger society: How does creativity and innovation for a vision to change or effect organizations and the larger society?

Course Objectives

By the end of this course, you should be able to:

- Recognize their innate creative potential and its role in an enhanced quality of life.
- Appreciate the role of courage in coming up with and implementing new ideas and approaches in entrepreneurial problem solving.
- Describe the creative and innovative processes helpful in understanding the ways in which individuals interact with society.
- Discuss practice of entrepreneurial thinking in a larger social context.
- Present an understanding of creativity and innovation in global context with a focus on the changing economy and entrepreneurial thinking.
- Explicate historical and current innovative ideas and how these ideas have an impact on individuals and their roles in society.
- Analyze, synthesize, and evaluate current events and popular culture that have an impact on the creativity/innovation/visioning processes.
- Invent or experiment with a project that shows the students understanding of creativity and innovation to become more visionary.
- Apply frameworks and tools that will improve individual, team, and organizational creativity.
- Evaluate how to turn creative ideas into tangible outcomes through developing a vision
- Complete course projects using, library, web and human resources that will support the development of innovative ideas.

Teaching Methods and Assignments for Achieving Learning Outcomes

Content is delivered through lectures, participation, article reviews, case studies and creative course projects.

Group Formation

You will work in a group in this course. It is difficult to learn about creativity and innovation without working with others. Group work is not difficult in the course if you embrace the idea. The first week of the course is designed to let you become more familiar with the students in your group. You will be assigned to a group by my TA by Wednesday January 12, 2011. Before January 16, 2011 you are to meet electronically with your group and discuss the following:

Name

Best Way to be Contacted for the class

Schedule (work and school)

Then with your group members you should develop a list of 5 important rules for the group during this semester. These are the things your members should do to be effective in the group for the semester.

When you are assigned a group you will have a letter that identifies your group. In the Group Formation Assignment you should come up with a new name for your group.

You will need to submit one document for the whole group. Each group member needs to submit a copy of the group formation assignment in the course documents area of Blackboard. (That means that your group creates one document but each member should submit a copy in the digital drop box area with your name at the top of the page.)

See the tab in the learning area labeled Team formation to find ways so your team to meet at a distance.

Course Blog

A blog is an online journal that can easily updated by the student. You will find reference to the comment sections in your online Learning Area. Use that space to complete blog comments as they appear in the lecture. You will have one blog response for each of the modules of the course. You are responsible for adding your blog entry before the end of each module. Your responses in the blog post should be well written, focused on course materials, and edited for clarity. You should show that you are creative. You should write about 2 paragraphs for each blog response. Completing 8 blog entries will represent 15 points of your course grade.

General Education Learning Goal:

Describe how the creative and innovative processes are helpful in understanding the ways in which individual interact with society. In the blog entries students will integrate their understanding of course readings with reflections of current and historical events in society.

Innovation Project

Your innovation project will represent 25 points of your course grade and will include the development of an online presentation. Your innovation project should be based on your plan to address a need in the larger community using creativity, innovation, vision, and execution techniques introduced in the class. The need addressed will be assigned to the group. Please note the following:

Your group will create a proposal to explain how they plan to address the need to the instructor during module 3 of the course. This means that you will work on this proposal during module 3. That means during module 3 your online lecture includes what your team needs to do for the project. This means that you will get that information starting on September 20, 2010 when the module starts. It has always been intended to be a part of your lesson for that module (module 3). At the end of module 6 you will deliver a presentation that fully explains your idea.

Your presentation should be web based. You will work in a group in order to complete this project. You can use course technology to work collaboratively with your group members. The projects will be evaluated based upon their originality and your ability to reflect course concepts in your project presentation. Your group will evaluate your participation as a part of your grade.

General Education Learning Goal:

Analyze, synthesize, and evaluate current events and elements of popular culture that have an impact on the creativity, innovation, and visioning processes.

Students have the choice of three different innovation projects for the course. These projects require that the student use their own creativity to create an innovation that is useful to society. Students must review current events and popular culture to gather an understanding of needs in society. Students will take these ideas and through analysis, synthesis and evaluation, design a project that not only shows their creative ability, but act as examples of innovation and visioning.

