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|  | **BUAD 301: Technology Entrepreneurship** |
| **Syllabus, Fall 2016****Wednesdays 6:00–8:30pm, Room JFF 414** |
| Professor: Dr. Anthony Borquez |
| Office: JFF, 5th Floor |
| Phone: Cell (310) 309-0590Office Hours*:* Wednesdays 3pm-4pm, 8:30pm – 9:30pm. Please email to book a timeslot. Other days and times also available;  |
| E-mail: anthonyb@usc.edu |

**I. COURSE OVERVIEW AND LEARNING OBJECTIVES**

**Course Description**

This course provides an introduction to the fundamentals of technology entrepreneurship, presenting an integrative perspective into the process of starting a new venture. Whether you already have an idea and are eager to start your own business, or simply want to learn more about what an entrepreneurial career would be like, this course exposes you to the challenges of entrepreneurship, encompassing issues that relate to conceptualizing, developing, and managing successful new, technology-based ventures. If you are interested in continuing with further studies in our Entrepreneur Program, this course serves as a pre-requisite to BAEP 452 Feasibility Analysis.

Class topics include developing, testing, and adapting business concepts; how to finance a technology enterprise; marketing and distribution strategies; organizational and ethical issues; internationalization; as well as key legal considerations affecting technology-based ventures.

Understanding the process of starting and growing a company is essential for pursuing an entrepreneurial path. But there is more to entrepreneurship than that. It is a mindset, a way of looking at things that is opportunity-focused and creative. It is about passion—doing what you love. It is about creating wealth and gaining independence. And it is about challenge, risk, persistence, and the ability to innovate—to improve on the old or invent the new. It is my hope that this course will not only introduce you to technology entrepreneurship, but will also foster this entrepreneurial mindset in you.

**Learning Objectives**

* Understand the fundamental concepts, theories, principles, and practices employed in the field of entrepreneurship and of the role that technology entrepreneurship plays in the global economy and in society.
* Develop an in-depth understanding of the new venture creation process—the activities, challenges, and opportunities involved, including ethical and international issues.
* Develop your critical thinking, idea generation, and decision-making abilities by analyzing situations and formulating strategies for complex entrepreneurial cases and by conducting a semester-long business opportunity project.
* Develop your leadership skills, particularly in the areas of team leadership and entrepreneurial leadership.
* Develop your oral and written communication skills by, e.g., learning to craft an effective concept statement, develop an in-depth industry analysis, and deliver a persuasive business pitch.

To achieve these objectives, a combination of methods will be used in the course, including lectures, problem-solving exercises, case studies, individual and group projects, and guest lectures.

**II. COURSE MATERIALS AND COMMUNICATION**

**Required Course Reader & Book**

The required materials consist of a set of articles/cases. Some of these will be available as an electronic course reader through Harvard Business Publishing; others will be posted on Blackboard free of charge.Appendix 1 of this syllabus lists the articles and cases. The Instructor will post the link on Blackboard to access the course reader on the Harvard site.

**Supplementary Materials**

A recommended optional textbook: Allen, Kathleen. (2010). “Entrepreneurship for Scientists and Engineers,” Prentice Hall. Available through USC bookstore, Amazon, and the publisher. The eBook version is available through the publisher (currently priced at $25.99): <http://www.mypearsonstore.com/bookstore/product.asp?isbn=0132357275>

**Course Notes**

For certain weeks, session slides will be posted on Blackboard the day after each class. They are not posted before class because the slides will frequently contain material about cases or in-class exercises that students should not view beforehand.

**Course Communication**

When contacting me, email (anthonyb@usc.edu) is the most effective means of communi­ca­tion. I will be happy to meet during office hours on Wednesday afternoons or talk over the phone or meet at other times. Please schedule an appointment beforehand via email, even for office hours.

Course communication will take place through announcements in class, emails, and the Blackboard system. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to change the Blackboard email setting or to forward your USC email to the account you use. You are responsible for ensuring that messages will not bounce back due to your storage quota being full.

When submitting assignments, you will be using the following gmail account:

**buad301ab@gmail.com**

Please use this account for all homework/assignment submissions (unless notified otherwise).

