Introduction to Innovation
ENTR4001
Expectations
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University of Cincinnati

Course Information:

Title: Introduction to Innovation  
Course #: ENTR 4001  
Credit Hours: 3  
Term: Fall 2017  
Prerequisites: N/A

Instructor Information:

Name: Ralph Brueggemann  
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Office Hours: Friday 9-10:00 a.m. EST  
Communication Policy: Students are encouraged to contact me anytime via email through Blackboard or add ENTR 4001 in the Subject] or office phone. Please use SMS for urgent messages. A response will be given within 24 hours except on weekends.

Course Description:

The Introduction to Innovation (ENTR 4001) course is a review of the concepts of imagination, creativity, innovation, and entrepreneurship. The course focuses on the twelve elements and competencies of innovation. The innovation elements are degrees, types, direction, risks, principles, thresholds, criteria, diffusion, processes, pacing, value, and theory. The innovation competencies are comprised of the attitudes, skills, and knowledge necessary to build innovation capability. The course integrates online and classroom blended learning, challenge-based learning teams, and practical experience from a diverse team of guest speakers to expand open-mindedness. The team assignment is designed to be part of the student’s e-portfolio.
Student Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Generate innovative product/service ideas using a systematic approach to unlock their creativity.
- Identify, classify and demonstrate the elements of innovation.
- Identify, classify and demonstrate the innovation competencies.
- Be an effective team member by developing effective leadership skills, relationships with others, and building on the strengths of others.
- Demonstrate design thinking by making a prototype of an innovation through the efforts of a collaborative team by applying the three innovation criteria (business viability, people desirability and technology feasibility).
- Analyze and synthesize business case studies and thought leaders on innovation.

Course Guiding Principles:

- Personalization and competency-based learning
- Student involvement in the learning process
- Research-based content to ensure quality practices and results
- Instructional methods facilitate student achievement in authentic contexts
- Content inspires and challenges students to excel
- Explicit and clear student expectations

Competency Framework Purpose:

This course is based on applying the innovation and entrepreneurship competency framework that will enable the student to unlock their creative talents.

A key can be turned in two directions. Turn it one way and you multiply and unlock creative talents. Turn it the other way and you diminish and lock talent inside each person.¹

The purpose of the innovation competency framework that is used in this course is to provide an understanding of the attitudes, skills, knowledge, and experiences that are needed to increase imagination, creativity, innovation, and entrepreneurship new venture creation capability. By learning and applying the innovation competencies, new venture start-ups and existing organizations will be better able enhance talent, and become more effective.
Professionalism, Academics, Character and Engagement:

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

**P – Professionalism**
- Enhance oral & written *communication*, express ideas clearly, logically and persuasively.
- Develop and practice *teamwork* skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

**A – Academics**
- Develop foundational knowledge of core *business functions* and their interactions within firms.
- Begin applying functional and cross-functional knowledge *to critically analyze business problems*; for example applying techniques for business plan development.

**C – Character**
- Learn and apply *leadership* techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of *managing diversity*, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of *ethics and social responsibility* in business and personal settings.

**E – Engagement**
- Build understanding of importance and practices of *networking* through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of *involvement* in social organizations, community service, and professional group opportunities.
Required Course Materials:


The *Field Guide to Human-Centered Design Toolkit*, IDEO, 2015 is available on Blackboard and will be used for the Team Project.

Options for Accessing and/or Purchasing the Text Include:


A single user version of the *Innovation and Entrepreneurship: A Competency Framework* book is available as an eBook through the UC library. This means only a single student can access the eBook at a time.

**Smartphones, Laptops, Tablets, and iPads**

Students are responsible for the professional use of all devices in the classroom. Smartphones, Laptops, Tablets, and iPads can be used during class sessions for examinations quizzes, exercises, and taking class notes. However, be courteous of the ways it distracts you and peers. If you take class notes, you are expected to use the Journal in Blackboard.

Otherwise, Smartphones, Laptops, Tablets, and iPads are *not permitted in class* except for emergencies. Smartphones, Laptops, Tablets, iPads can cause disruptions and reduce your ability to fully engage.

**Course Communication:**

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently.

Please review the Student Email Policy for more information: Please see: [https://www.uc.edu/content/dam/uc/ucit/docs/itpolicies/student_email_policy.pdf](https://www.uc.edu/content/dam/uc/ucit/docs/itpolicies/student_email_policy.pdf)
Course and Grading Policies:

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. **Academic Integrity:** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct. Please see: [http://www.uc.edu/conduct/Code_of_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)
   - All academic programs at the Lindner College of Business use this “Two Strikes Policy”;
   - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
   - Students will be afforded due process for allegations as outlined in the policy.

