ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/28/2011

1. ACADEMIC UNIT: W. P. Carey - Management (interdisciplinary course)

2. COURSE PROPOSED: MGT 394 Creativity and Innovation 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Sidnee Peck Phone: 480-965-1184
   Mail Code: 4006 E-Mail: skpeck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 985-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry–L
   - Mathematical Studies–MA
   - Humanities, Fine Arts and Design–HU
   - Social and Behavioral Sciences–SB
   - Natural Sciences–SQ

   Awareness Areas
   - Global Awareness–G
   - Historical Awareness–H
   - Cultural Diversity in the United States–C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: ____________________________

   Is this a multisection course?: ☐ No ☑ Yes; Is it governed by a common syllabus? ☑ Yes

   Gerry Keim
   Chair/Director (Print or Type) ____________________________
   Chair/Director (Signature) ____________________________

   Date: 3/1/11

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either 1, 2, or 3 and at least one of the criteria under 4* in such a way as to make the satisfaction of these criteria a *CENTRAL AND SUBSTANTIAL PORTION of the course content.*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:

   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.

   b. Concerns aesthetic systems and values, literary and visual arts.

   c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.

   d. Deepen awareness of the analysis of literature and the development of literary traditions.

### THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses devoted *primarily* to developing a skill in the creative or performing arts, including courses that are *primarily* studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted *primarily* to developing skill in the use of a language – *However, language courses that emphasize cultural study and the study of literature can be allowed.*

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted *primarily* to teaching skills.
### Course Prefix | Number | Title | Designation
---|---|---|---
MGT | 394 | Creativity and Innovation | Humanities

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development | a. Creativity and Innovation requires students to address the current state of society and the problems or challenges that we face as a society or as a specific group. It gives them tools to understand and analyze the cause and symptoms of a problem in order to identify solutions. 
b. Creativity & Innovation requires students to look at available technologies and advancements in order to utilize those resources as possible solutions or parts of a solution to a new or unsolved problem. 
c. Creativity and Innovation requires students to look at situations with limited resources and multiple constraints and to think creatively about how to improve these situations within the resource limitations. | Weekly Problem/Challenge assessments 
Presentation of technologies for other uses (ex: internal injury technology for uses other than vehicle collisions) 
$5 Challenge 
Problem Solving with Additional Constraints |
| 4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. | a. Creativity and Innovation teaches students to utilize different tools than they are typically given in the traditional school setting to address problems as opportunities and innovate rather than be satisfied with status quo. 
b. Creativity and Innovation students are exposed to the study of the activity in the human brain through the process of improvisation and creative thought, allowing them to understand the important of such habits and skills. 
c. Creativity and Innovation encourages students to take into consideration thoughts, beliefs, experiences, and opinions from. | Random Word Exercise 
Innovation from Mistake 
Ted.com expert video 
Improvisation activities 
Team Activities 
Pitches from varied perspectives |
| Students who are different from them in order to come up with the most creative and applicable solution to a problem. Students are also given different perspectives from which to solve problems in order to appreciate the significance of different perspectives. d. Creativity and Innovation gives students multiple opportunities to demonstrate leadership and public presentation and discussion skills. | Weekly Pitches Presentations Sharing Storytelling |

| **4b. Concerns aesthetic systems and values, literary and visual arts.** | a. Creativity and Innovation encourages students to express and work through ideas in an artistic manner, utilizing storytelling, journaling, drawing, and creating business models. They explore the beauty in creation of new and innovative things. b. Students are exposed to resources such as Ted.com in order to appreciate unique thought, art, and opinion from diverse specialists and experts from across the globe. | Forest Exercise Storytelling Exercise In-class projects & presentations (visual) Module Journal Entries Ted.com and other videos |
WPC 394: Creativity and Innovation (*note: course will be MGT 394 starting fall 2011)  
SLN 20522, Spring 2011  
Friday, 12:55–3:00 pm, and online/team component  
BAC 323  
Course email address: asuwpc394@gmail.com

Instructors:
Sidnee Peck  
Program Manager and Lecturer, Entrepreneurship Initiatives, W. P. Carey School of Business  
Office Hours: Monday 1:00 – 2:00 and by appointment  
Office: BA 352L  
Email: skpeck@asu.edu  
Phone: 480–965–1184