**III. ASSIGNMENTS AND GRADING**

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|  |  |  |  |  |
|  | Grading component |  | Value (points) |  |
|  |  |  |  |  |
|  | Participation (includes self-assessment) | Individual |  150 |  |
|  |  |  |  |  |
|  | Case worksheets (five worksheets; graded pass/fail) | Individual |  250 |  |
|  |  |  |  |  |
|  | Interview of an entrepreneur  | Individual |  500 |  |
|  |  |  |  |  |
|  | Personal reflection paper (graded pass/fail) | Individual |  100 |  |
|  |  |  |  |  |
|  | Major course project: |  |  |  |
|  | * Business concept
 | Team |  100 |  |
|  | * Field work report (graded pass/fail)
 | Team |  100 |  |
|  | * Final Opportunity Paper & Prototype
 | Team |  500 |  |
|  | * Final Opportunity Pitch (slides and oral presentation)
 | Team |  100 |  |
|  | * Teammates’ evaluation of your contribution to team
 | Individual |  200 |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Total** |  |  **2,000** |  |
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**Participation requirements**

1. Attendance at class sessions is critical. We may discuss material not found in the readings as well as conduct in-class exercises. You can miss one class without penalty—no questions asked, no need to let me know. Further absences will reduce your participation grade. If you miss a class, you are responsible for staying up-to-date on course content and assignments. Please download class slides from Blackboard and check with classmates or me regarding potential handouts and announcements.
2. Show up on time and stay until the end—it is disruptive to your classmates’ learning experience if you arrive late or leave early.
3. Complete the assigned readings for the class and complete any associated worksheets.
4. Participate actively in classroom discussions and in-class exercises. Effective class partici­pa­tion consists of analyzing, commenting, questioning, discussing, and building on others’ contributions. The ability to present one’s ideas concisely and persuasively and to respond effectively to the ideas of others is a key entrepreneurial skill.
5. Make good use of guest presenters’ time. Ask thoughtful questions after guest speaker and student presentations.

Participation is evaluated based on your level of involvement in class discussions – both the quality (relevance and insightfulness) and quantity (frequency) of your participation. At the end of the semester you will be asked to complete a self-assessment of your participation (see Appendix 2).

**Case worksheets (five worksheets, graded pass/fail, 50 points each)**

Since your ability to learn from in-class discussions is highly dependent on your level of prepara­tion, I request that you fill out a one-page worksheet as a summary of your analysis of each case we will discuss. I will post the worksheets on Blackboard. They are due electronically on Blackboard at the beginning of the class session in which we discuss the case. The worksheets will be graded as pass/fail. Late submissions will be accepted up until one week after the due date, but will only be given 50% of the possible points.

**Course assignments**

There are three major assignments in the course. Detailed instructions for these assignments will be distributed separately, and the deadlines are listed in the class schedule at the end of this syllabus.

* **Interview of an Entrepreneur**: an individual assignment in which you will find and interview a technology entrepreneur whom you do not know and provide a written analysis of what you learned.
* **Personal Reflection Paper**: an individual assignment to be completed at the end of the course. In writing the paper, you will think back to the activities and experiences in the course, and provide self-reflection on questions such as: How has the course influenced your personal or career goals? Have your thinking, attitudes, motivations changed? What have been the most important learnings for you?
* **Opportunity Project**: a group project spanning the entire semester, consisting of several deliverables, in which you will search for technology-based business opportunities, develop a business concept, conduct field work, write a final opportunity report, and possibly present your opportunity to external entrepreneur/investor judges.

**Assignment Submission**

* Separate detailed instructions will be given out for each of the major assignments
* On time assignment delivery is at the starting time of class (unless otherwise specified in assignment instructions). Papers turned in after the deadline but within 24 hours will lose 10% of the total points possible. Papers turned in after that will lose 20% of the value. No papers will be accepted 48 hours after the deadline. If you must be absent, plan to deliver your work before class or have a classmate turn it in.
* All assignments must be typed in 12 pt font and organized for easy reading.