Quizzes (Individual)

Each student will take quizzes for each of the modules for the course. The quizzes will be available the last 3 days of each module. The quizzes will be open from Thursday at 11:59pm till Sunday at 11:00pm. The quizzes are to be taken privately and you should not discuss your answers with anyone. The quizzes will be timed for only 50 minutes. **You will not be able to see more than one question at a time and you will not be able to go back to questions after you have answered them.** The grades for the quizzes will not be made available to students until the Tuesday after the test window has closed.

Each quiz will have 25 questions. Quizzes represent 35 points of your course grade. There will be no review for the quizzes. Students are responsible for reviewing all course materials identified as covered on the test. Questions can come from course readings, online lectures, or course module reviews.

*Challenge process of quizzes. In some cases students believe that they should get credit for a question after the test has been graded. In order to challenge a course the student must do so in written format. The student should write a formal letter to the instructor for review. The letter should be completed in Microsoft Word format and attached to an email to be sent to the instructor. The student should write the original question, the original answer, the correct answer according to the instructor's feedback, and an explanation of why the student's answer should be considered correct. You should properly cite using APA style the source of your answer. The instructor will consider your proposal but has sole discretion to determine if the appeal of the question should be granted.

Entrepreneur's Case

Students will write a case study of a creative/innovative entrepreneur. This case study can be completed in a group. Students are encouraged to choose an entrepreneur who is living and, if possible to arrange for an interview with the person. The other options are to write their case study on an entrepreneur who lived during another era or about a particular invention or innovation, past or present. The goal of the exercise is to apply insights from the course in order to explain the conditions that foster or hinder creativity in an individual's career or in the trajectory of a particular discovery. Before students begin their projects the group must develop a one page proposal outlining their research subject. An effective process for handling this assignment is as follows:

- Your group should discuss who you would like to choose as Entrepreneur.
- Your group should work together to develop an approved list of question of the interview.
- It is acceptable that one person actually complete the interview with the entrepreneur.
- That person would bring back the interview with responses to be discussed by the group.
- The group should work together to write an effective case to submit for the grade.

The Entrepreneur's Case is worth 25 points of your course grade.

General Education Learning Goal:

Explicate historical and current innovative ideas and how these ideas have an impact on individuals and their roles in society.

Students in the course will write a case study (course final) based on the life of a creative and innovative entrepreneur. The student is required to explain the historical impact of the entrepreneur and the innovation. If the innovation is current, students will be asked to explain the current impact of the innovation to society. Students will detail how the entrepreneur changed (revolutionized) the lives of individuals and communities connected to the innovation.

Gradebook

Module #	Pre Module	1	2	3	4	5	6	7	8	Total
Group Formation	5									5
Blog		2.143	2.143	2.143	2.143	2.143	2.143	2.142		15
Quiz		5	5	5	5	5	5	5		35
Innovation Project							20			20
Entrepreneur's Interview/Case									25	25
Total										100

*In order to report course grades the instructor uses the Blackboard Course management system. Students will have the points that they earned recorded in Blackboard. Do not rely on any calculations used in Blackboard to determine your final grade. Your final grade will be assigned as indicated by the Grade Book and the Grading Scale.

Grading Scale

Total Points	Letter Grade
93.0-100	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
60.0-66.9	D
000-59.9	F

Your Reading Material

Runco, M. (2007). Creativity: theories and themes: research, development, and practice / Mark A. Runco.

Edwards, David (2008). ArtScience: Creativity in the Post-Google Generation. Harvard Press.

Additional articles assigned by instructor

Equipment:

Microphone and camera for computer.

Students should make sure that they have the technology capabilities as described by DCL as recommendations for online courses.

Course Policies

Instructor's Grading Criteria/Timetable:

All course projects will be graded within two weeks of their due date. Late projects will not be accepted. Do not attempt to add materials to grade submission area after the due date. Students who attempt to add assignments after the due date to the submission area will be penalized based on the academic integrity policy of the University.

Emailing Faculty:

You should always refer to the instructor as "Dr. James" in all forms of communication.

Course Communication & Submission of Assignments:

Naming Conventions: In order to facilitate the tracking of assignments and correspondence with the instructor, please use the following naming conventions (username is your Last name and first initial (jamesc), # is the module number for the assignment).