Lauren Reid  
Management Intern, Entrepreneurship Initiatives, W. P. Carey School of Business  
Office Hours: Monday and Wednesday (both online) 3:30pm–4:30pm and by appointment  
Office: BA 352L  
Email: LNRaid1@asu.edu

Description:
This course introduces the key concepts, visual models, and techniques of creativity and innovation. Students will be exposed to the processes related to developing creative skills and habits with a significant emphasis on problem solving. The course will also demonstrate how to apply these new skills, personally and in team situations in order to innovate and capitalize on market opportunities. Students are introduced to concepts of creativity and innovation as they apply to: individuals and teams (for expression and problem solving), organizations (for-profit and not-for-profit), and disciplines (design, engineering, arts, business, etc.).

Required Texts:
- Ignore Everybody and 39 Other Keys to Creativity, MacLeod
- Unfolding the Napkin, Roam
- Additional readings posted to the course Blackboard
The course is built around several themes:
Success in business or civic engagement is a function of leadership. Great ideas that change how people behave cannot exist solely in the mind of the originator. Ideas have consequences only if they are tested in the crucible of organizations, the market and public opinion. That process of testing ideas requires leadership on the part of the originator or another agent.

There is not a single avenue to leadership or entrepreneurship. Entrepreneurs and leaders have diverse backgrounds, different skills, and dissimilar motives for and understandings of what they achieved and how it was accomplished. Accordingly, the discussion in this course will commonly span several functional areas, and may require the synthesis of information from economics, organizational behavior, finance, and human resource management.

Your development as an entrepreneur or leader can be accelerated by exposure to successful leaders and practices. The objective of this course is to have you begin asking, at an early point in your career, how you can achieve success in whatever field you might choose. Finally, this class is subject to continuous improvement in real time, just like any business enterprise. Accordingly, things may not always work as expected and the schedule is subject to change; students are encouraged to provide constructive feedback when things don’t go just right and do their best to be agile and resourceful. I will attempt to minimize problems, but small glitches are a reasonable price to pay for innovation.

Expectations:
Students must be punctual and come to class prepared to participate and discuss the readings assigned. Because we only meet in person once per week, it is important that you attend and participate fully in each session. Before coming to class, please turn your cell phone off or put it on silent. You are expected to keep up with all assigned readings and participate in the online components of the course. It is appropriate to discuss the readings with others before coming to class, but all individual written work (excluding team assignments) must be performed and completed independently. One absence may be excused without a penalty on attendance points. If the absence is excused on our behalf with proper documentation, we can discuss making up any missed assignments from that day. The second and subsequent absences will result in a deduction of full attendance points plus in class activities for each day missed. Experience has shown that repeated absences, regardless of reason, directly influence student success in the course.

Academic Dishonesty:
All work submitted for this course must be original work and must not have been previously submitted for any other course. Any assignments submitted may be screened through plagiarism detection software. Please ask if you have any questions about your assignments. The University policy for academic dishonesty is found in the Student Code of Conduct at the following website: http://asu.edu/aad/manuals/usui/usi104–01.html and more specifically at http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf. Plagiarism, cheating, and other instances of academic dishonesty may result in disciplinary action.
Grading and Assignments:

30%  Projects

5%  StoryTelling

5%  Week 1 Theme Project – details to be announced

10%  Pitches – you will be required to give two pitches throughout the semester regarding a problem that you solved with an innovative idea. One pitch will be in class (60 seconds), one pitch will be videotaped and posted on YouTube.

10%  Final Project

25%  Participation and Attendance

20%  Class attendance and activity level based on in-class discussions, impromptu presentations, and in-class activities

5%  Peer Evaluation

15%  Individual Learning Journal

Your personal class journal that must be kept as a hard-copy notebook and turned in to the instructors during class time each week. You should write whatever you want in this journal, but also be sure to answer the reflection questions assigned in class and in the online modules.

15%  Team Discussion and Research

10%  By the 1st and 15th of each month (starting February 1st) you will be required to identify an interesting entrepreneur or innovation and post it to the discussion board with comments on why you find he/she/it interesting and creative. Sources may include: TED.com, Springwise.com, Inc.com, fastcompany.com, and any others you find helpful. You may be called on in class to share your discoveries and opinions with the class.

