

Creativity and Innovation

JU Course Code:	MKG 480
SIS Course Code:	MKG 480
Subject areas:	Business, International Studies, Entrepreneurship, Business Psychology
Language of instruction:	English
Contact hours:	45.00
U.S. semester credits:	3
Appears in JU transcript as:	<i>MKG 480: Creativity and Innovation</i>

COURSE DESCRIPTION

"The Knowledge Economy as we know it is being eclipsed by something new -- call it the Creativity Economy. What was once central to corporations -- price, quality, and much of the left-brain, digitized analytical work associated with knowledge -- is fast being shipped off to lower-paid countries. Increasingly, the new core competence is creativity -- the right-brain stuff that smart companies are now harnessing to generate top-line growth. The game is changing. It isn't just about math and science anymore. It's about creativity, imagination, and, above all, innovation."

— BusinessWeek August 1, 2005

Today access to information is no longer the great differentiator. Information is everywhere at almost no cost. The only significant economic differentiator for organizations is how well they can use that information.

Creativity is increasingly valued by organizations because it allows them to transform this information into innovative products and services. Individuals value creativity as a route to self-expression and job satisfaction.

LEARNING OUTCOMES

The primary objectives of this course are:

- Make students aware of the crucial role of creativity and innovation in the 21st century
- Provide the students with tools to be effective actors of change in their organizations in the future

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

- Understand the increasing role of the "Creative Class" in our economies
- Have learned from the experience of very creative individuals and companies.
- Understand key concepts relative to creativity (anatomy of the creative process, failure, creativity killers, the importance of being in your "element").
- Be able to think "out of the box" using creativity techniques.
- Have tools to manage innovation in organizations (Blue Ocean Strategy – Business Model Generation).
- Have used the creativity techniques learned to come up with ideas and develop a creative project in class.



TEACHING METHODOLOGY

This course employs a blended teaching methodology to ensure student learning. Classes will be conducted in a seminar format promoting student participation. The course is divided into theoretical lectures and practical application of the knowledge acquired during the lectures.

Students will have to read documents provided by the professor and make presentations about the theoretical concepts introduced in class.

As one major objective of this course is to acquire knowledge and skills to be more creative, hence students will also work on a “Be Creative” Group Project. During this project, students will use all the Creativity Techniques seen in class to come up with a creative idea to solve an issue proposed by the professor. The results will be presented in class at the end of the course.

COURSE EVALUATION

The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The final grade consists of: class participation, class presentations, “Be Creative!” project, a midterm written exam, and a final written exam. The breakdown of the final grade is as follows:

Class participation	20%
2 Class presentations	16%
“Be Creative!” Project	24%
Midterm written exam	20%
Final written exam	20%

Class participation (20%): Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. *Please see the participation rubric below.*

EXPERIENTIAL LEARNING AT SIS: FIELD STUDIES AND GUEST LECTURES

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organized during this course:

	Field Study Site	Description of activity on site
Field Study Visit 1		
Field Study Visit 2		



Field Study Visit 3		
---------------------	--	--

N.B.: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.

ATTENDANCE POLICY

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade.** Students may apply to excuse absences due to hospitalizations, religious observance or family emergencies using this form. [Please see the Academic Student Manual for more information.](#)

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment: A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI



generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.

Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's Academic Integrity and Code of Conduct. You are expected to read and understand the JU terms and regulations of Academic Misconduct.

FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels they have been treated unfairly, in that an instructor



has deviated from their prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the [Student Academic Manual](#).

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades**. They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

TENTATIVE COURSE CONTENT OUTLINE

N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

COURSE SESSIONS AND CONTENT		
SESSION	CONTENT	READINGS / ACTIVITIES
1	Course introduction / The “Creative Economy” / “Creativity” vs “Innovation” / Highly creative individuals / Multiple Intelligences /	
2	Creative why? / Creativity killers / Creative Process / Being in your “Element” / Imagine your “Dream Job”	<i>Reading</i>
3	Failure / Steve Jobs, Google X... How do innovative companies manage failure?	<i>Element-Apple-Pixar Group Presentations</i>



4	Field Study / Guest Speaker	
5	Blue Ocean Strategy: How to create uncontested market spaces	<i>Group Presentations + BOS Reading</i>
6	Blue Ocean Strategy: Strategy Canvas	<i>Element-Apple-Pixar Group Presentations</i>
7	Field Study / Guest Speaker	<i>Element-Apple-Pixar Group Presentations</i>
8	Blue Ocean Strategy: Four-Action Framework	<i>Element-Apple-Pixar Group Presentations</i>
9	Blue Ocean Strategy: 6 paths	<i>Element-Apple-Pixar Group Presentations</i>
10	MIDTERM EXAM	
11	Everybody can be creative! Design Thinking, a human-centred approach & Lateral Thinking	<i>Reading</i>
12	Creativity Techniques + “Be Creative” Project	<i>“Exponential Organizations” Reading</i>
13	Creativity Techniques + “Be Creative” Project	<i>“Expon. Organizations” Presentations</i>
14	Creativity Techniques + “Be Creative” Project	<i>“Expon. Organizations” Presentations</i>
15	Creativity Techniques + “Be Creative” Project	<i>“Expon. Organizations” Presentations</i>
16	Creativity Techniques + “Be Creative” Project	<i>“Expon. Organizations” Presentations</i>
17	Business Model Generation: A visual way to describes how an organization creates, delivers and captures value	
18	Work in class to finish the “Be Creative!” Project	
19	“Be Creative!” Project Presentations	
20	Field Study / Guest Speaker	
21	The Creative Class: number, evolution, categories, values...	<i>Reading</i>
22	The Rise of the Creative Class: what should companies and cities do to attract and retain Creative Class people?	<i>Reading</i>
23	FINAL EXAM	
24		

*****Please Note: The number of sessions and the sequence of assignments may vary depending on the term.**



BIBLIOGRAPHY

Required Readings:

- “*The Creative Class*”, “*The Rise of the Creative Class*”, “*The No-Collar Workplace*” from Florida, R. (2004) *The Rise of The Creative Class*, Basic Books
- “*From company and industry to strategic move*” pages 9 -17 from Chan Kim W. and Renée Mauborgne (2005) *Blue Ocean Strategy*, Harvard Business Press.

Recommended Readings:

- Brown, T. (2009) *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*, Harper Business.
- Chan Kim W. and Renée Mauborgne (2005) *Blue Ocean Strategy*, Harvard Business Press.
- de Bono, E. (1990) *Lateral Thinking – Creativity Step by Step*, Harper Perennial.
- de Bono, E. (1999) *Six Thinking Hats*, 2nd Edition, Back Bay Books
- Florida, R. (2004) *The Rise of The Creative Class*, Basic Books
- Osterwalder, A.; Pigneur, Y. (2010) *Business Model Generation*, Wiley.
- Robinson, K. (2009) *The Element*, Penguin Books.
- Catmull, Ed (2013) (2014) *Creativity*, Inc, Transworld Publishers
- Lashinsky, A. (2012) *Inside Apple*, Business Plus
- Ismail, Salim (2014) *Exponential Organizations*, A singularity university book
- Eric Schmidt & Jonathan Rosenberg (2014), *How Google Works*, John Murray Publishers