- **Projects:** username-assignment-module#.doc
- **Email Subject Lines:** Please start your subject lines in email correspondence with Course & section, username:
SUBJECT_OF_MESSAGE

Group Communication: You are expected to work in small groups in the course. During the course of the semester you should keep in touch with your group to complete projects. In some of the modules your assignment for the 2 weeks will involve working with your group at a distance. You should use email, telephone, group discussion boards in Blackboard, Elluminate system in Blackboard and other modes of communications initiated by the group. You are required to discuss projects with your group. Your inability to meet with your group will reduce your grade on some quiz grades, the innovation project, and the entrepreneur's interview/case study. Your group **can not** decide to meet face to face in a way that requires members of your group to travel for group meetings because this is a distance course. For some of the course quizzes you will be asked to work with your group to complete a project. You will have 2 weeks to complete these kinds of quizzes, and will not find out about these quizzes until the module opens. Two weeks is enough time to complete the assignment you should work diligently with your group to make sure the assignments are completed.

Assignment Submission: Students should submit all assignments in the course document area of Blackboard. Assignments must be submitted by the due date. Do not submit work through email. It will not be graded if submitted to my email.

GRADING RUBRIC

– Module Blogs

Module Blogs provide a forum for students to express their understanding of course concepts. Students should make sure that they use complete sentences and that blog contributions are reflective of the question asked in the module. There is a blog question for each module. You should read through each module and blog in the area you are instructed to blog in. If you do not submit your blog entry in the correct place you will not get credit. In some of the areas you are asked to answer questions as a part of participation in the course. This is similar to being asked a question during a lecture in a face to face course. You should not assume that answering general course questions is the same as answering your graded blog entry for the module. Overall students should make sure they read carefully through each module and follow instructions in order to earn your grade.

Grade:	Grading Criteria
1.875	<ul style="list-style-type: none"> • Responses are on topic, original, and reflect an understanding of

	<p>the module.</p> <ul style="list-style-type: none"> • Responses make frequent, informed references to module material. • Responses are clearly written. • Substantial original answers to the questions that furthers the work of the class. Entries will include 2 complete paragraphs containing 4 or more sentences in each paragraph.
1.000	<ul style="list-style-type: none"> • Responses are on topic, largely original, and reflect an understanding of the module. • Responses are generally clearly written. • Substantial original answers to the questions that furthers the work of the class. Entries in this points range contain 1 full paragraph.
.500	<ul style="list-style-type: none"> • Responses are on topic, but lack originality, and lack a significant contribution learning. • Responses make vague or summary references to unit material. • Responses have several mechanical or stylistic errors. • Short posting.

-Entrepreneur's Interview/Case Study

For the Entrepreneur's Interview/Case Study you will be graded using a matrix that expresses the points you earned for completing each part of case assignment and the quality of your submission. See actual grading matrix in the Learning Area.

The following grading rubric key will be used:

Rubric Key

1: Insufficient - A grade of one means that the student failed to include reference to the particular item. These items are taken directly from the instructions given to the student for the case. In the one (1) grade category the student has failed to mention the factor or mentioned the factor incorrectly based on course materials. Your answer might have also been incomplete, contained errors, or is inconsistent with course materials and learning tools.

2: Needs Improvement – A grade of 2 means that the student mentioned the factor but the response needs improvement. This is based on the premise that

the student should have reviewed information from course materials that would allow them to make a better response to the question.

3. Adequate – A grade of 3 means that the answer is accurate but superficial. You might receive this answer if you failed to provide supporting references for the answers you provide in the response. You also might receive a 3 if you provide a right answer but provide only limited discussion.

4: Good – A grade of 4 means that the student discussed the factor and communicated a clear understanding of the case and course material. In the case the student would reference course readings and lecture material. The student would also provide appropriate discussion of the topic.

5: Excellent – A grade of 5 means that the student discussed the topic in depth. The response was complete, thorough, articulate, showing understanding of course content. **You must include what you learned from the course readings and how it has an impact on the case response.** The student engaged the topic by providing not only reference to course materials, but showed the students ability to integrate, synthesize, and evaluate the occurrences in the case. **Because this is a course in entrepreneurship the student would show their ability to treat the case with a sense of informed creativity and innovation.** (Creativity = original, Innovation = next level thinking)

Special Note: Please see the Learning Area for more information about items required for each assignment.

Online Communications Guidelines

Netiquette

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. You should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

A Few Rules of Thumb

Wait to respond to a message that upsets you and be careful of what you say and how you say it.

Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.

Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING!

Use boldface and italics sparingly, as they can denote sarcasm.

Keep messages short and to the point. Make to ask for what you are actually requesting in email messages.