5%  Once a month you are required to comment on another classmate’s posting (3 total). You must choose a different classmate each time and give a valid comment that offers opinion and insight or further research.

10%  Pop Quizzes and Online Quizzes

In-class or online pop quizzes on readings and class lectures will be given to ensure you are keeping up with the reading.
Grading Scale:
The instructor reserves the right to modify grades on team assignments based on peer evaluation feedback.

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<thead>
<tr>
<th>Grade</th>
<th>Points out of 1000</th>
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<tbody>
<tr>
<td>A</td>
<td>950 ≤ x</td>
</tr>
<tr>
<td>A-</td>
<td>900 ≤ x &lt; 950</td>
</tr>
<tr>
<td>B+</td>
<td>870 ≤ x &lt; 900</td>
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<tr>
<td>B</td>
<td>840 ≤ x &lt; 870</td>
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<tr>
<td>B-</td>
<td>800 ≤ x &lt; 840</td>
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<tr>
<td>C+</td>
<td>770 ≤ x &lt; 800</td>
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<td>D</td>
<td>600 ≤ x &lt; 700</td>
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<tr>
<td>E</td>
<td>x &lt; 600</td>
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</table>

Accommodations:
If you need accommodations due to a disability or if you need to communicate medical information in the event of an emergency, please make an appointment with Jason within the first two weeks of class.

If you have questions about anything written in this syllabus, concerns about this course, or other information you want our team to know, please make an appointment to see Lauren or Sidnee during the first two weeks of class.

IMPORTANT INFORMATION
After reading the syllabus, please complete the intro post on the discussion board.
Specific qualifications for MGT 394: Creativity and Innovation (formerly WPC 394) as a HU classification:

# 3.

- **Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development**
  - Creativity and Innovation requires students to assess the current state of society and the problems or challenges that we face as a society or as a specific group and gives them tools to analyze and investigate the cause and symptoms of a problem in order to identify solutions. This is done through presentation of problems and challenges on a weekly basis that are paired with specific creative thinking tools to facilitate critical thinking and decision making.
  - Creativity & Innovation requires students to look at available technologies and advancements in order to integrate those resources as aspects of a solution to a new or unsolved problem. This is done in groups and individually through weekly problem solving activities with given resources and constraints. An example is utilizing a technology from Toyota that can address internal injury in new ways than for which the technology was designed (impact from car collisions).
  - Creativity and Innovation requires students to look at situations with limited resources and multiple constraints and to think creatively about how to improve these situations within the resource limitations. This is done many times throughout the semester. They learn to modify current solutions in small ways to make big impacts. An example is the first day of class when they are given a $5 and two hour constraint to start a new business. Through the process they are forced to use critical thinking and utilize resources outside of the obvious because of the given constraints.

#4a

- **Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.**
  - Creativity and Innovation teaches students to assess and analyze situations with a different part of their brain, utilizing different tools than they are typically given in the traditional school setting. The concept of open brainstorming is a core fundamental of each class and is used to address problems as opportunities and innovate rather than be satisfied with status quo. In this safe setting, students become more comfortable with free thought and creation, understanding that there is no one right answer, just a goal to identify the one best answer for a given situation.
  - Creativity and Innovation students are exposed to the study of the activity in the human brain through the process of improvisation and creative thought, allowing them to understand the important of such habits and skills. Students then participate in open improvisation and step outside of their comfort zone to become comfortable in new situations.
  - Creativity and Innovation encourages students to take into consideration thoughts, beliefs, experiences, and opinions from students who are different from them in order to
come up with the most creative solution to a problem. Students are also given different perspectives from which to solve problems in order to appreciate the significance and concept of perspective.

  - d. Creativity and Innovation gives students multiple opportunities to demonstrate leadership and public presentation and discussion skills. Students are in teams for many activities throughout the term and present to their peers on average, once per week.

  - Concerns aesthetic systems and values, literary and visual arts.
    - Creativity and Innovation encourages students to express and work through ideas in an artistic manner, utilizing storytelling, journaling, drawing, molding, and creating business models. They explore the beauty in creation of new and innovative things.