

School for New Learning Undergraduate Program

AI 170: Creativity & Entrepreneurship

Fall 2018

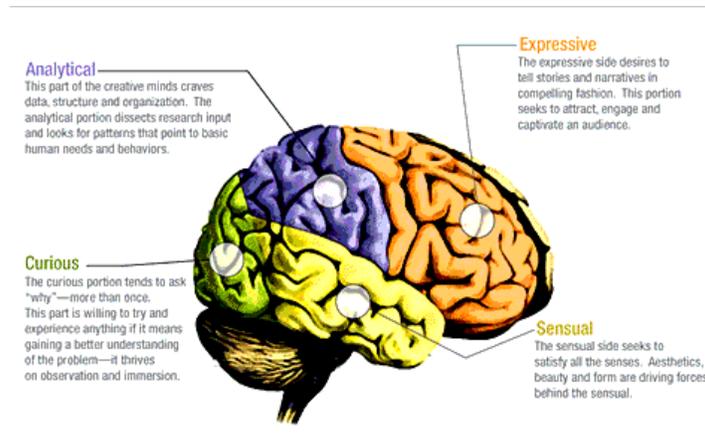
Patrizia Acerra, ABD pacerra@depaul.edu 312-476-3656

Please email me to set an appointment. Please give me 24 hours to reply.

COURSE DATES: Tuesday October 16, 23, 30, November 6, 13

TIME: 5:45 PM – 9:00 PM

ROOM: Lewis 1003



COURSE DESCRIPTION

Electricity. Smart Phones. The automobile. These are inventions, once unknown and now taken for granted, required years of imagining, experimentation and unconventional thinking. While we value the end of the process (the product), we are often uncomfortable with the creative/creating process. The process of imagining, conceptualizing and articulating this 'new' requires skills we often label 'creative'. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skill and as an exploration of our intuition. Contemporary ideas about creativity are often tied to images of the past - from mad scientists to mystical muses. But modern science tells us something else about the creative mind. This course will explore contemporary approaches to the creative process based the human capacity to imagine, to explore and ultimately, to create. These are core skills for anyone in pursuing a career as an entrepreneur, or simply in search of ways to explore innovation.

LEARNING OUTCOMES

In this course, students will:

- Understand and articulate the processes, value and attributes of the creative process
- Understand and articulate the role of creativity in entrepreneurship, especially the role of innovation
- Distinguish between three separate, dynamic approaches to creative thinking
- Define and apply their own creative process to the development of an original project
- Discern from these approaches a 'formula' or toolbox for oneself for use in all areas of life
- Explore the role of chaos, risk, experimentation and failure as tools for success in entrepreneurial ventures

DEMONSTRATION OF OUTCOMES

- Successful completion of all reading assignments
- Being prepared to discuss readings and reflections in class, both in discussion and in class written assignments
- Creating a dynamic and engaging final written project
- The presentation of a rehearsed, outlined and organized project highlight

BAIFA SNL Students complete the competence for which they registered: A5, FX, or L7

Students in the BA in Professional Studies with a Major in Business (BAPS) and non-SNL students may complete either the A5 or FX final project.

A-5: *Can define and analyze a creative process.*

1. *Can define the concept of creativity.*
2. *Can define, analyze, and describe the components of a creative process in one or more areas of human endeavor.*
3. *Can explain how engaging in a creative process affects one's perception of the world.*

Creativity is often associated with forms of human expression in the literary, fine, and applied arts. Because it involves the development of innovative ideas and fresh approaches to problems, however, the practice of creativity is no less integral a component of the social, physical, and technological sciences. In any field of human endeavor, the creative process requires ability to question accepted and "acceptable" ways of perceiving and thinking, as well as a willingness to forge connections and refine knowledge through doubt, curiosity, and imagination. Through engagement, reflection, and analysis, this competence invites the student to understand how a creative process is born, how it functions, and how it changes our perception and experience of the world. Such insights may develop, for example, by analyzing the creative process in the writing of a poem, the production of a visual narrative, the planning of a city, the design of a web site, or the development of an innovative way of perceiving and explaining a natural phenomenon.

For the A5 competence, students will, in a written paper, compare two or more of the approaches presented in class, or they may introduce an outside approach and compare it to one for the course. *But we'll also leave room for something even more creative, so feel free to suggest a topic applicable to the A5!*

L-7: *Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.*

1. *Participates in a learning project with others.*
2. *Applies collaborative and Entrepreneurships collaborative learning skills, such as communication skills, skills of group dynamics, etc.*
3. *Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.*

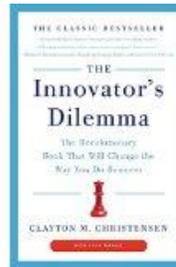
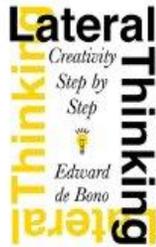
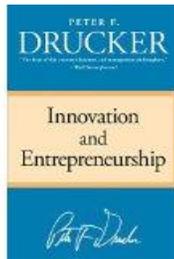
Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Essential to this competence is an understanding of the distinctions among collaboration, cooperation, and strategies of group dynamics.