Always practice good grammar, punctuation, and composition. This shows that you've taken the time to craft your response showing respect for your work.

Use spell check!

Paper Submissions

APA manuscript style dictates how your paper should appear on the page. There are two types of APA manuscripts: copy manuscripts (those submitted for publication) and final manuscripts (those not submitted for publication). Copy manuscripts are much more formal and may contain multiple sections. Specifically, they will have an abstract (a one-paragraph summary of the paper). The papers you produce for this course will be final manuscripts. Unlike copy manuscripts, final manuscripts do not, unless specifically required by an instructor, require an abstract. They do include:

- A title page

- The paper itself (the "discussion")

- A references page

A title page contains three items: a running head (a short version of the title), the paper's title, and the author's name. Traditionally, the author's affiliation (the university he or she attends or works for) appears below the author's name;

however, many college instructors prefer students to put the course and section number in this place (since we all know which institution we are at). The running title appears in the top right corner of every page, including the title page, right before the page number. The title, the author's name, and the author's affiliation (or course and section number) appear in the center of the title page.

Formatting the discussion, or body, of the paper, is also quite straightforward. APA final manuscripts are generally double-spaced (unless your instructor requests otherwise). As mentioned above, the running head appears in the top right corner of each page, right before the page number. The full title also appears, but only on the first page of the discussion. For subsequent pages, the running head is the only "title" present.

New paragraphs should be indented (which is the default setting for the Tab key) and there should not be an extra blank line between paragraphs. The last thing required is the references page. This page, like the others, has the running head and page number in the upper-right hand corner. Sources should be alphabetized by the author's last name (or, for sources without authors, by the first letter in the title) and the second line of each source should be indented a half inch (the first line is not indented).

Here are a few additional formatting standards to keep in mind:

- Use standard margins: 1" on all sides.

- Use standard 12-point font size.

- Use standard double-spacing: average of 22 lines per page, and between 20 and 24 lines per page.

- Use left-aligned text. Do not right-justify.

- There should be no subtitles or spaces between paragraphs within the paper.

- When citing a quote of more than four lines, you should indent the entire quoted passage 10 spaces from the left margin. It is not necessary to indent these block quotes from the right margin. Continue with the usual double-spacing, and give the usual acknowledgements at the end of the quote. Block quotes do not require quotation marks.

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Plagiarism Policy

Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references.

Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior:

Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is the student's own work.

Any form of cheating on examinations.

Altering academic records.

Falsifying information for any assignments.

Submitting an assignment(s) that was partially or wholly completed by another student.

Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.

Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.

Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include, but would not be limited to providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination or assignment.

In essence, plagiarism is the theft of someone else's ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion thread, computer program, marketing plan, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be the original work of the student submitting it. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students are subject to disciplinary action

if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

DISRUPTIVE BEHAVIOR POLICY:

The instructor may withdraw a student from a course for behavior that is deemed by the instructor to be disruptive to the class. The grade assigned will be "W" if the behavior occurs before the deadline for dropping a course without academic penalty, and the instructor has the option of giving a "W" or a "WF" if the behavior occurs after the deadline. In this class disruptive behavior includes lack of participation in group projects. We will participate in some activities which require you to work with team members. You must make yourself available to work with your team. This means finding time to work on projects using web and distance technology. No matter what your other life obligations are you must find time to meet with your group. You will be removed from the course if it is determined that you are not participating effectively with your group. In addition we will have online activities that you must participate in for the course. You must spend dedicated time with your group on these projects. If it is discovered that your group fails to spend sufficient time on course projects you may also be removed from the course.

ATTENDANCE POLICY:

Even though this is an online course you are expected to attend online web sessions either with the class or with your group. The instructor will set times for class meeting online that fit multiple schedule types. You will be made aware of these online meetings during the first week of class. If you cannot attend these sessions you will need to drop the course. Also your team will set agreed upon meeting times to work online or in web based format. You must attend these sessions with your group in order to complete the course. Failure to attend

class and to participate will reflect negatively on the student's grade. Students who miss a class for medical, legal, or psychological reasons should discuss their situations as soon as possible with the instructor. The instructor may ask for proof to support a student explanation for missed or poor attendance.

