

CREATIVITY AND ENTREPRENEURSHIP



Entrepreneur: a person capable of and committed to **creating new opportunities** in any context—launching a new business or initiative, driving change in an organization as an “intrapreneur,” or inspiring positive changes in society and culture through social entrepreneurship (MSU “Creating a Culture of Entrepreneurship” report, September 2014).

What we want, what we need, what we must have are indispensable human beings. We need **original thinkers**, **provocateurs**, and **people who care...** people with a genius for finding a new answer, a new connection, or a new way of getting things done (Seth Godin, 2010).



CLASS AND INSTRUCTOR INFO

CAS/AL 114 . Section 730 . Spring 2021 . ONLINE

Danielle Nicole DeVoss

email (is the best way to contact me): devosdda@msu.edu; text me at: 517-528-2365

office hours: *by appointment*

OVERVIEW AND COURSE GOALS

In this course, we'll explore creativity, innovation, and entrepreneurship. We'll explore the habits and actions of innovative thinkers; the work of successful entrepreneurs; and situate creativity specifically by focusing on inquiry, observation, experimentation, and other creative processes.

The overall goals of the course are to:

- engage you in thinking creatively and in fostering and facilitating creativity with others;
- equip you with entrepreneurial habits of mind and a learning-to-learn orientation;
- involve you in approaches to “failing forward”;
- engage you in critical thinking and analysis, especially in contexts of “creative” approaches and projects; and
- help you see and build connections between creativity, innovation, and entrepreneurship.

READINGS AND CLASS MATERIALS

D2L will be our main class space, but we'll be using, linking to, linking from, creating on, etc., a range of other spaces (e.g., Packback, YouTube).

Course readings (docs, videos, images, etc.) will be available from our class D2L site. All other class materials, including assignments, will also be available on D2L.

Each week of class has its own folder on D2L. In that folder, you'll find:

1. An **overview video** where I talk a bit about the focus and goals of the week, which should serve to *situate* you.
2. One or two **readings**, which provide some research, theory, and/or history about creativity, innovation, and entrepreneurship, which should serve to *inform* you.
3. A few **cases**, which demonstrate different creative, entrepreneurial approaches, projects, and outcomes, which should serve to *illuminate* you.
4. A couple of **sparks**, which showcase different ideas, visualizations, and conceptualizations, which should serve to *inspire* you.

CLASS WORKFLOW

This class is entirely asynchronous and online; we won't meet for class. That said, I encourage you to approach this as you would a face-to-face class. That is, you might block off chunks of time each week to devote to class. During that time, watch the videos, do the readings, contribute questions and responses to Packback, email me, work on projects, etc.

This class will move quickly. Try not to get behind. If something happens during the semester that impairs your ability to keep up, please email me and let me know ASAP.

PACKBACK AND CLASS DISCUSSIONS

We will be using Packback for class to raise questions and discuss ideas with each other; you will need to set up an account if you don't already have one. Packback is, as its producers note, an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we're studying relates to life and the real world.

Before you start posting, be sure to read the Community Guidelines posted on the Packback web site: <https://www.packback.co/resources/packback-questions-community-guidelines/>

If your post doesn't follow the Packback Community Guidelines, there is a chance it will be removed and you won't receive points for that post. See ASSIGNMENTS > Discussions below for more specifics about this assignment.

To start posting on Packback:

1. You should receive an invite to our class community via email on January 15. If not or if you miss the email, no worries. Head to <https://packback.co> and register as a new student or, if you already have an account on Packback, log in. Make sure to register with your MSU email address and real first name and last name.
2. If you are prompted to enter a class community's access code, our community access code is: **ee3e7f6b-0e47-45a9-924b-3d163ea31519**
3. Follow any further instructions required to set up your account and/or to connect to our community.

I'll provide a brief introduction to Packback in our week 2 class overview video available on D2L.

SCHEDULE

WEEK	DAYS	TOPIC	WORK DUE
1	January 11-17	introducing class	<ul style="list-style-type: none"> • review the syllabus • explore our class D2L
2	January 18-24	situating creativity, part 1	<ul style="list-style-type: none"> • week 2 readings, cases, and sparks • post a question and a response on Packback
3	January 25-31	situating creativity, part 2: creativity and technology	<ul style="list-style-type: none"> • week 3 readings, cases, and sparks • post a question and a response on Packback
4	February 1-7	situating creativity, part 3: finding creative inspiration	<ul style="list-style-type: none"> • week 4 readings, cases, and sparks • post a question and a response on Packback
5	February 8-14	thinking about the entrepreneurial mindset, entrepreneurship, and entrepreneurship	<ul style="list-style-type: none"> • week 5 readings, cases, and sparks • post a question and a response on Packback creativity quest 1 due by 11:59am/noon eastern on Saturday, February 13
6	February 15-21	understanding social and cultural entrepreneurship	<ul style="list-style-type: none"> • week 6 readings, cases, and sparks • post a question and a response on Packback
7	February 22-28	engaging in creative remixing and understanding intellectual property	<ul style="list-style-type: none"> • week 7 readings, cases, and sparks • post a question and a response on Packback
8	March 1-7	developing creative processes	<ul style="list-style-type: none"> • week 8 readings, cases, and sparks • post a question and a response on Packback