3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. Please see: [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html)

4. **Missed and/or late quizzes, and graded exercises:** Students who have a valid reason for any exceptions will be given an opportunity for makeups.

5. **Campus Closures:** In the event of inclement weather and the university is closed, the instructor will notify the students regarding what actions to take.

6. **Criteria for letter grades:**

   Your course grades will be based on your meeting or exceeding the expectations.
Total Assessment

- Team Innovation Project (TIP) Mind Map 5%
- Team Innovation Project Prototype and Presentation 15%
- Individual Field Case Study 10%
- Individual Master of Innovation 10%
- Individual Innovation Research (IIR) Creativity Brief 5%
- Individual Innovation Research (IIR) Video 15%
- Individual Discussion Board and Class Participation 10%
- Three Examinations 30%

100%

Note (1): The instructions and rubrics for each assignment are in separate documents.
Note (2): Each student on the team will be given an opportunity to evaluate the contributions of each other team member to ensure effort parity.
Note (3): The Discussion Board and Class Participation rubric is in this document. Each student can justify their engagement at the end of the course regarding their Class Participation.
Note (4): Examinations address the required book, lectures, e-learning, videos, and guest speakers

Grading Scale

The final evaluation will be based on a percentage of the total number of points, with the following scale applied:

- A = 96-100%
- A- = 92-95%
- B+ = 87-91%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 74-76%
- C- = 70-73%
- D+ = 67-69%
- D = 64-66%
- D- = 60-63%
Course Assessment:

Team Innovation Project

You will be part of a team that applies Challenge Based Learning (CBL) to complete a team innovation project (TIP). CBL integrates knowing and doing. Students learn knowledge and elements of the content, but also apply what they know to solve authentic problems and produce results that matter. “Challenge Based Learning is an engaging multidisciplinary approach to teaching and learning that encourages learners to leverage the technology they use in their daily lives to solve real-world problems. Challenge Based Learning is collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities and around the world to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience.”

The purpose of the team innovation project is to allow for each person to develop and practice their imagination, creativity, and innovation skills using challenge based learning. Teams will be formed early in the course to create the highest functioning teams. Your team will report on the innovation project the class sessions.

At the end of the class, you will have 15 minutes to present your innovation project including questions and discussion. Please submit your innovation project results to the assignment section on Blackboard on the target date requested. The expectations for this assignment are provided in separate instructions on Blackboard. A peer participation effort evaluation will be used to ensure that each team member does their fair share.

Individual Projects

Individual Field Case Study

You are expected to complete one individual field case study. The individual field case study template guides you through the preparation of the field case study. The expectations for individual field case study are provided in separate instructions on Blackboard.

Individual Master of Innovation

You are expected to complete one individual master of innovation assignment. The master of innovation assignment is about learning from innovators. Your assignment is to select one person from one of the opportunities listed in the master of innovation instructions. A structured template guides you through your preparation of the master of innovation assignment. The expectations for the master of innovation assignment are provided in separate instructions on Blackboard.
Individual Innovation Research Project

You are expected to complete one individual innovation research assignment. The Innovation Research is an opportunity for you to propose a meaningfully significant big idea. You will demonstrate your knowledge of how to integrate all of the class content, including the innovation competencies, assigned readings and your research interests into a comprehensive whole. The expectations for innovation research project assignment are provided in separate instructions on Blackboard.

Individual Class Participation

Class participation includes your interacting with the guest speakers, the instructor, discussion boards, your team member, and your classmates.

- Ideation (20%): Creates, interprets, classifies, explains, and produces meaningfully unique and original ideas and concepts based upon previous knowledge and experiences.
- Skills (10%): Understands the critical skills of creativity and innovation, critical thinking and problem solving, and communication and collaboration.
- Content (20%): Communication response clearly shows an understanding of the instructional material and related content by correctly defining the key learnings.
- Analysis (20%): Ability to analyze, evaluate and critique the ideas of others.
- Synthesis (20%): Ability to synthesize, organize, and integrate concepts.
- Communication Stylistics (10%): demonstrates effective visual, verbal and written communications skills.

The class participation is evaluated according to the comprehensive class participation rubric at the end of this document.