Expectations of Students

Students in the Bryan School are also expected to adhere to the Student Code of Conduct. Further details may be found at <http://academicintegrity.uncg.edu/complete/> and <http://studentconduct.uncg.edu/policy/code/>. The Bryan School has additional expectations and guidelines for students to follow which can be found at http://www.uncg.edu/bae/faculty_student_guidelines.pdf.

Expectations of Faculty

The Bryan School expects its faculty to conform to all existing UNCG codes and policies. These are found at http://provost.uncg.edu/faculty/h_section4.asp. In addition, the Bryan School has expectations and guidelines for faculty to follow which can be found at http://www.uncg.edu/bae/faculty_student_guidelines.pdf.

Accommodations

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University Center, 334-5440, <http://ods.dept.uncg.edu/>, ods@uncg.edu.

Things to consider:

I enjoy teaching and students who enjoy learning will enjoy the course. I hope to challenge you to think about the way you embrace creativity. This at times may make you feel like a "fish out of water", but remember "you have to swim the mout to get to the castle" (Eat, Pray, Live). Please commit yourself to giving your best effort in the course. If by chance you need to discuss issues about what you

are learning in the course please email me for an online appointment. I am willing to help you get the most out of the course if it is possible.

Suggested Academic Workload Guidelines

- This course is designed so that the average student will spend approximately 15 – 18 hours a week engaged in coursework or homework assignments, reading and activities. Please read the university statement on suggested academic workload as written in your University Bulletin.

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

- *In general, students should plan to devote between 2–3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.*
 - *Students who are employed more than 5–10 hours each week should consider reducing their course loads (semester hours), depending upon their study habits, learning abilities, and course work requirements.*
- Rational for teaching method: I want you to think. I am not just interested in hearing what you remember. The ability to recite and identify information that you have remembered is only one requirement for learning. I will ask you to take your learning one step forward. In fact I will ask you to take your learning many steps forward. You will be asked to create new perspectives, projects, solutions, thoughts, and designs that are originally yours. Of course your new creations will be based on what you learn in course and you will be graded on your ability to do so. However if you find yourself thinking that because you did just what the activity required of you, you earned on A then you must change your thinking for the course. I will reserve A grades to students who follow the instruction and add meaningful creativity, innovation and excellence to the assignments they turn into class. Some of you then will earn an A. This will not happen however to every student. I teach in a way that causes you to trouble what is obvious. I want you to

spend time deliberating over the issues of the class. I hope for excitement and engagement as we journey through the semester.

- Our class is broken down into 2 week module. You will get one module at a time. You do not have the ability to go ahead in the module before each two week module is completed. Within the two week module you will be able to work at your own pace or the pace of your team if team work is a requirement for the team. During each module you will have readings, videos, blogs, tests and collaborations that you must complete. You are to work independently on some course requirements like the test. If you do not work independently in this cases and it is made know to the instructor you will be removed from the course. You are expected to purchase all materials for the course and failing to do so will not give you an excuse for late or incomplete assignments.
- Description of special procedures or rules for this class (e.g., laboratory rules and procedures)
- No extra credit is available for the course outside of what is available in the online course material.

Schedule Spring 2011

Date		
Jan 10 – Jan 16	Orientation Week –Course Introduction	<ul style="list-style-type: none"> • Review course syllabus and expectations

		<ul style="list-style-type: none"> • Introduction of class participants • Group formation activity-Submit in the course document area in Blackboard.
<p>Module 1</p> <p>Jan 17 – Jan 30</p>	<p>Introduction: The role of Creativity and Innovation in modern life</p>	<p>Lectures and readings explore the conditions that lead to extraordinary creative output. We will compare different cultures, different eras and different places (e.g. Cities) in order to better understand why some places/times are more creative than others. And, we will look critically at a new theory that claims America is entering a new creative era. We will use entrepreneurial practice as way to better understand this new creative era.</p> <ul style="list-style-type: none"> • “Setting the Stage” – Csikazentmihalyi • Florida, Richard, (2002). The rise of the creative class. New York: Basic Books. Select readings • Mokyr, Joel (1990). The levers of Riches: Technological Creativity and Economic Progress. New York: Oxford University Press, Chapter 9, “China and Europe” pp. 209-239. • Blog see online lecture • Quiz
<p>Module 2</p> <p>Jan 31. – Feb 13</p>	<p>What is Creativity?</p>	<p>Lectures and readings will examine the origins of creativity particularly in an entrepreneurial sense. We will review historical examples of entrepreneurs that are symbolic of creativity and innovation. We will discuss the difference between creativity and innovation. In this area we will also</p>