			creativity quest 2 due by 11:59am/noon eastern on Saturday, March 6
9	March 8-14	brainstorming, inventing, and ideating, part 1: know thyself	<ul style="list-style-type: none"> • week 9 readings, cases, and sparks • post a question and a response on Packback
10	March 15-21	brainstorming, inventing, and ideating, part 2: techniques and tools	<ul style="list-style-type: none"> • week 10 readings, cases, and sparks • post a question and a response on Packback
11	March 22-28	identifying creative contexts	<ul style="list-style-type: none"> • week 11 readings, cases, and sparks • post a question and a response on Packback
12	March 29-April 4	breaking barriers to creativity	<ul style="list-style-type: none"> • week 12 readings, cases, and sparks • post a question and a response on Packback • creativity quest 3 due by 11:59am/noon eastern on Saturday, April 3
13	April 5-11	tackling creative problem-solving, part 1	<ul style="list-style-type: none"> • week 13 readings, cases, and sparks • post a question and a response on Packback
14	April 12-18	tackling creative problem-solving, part 2	<ul style="list-style-type: none"> • week 14 readings, cases, and sparks • post a question and a response on Packback
15	April 19-25	continuing the creativity	<ul style="list-style-type: none"> • week 15 readings, cases, and sparks • post a question and a response on Packback
F	Wednesday, April 28		<ul style="list-style-type: none"> • creativity quest 4 due by 11:59am/noon eastern • exposure write-ups due by 11:59am/noon eastern

ASSIGNMENTS



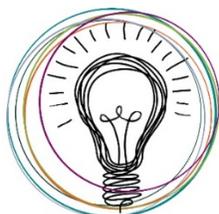
300 points; 10 weeks of participation for full credit

There are 14 weeks of class this semester (not including the week of January 11 or finals week); for full credit, you are required to participate on Packback 10 weeks of the 14 (see info about setting up Packback above).

DISCUSSIONS

To participate, **ask one good question** each week and **answer one question** that others have posted. That's one question and one response per week. Do this 10 times. If you do so, you'll get 300 points, or full credit.

For each week you choose to participate, you should post your question and your response by **11:59pm/midnight eastern on the Sunday of that week** (e.g., your week 3 Packback posts are due by midnight on Sunday, January 31).



EXPOSURES

250 points each for 500 points total; twice during the semester (you can submit these any time during the semester, but both are due no later than 11:59am/noon eastern on Wednesday, April 28)

For this assignment, you will seek out and observe, watch, or participate in some sort of creativity-, innovation-, and/or entrepreneurship-related activity. Example activities include:

- attending a virtual meeting or event hosted by an entrepreneurship-focused student organization (e.g., MSU Entrepreneurship Association; WE: Women in Entrepreneurship)
- going to an online talk, lecture, or workshop that relates to entrepreneurship
- attending or competing in an online entrepreneurship start-up event
- watching two or three TED Talks

These are just examples! There are plenty of other activities in which you can take part, and the eship web site lists many others (<https://msu.startuptree.co/discover/events>).

For each of the two you participate in, write up a 1-page (double-spaced) response. The document should do two things:

- 1) explain and summarize what you saw, did, participated in, etc., and
- 2) explicitly connect the experience to a class topic, idea, or reading.



QUESTS

300 points each for 1200 points total; you must complete all four (due dates are included on the course SCHEDULE above)

These are the major assignments for class, and the full assignments will be available on D2L, along with project materials, resources, and dropboxes.

For the **first**, you'll introduce yourself, and then provide definitions and examples of creativity and entrepreneurship; the product will be a web page.

For the **second**, we'll be thinking about originality, creativity, and remix, and you'll produce a short video

For the **third**, you'll work in a group to collaboratively pitch a student center for entrepreneurship on MSU's campus.

For the **fourth** and final, I'll offer a few options for a class capstone and reflection project, and you'll choose one to pursue and produce.



BONUS

No points and not required, but an optional opportunity for E&I minors

If you are enrolled in the Entrepreneurship and Innovation minor, you *can* complete one of your E&I experiences in a course counting toward the minor. That is, you *can* complete an E&I experience in this course (but you'll have to complete your second *outside* of a course counting toward the minor).

If you want to do an E&I experience in this course, please read the information and check out the example experiences at <https://entrepreneurship.msu.edu/courses/experiences/>. Then contact me and we can talk about what you'd like to pursue!

GRADES

Your final grade is made up of **2000 points**.

Please note that you will have the choice, after final grades have been submitted using the numerical designations here, to have your grade stay numeric or to change a grade of 1.0 or above to S/Satisfactory.

points	percentage	grade
2000-1900	100-96 = A	4.0
1899-1800	95-91 = A/B	3.5
1799-1700	90-86 = B	3.0
1699-1600	85-81=B/C	2.5
1599-1500	80-76 = C	2.0
1499-1400	75-71 = C/D	1.5
1399-1300	70-65 = D	1.0

ETHICS AND ACADEMIC INTEGRITY

The work you submit must be produced originally for this class and cannot be used for another course in the same semester without my permission. You should also credit others' contributions to your work—whether that's giving credit to another student you collaborated with or citing a source that you're drawing or quoting from.

You should not claim, as your own, work (or writing) that is not your own (to do so is considered plagiarism). It is perfectly appropriate for you to borrow graphics, to quote passages, and to use ideas from others. However, when you do so, follow appropriate credit-giving or citation conventions.

University information about academic honesty is included in the *Spartan Life: Student Handbook and Resource Guide*.

ADA

To receive any accommodation for any disability, students must first register with the Resource Center for Persons with Disabilities. The RCPD will request appropriate documentation and make a determination regarding the nature of the accommodation to which a student is entitled.

The RCPD will then give the student a "visa" that specifies the kind of accommodation that may be provided. It is then the responsibility of the student seeking accommodation to present the visa to his/her instructor.

COVID

I recognize that the world is a hot mess right now, and that we each face different types of personal, financial, family, etc. challenges. If our current global pandemic context poses challenges to you that make it difficult for you to participate in this class, please contact me. At best, I can provide some support and help connect you to resources.