Examinations

The three examinations will be comprehensive and include the assigned books, and lectures and guest speakers.
Learning Management System:

This course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. blogs, discussion boards, video lectures, readings, online assessments, etc.) the learner will become immersed and engaged in the learning process.

Blackboard Grading Comments:

Assignments are graded in the order received. You will receive comments on the assignments that are uploaded into Blackboard. In My Grades, you will receive a list of the assignments with three columns.

- Left column: To review the specific markups on your written assignment you click on the link for the assignment on the left.
- Middle column: Date and status
- Right column: There are narrative comments in the callouts in the right column.

If it is important that you review the callouts and the markups before you complete the next assignment. There is a color-coded grading method that is described. Written assignments submitted to Blackboard will be marked up digitally. In order to provide effective feedback, the following color scheme will be used.

Highlighting

Green highlight indicates exceeds expectations
Blue highlight indicates meets expectations
Yellow highlight indicates does not meet expectations
Orange highlight means to refer to the innovation glossary so that you can improve your response.
Written Feedback Narrative

Green text means that what you provided exceeds expectations
Blue text means that what you provided meets expectations
Red text means that what you provided does not meet expectations
Black text means to refer to the innovation glossary so that you can improve your response.

Comprehensive Class Participation and Discussion Board Engagement Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Novice Needs Improvement</th>
<th>Competent</th>
<th>Proficient Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity, Ideation, Meaningfully Unique and Original Ideas</td>
<td>20%</td>
<td>Limited ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. The ideas offered do not contribute to the quality or direction of the class.</td>
<td>Average ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. Ideas are usually substantive; provide good insights, and sometimes a productive direction for the class.</td>
<td>Excellent ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. Ideas offered are always substantive and provide one or more major insights as well as a productive direction for the class.</td>
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<tr>
<td>Essential Competencies</td>
<td>10%</td>
<td>Applies few of the essential competencies: communication, collaboration, critical thinking, problem solving, and creativity.</td>
<td>Applies most of the essential competencies: communication, collaboration, critical thinking, problem solving, and creativity.</td>
<td>Applies all of the essential competencies: communication, collaboration, critical thinking, problem solving, and creativity.</td>
</tr>
<tr>
<td>Expectations</td>
<td>Content: Demonstrated Knowledge Of course Content</td>
<td>Analysis and Understanding</td>
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<td>20%</td>
<td>Communication response shows that the student shows very little evidence that they have read and understood the instructional material and related content and that they are able to effectively apply the essential elements by defining the key terms, summarizing concepts, and providing accurate application.</td>
<td>An analysis is not provided with regard to the larger concepts of the lesson.</td>
<td></td>
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<tr>
<td></td>
<td>Communication response shows student has read the content and is beginning to understand the essential elements of the instructional material and related content by defining a few key terms, summarizing concepts, and providing accurate application.</td>
<td>An analysis is provided with regard to the larger concepts of the lesson; however, support is needed to provide clarification of concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication response clearly shows student has read and understood the instructional material and related content by correctly defining the key terms, summarizing concepts, and providing accurate application.</td>
<td>A clearly stated and supported analysis is provided with regard to the larger concepts of the lesson.</td>
<td></td>
<td></td>
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<tr>
<td>Evaluation Criteria</td>
<td>20%</td>
<td>10%</td>
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<tr>
<td><strong>Synthesis, Evaluation, and Completeness</strong></td>
<td>Response vaguely answers each part of the issue or question posed. This person contributes little to the class. If this person were not a member of the class, the quality of the discussions would not be significantly changed.</td>
<td>Response somewhat answers each part of the issue or question posed. This person demonstrates thorough class preparation. The arguments, when presented, are generally well-supported and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished.</td>
<td>Responses are relevant and directly answer each part of the issues or questions posed. This person demonstrates exceptional preparation. The arguments are well-supported (with tangible evidence) and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.</td>
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</tr>
<tr>
<td><strong>Communication Stylistics, Visualizations, Verbal and/or Writing Skills</strong></td>
<td>Limited or inappropriate use of vocabulary related to topic. Many errors in spelling and grammar.</td>
<td>Generally acceptable vocabulary, relates to topic. Few spelling or grammatical errors that do not affect meaning.</td>
<td>Skillful control of visual, verbal and written language and grammar. Sentence structure is strong and effective in communicating information.</td>
<td></td>
</tr>
</tbody>
</table>
Endnotes