		<p>introduce the ideas of a creativity lab based on ideas from the book ArtScience.Runcon, Chapter 1: Cognition and Creativity, <i>Pages 1-38</i> Edwards, Chapter 7: The Idea of the Lab, <i>Pages 159 – 194</i></p> <ul style="list-style-type: none"> • Blog see online lecture • Quiz
<p>Module 3 Feb 14 – Feb 27</p>	<p>Nurturing the Creative Process</p>	<p>Lectures and readings will introduce the creative process. We will examine issues around developing individual creative abilities. We will also explore how creativity connects to intellectual achievement.</p> <p>Runco, Chapter 2 Developmental Trends and Creativity, <i>Pages 39-69</i></p> <p>Morse, G. (2006). Sparking Creativity at Ferrari. <i>Harvard Business Review</i>, 84(4), 23.</p> <p>Csikazentmihalyi, Chapter One, Setting the Stage, <i>Pages 1 – 20.</i></p> <p>Edwards Chapter 3,Idea Translation in Cultural Institutions, <i>Pages 39 – 67.</i>Hot Groups Article –</p> <p>Anti Creativity Checklist (See inside Module)</p> <ul style="list-style-type: none"> • Blog see online lecture • Quiz • Innovation proposal due. Submit to the digital drop box. See

		instructions in the Learning Area.
Module 4 Feb 28 – March 13	Exploring Your Creative Style	<p>Lectures and readings will encourage students to embrace their own sense of creativity.</p> <p>Students will take an assessment to assist in the evaluation of creativity as adapters or innovators.</p> <p>Students will be introduced to various individual styles of creativity.</p> <p>Runco, Chapter 3- Biological Perspectives on Creativity, <i>Pages 71-113</i></p> <p><i>Treffinger, Selby, Isaksen (2008). Understanding individual problem solving style: a key to learning and applying creative problem solving. Learning and individual Differences Vol 18. pp 390-401.</i></p> <p>Csikazentmihalyi, Chapter Three, Creative Personality Kelly, The Ten Faces of Innovation – Tom Kelly</p> <ul style="list-style-type: none"> • Introduction to Creativity Project • Creativity Assessment • Blog see online lecture • Quiz
Module 5 March 14 – March 27	Big Ideas: “What do I do with it?” INNOVATION	<p>Lectures and readings will examine the transition from creative idea to usable innovation. We will explore how many inventors and creators are successfully executing their original ideas.</p> <ul style="list-style-type: none"> • Runco, Chapter 10 Enhancement and the Fulfillment of Potential.

		<ul style="list-style-type: none"> • Blog see online lecture • Quiz
<p>Module 6</p> <p>March 28 – April 10</p>	<p>Creativity in a team: An approach to entrepreneurial problem solving</p>	<p>Lectures and readings will examine creativity from a team approach. We will see how teams use creativity to solve problems and meet goals. Effective team building practices will be explored as required tools for the creativity and innovation processes.</p> <p>Kelly, The Perfect Brainstorm –Chapter Four pp 55 – 66</p> <p>Kelly, A cool company needs hot groups, Chapter Five pp 67 – 100.</p> <ul style="list-style-type: none"> • Blog see online lecture • Quiz • Innovation project due on April 10, 2011. Please submit to the digital dropbox •
<p>Module 7</p> <p>April 11 – April 24</p>	<p>Designing an organization for creativity</p>	<p>Lectures and readings explore the condition that lead to extraordinary creative output. We will compare various institutions and cultures to see why some cultures are more creative than others. We will also examine how changes in the global community require organizations with a high sense of creative and entrepreneurial foresight.</p> <p>Runco, Social, Attributional, and Organizational Perspectives, <i>Pages 153-176</i></p> <p>Kelly, Building Your Greenhouse , Chapter Seven</p>

		<p>Csikazentmihalyi Creative Surroundings –, Chapter Six</p> <ul style="list-style-type: none"> • Blog see online lecture • Quiz
<p>Module 8 April 25 – April 26</p>	<p>Ending the course.</p>	<p>No readings or lecture for module 8. You just need submit your final case. Turn in your Final course case by April 26, 2011. You must submit your work to the digital drop box in Blackboard.</p>
		<ul style="list-style-type: none"> •

*This syllabus format was from Microsoft Word Templates.