For the L7 competence, students will choose a new product or service to 'bring to market'. They will engage De Bono's process for choosing the product or service and they will apply Drucker and Christensen's theories of innovation and disruption, culminating in a 30 minute presentation in the final class and a 3 page reflection paper (from each student) following the presentation. All L7 students must be part of the final presentation.

FX: In conjunction with the instructor, students will apply two of the three creativity approaches (Drucker, Christenson or de Bono) to a topic related to their Focus Area. These topics will be created collaboratively with the instructor. Please email your Focus Area title to me in the first week of the course.

REQUIRED TEXTS: Please note the editions of each of these texts:

You may purchase these books anywhere you choose. Used copies are fine. Please call the bookstore to see if they are available before you go there to purchase them.



- *Innovation and Entrepreneurship* by Peter Drucker (Harper Business)
ISBN-10: 0060851139 ISBN-13: 978-0060851132 (May 9, 2006)
- *Lateral Thinking: Creativity Step by Step* by Edward de Bono. (Perennial Library)
Publisher: Harper Colophon; Reissue edition (February 24, 2015)
ISBN-10: 0060903252 ISBN-13: 978-006090325
- *The Innovator's Dilemma* by Clayton Christensen. (Harper Business)
ISBN-10: 0062060244 ISBN-13: 97 -0062060242 (October 4, 2011)

All other materials will be handed out in class or in D2L (Desire 2 Learn). If you have not worked with D2L, please complete the tutorial found here before class begins: <https://snl.depaul.edu/student-resources/undergraduate-resources/D2L-resources/Pages/default.aspx>

ASSESSMENT AND GRADING:

Total Points Final Grade

In Class Assignments	20%	Final Paper	30%
In Class Presentation	20%	Weekly Attendance / Participation	30%

Incomplete (IN) Grade: This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

CLASS ASSIGNMENTS:

DATE	READINGS	CLASSROOM TOPICS	ASSIGNMENTS
------	----------	------------------	-------------

10/16	Please read introduction to all three texts.	Introductions and syllabus review, Defining our terms: What is creativity? What is entrepreneurship? Their meeting place in innovation; introduction of the major theories (Drucker, de Bono, Christensen). Games and play as part of the learning process. Innovation as creativity. Intro paper assignment	Make an appointment to submit your final paper to the writing center after class today.
10/23	INNOVATOR'S DILEMMA: pp 3-32 INNOVATION & ENTREPRENEURSHIP pp. 21-36 LATERAL THINKING: pp 1-38	Drucker: Theories of Entrepreneurship SCAMPER	WE WILL DISUCSS FINAL PAPER TOPICS AND PROJECTS
10/30	INNOVATOR'S DILEMMA: pp. 33-68 INNOVATION AND ENTRPRENEURSHIP: pp. 37-129 (scan) LATERAL THINKING: pp. 39-89	Edward de Bono: Creative problem solving and group dynamics. Framing the creative process	LATERAL THINKING 39-89. Choose one exercise and follow it through. Comment on it in the discussion board
11/6	INNOVATOR'S DILEMMA: pp.69-87 INNOVATION AND ENTRPRENEURSHIP: pp. 130-140 LATERAL THINKING: pp. 90-130	Innovation and risk in entrepreneurship Advancing a Lateral Thinking Practice	SEND PAPER TO WRITING CENTER
11/13		Presentations and Conclusion Exercises	
11/17		Final Papers and Projects submitted via D2L by midnight. The course will then be closed.	

ATTENDANCE AND PARTICIPATION

It is essential that you attend and participate fully in every class session. Absence from class or tardiness will reduce the point total on which your final grade is based. Adjustments can usually be negotiated for extreme, unexpected circumstances beyond your control (e.g., hospitalization).

This course adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

Other Resources for Students

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

ABOUT THE INSTRUCTOR

Patrizia Acerra is a Chicago-based stage director, deviser and producer. She is the founding Artistic Director of Premiere Theatre & Performance, and creator of the International Voices Project. In 2000–2001, she resided in Rome, Italy, working with The English Theatre of Rome, and created an ensemble of actors for the then newly formed International Theatre of Chicago. She is the former Managing Director of Bailiwick Repertory and Oak Park Festival Theatre. Patrizia holds degrees in Theology, Communications, and Directing. In addition, she is the founder of P L Acerra Consultants, which specializes in nonprofit consulting. She is currently completing her dissertation in performance philosophy.

**The Best Way To
Predict The Future
Is To Create It.**

- Peter Drucker

LinesQuotes.com