**Grading**

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for undergraduate elective classes at the Marshall School has been 3.3 (B+). Your final grade will be assigned based on your total points from the various assignments and other course evaluation components (listed in the table on page 3), the overall average points within the class, and your ranking among all students in the class.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

**IV. COURSE POLICIES**

**Classroom policies**

* Please be prompt. Arriving late or leaving early from class meetings is not acceptable, as it disrupts the learning experience for other students.
* On days when we have a guest speaker, dress code is **business casual** (no hats, shorts, etc.).
* No eating during class.
* Remember to turn off cell phones. Laptop computers/tablets are to remain closed (unless otherwise instructed), as I have found that laptop use distracts from the learning experience in class.

**Add/Drop Process**

Please follow the USC procedures for adding or dropping the course.

**Greif Center for Entrepreneurial Studies Confidentiality Policy**

Throughout The Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of The Entrepreneur Program that all such information be treated as confidential.

By enrolling in and taking part in The Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to use any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to The Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California "University Governance Policies and Procedures" as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

**Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. Videotaping or audiotaping faculty lectures is not permitted due to copyright infringement regulations. Use of any distributed material is reserved exclusively for the USC students registered in this class.

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability) .

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please make sure you have access to the course in Blackboard; this will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu/).

**V. COURSE SCHEDULE**

This schedule may change due to changes in guests’ schedules, and additional readings may be distributed during the semester.

**CR** = course reader (available electronically through Harvard Business School Publishing). **BB** = Blackboard.

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| *Class*  | *Date* | *Topics* | *Readings and Preparation* | *Deliverables* |
| 1 | 8/24 | **Introduction to the Course** | No Readings for the first week.*Discussion questions:* What are your plans for an entrepreneurial career? Is now a good time to start an entrepreneurial venture? Why/ why not? What are your personal learning objectives for this course? | None. |
| 2 | 8/31 | **Terminology and Concepts****Technology Trends** | Mary Meeker Internet Trends 2016 (BB)Pmarca Part 1: Why not to do a startupDiscuss Mary Meeker Case Worksheet | Mary Meeker Case Worksheet |
| 3 | 9/07 | **Entrepreneurial Teams** **An Entrepreneurial Journey**Guest speaker: TBD | Pmarca Part 2: When the VCs say “no”Pmarca Part 3: “But I don’t know any VCs!”Pmarca Part 4: The only thing that mattersPresentation Zen: Chapter 6 pages 131-185 |  |
| 4 | 9/14 | **Tech Product Mashup** | Ticketmaster Case (BB)Pmarca Part 5: The Moby Dick theory of Big CompaniesPmarca Part 6: How much funding is too little? Too much? | Ticketmaster Case Worksheet |
| 5 | 9/21 | **High concept Pitches****Intellectual Property Issues**Guest speaker: TBD | Business Concept PresentationsWIPO: What is Intellectual Property? (BB) | Business Concept |

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| *Class*  | *Date* | *Topics* | *Readings and Preparation* | *Deliverables* |
| 6 | 9/28 | **Running a Project Management Team****Raising Startup Capital** | Agile Product Management with ScrumChapter 1: Understanding the Product Owner Chapter 5: Collaborating in the Sprint Meetings  |  |
| 7 | 10/05 | **Augmented Reality and Virtual Reality****An Entrepreneurial Journey**Guest speaker: TBD | Niantic Case (BB)Wired Article: Hyper Vision (BB) | Niantic Case Worksheet |
| 8 | 10/12 | **Overview of Digital Marketing Part 1** | Growth Hacker Marketing:An Introduction to Growth HackingStep 1: It Begins with Product Marketing FitStep 2: Finding your Growth Hack |  |
| 9 | 10/19 |

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| **Overview of Digital Marketing Part 2****An Entrepreneurial Journey**Guest speaker: TBD | Growth Hacker Marketing:Step 3: Going ViralStep 4: Close the LoopMy Conversion: Putting Lessons to Practice | Digital Marketing Case Worksheet |

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| 10 | 10/26 | **Entrepreneur Interview Presentations****The Ideology of Competition** | Peter Thiel – Zero to One, Chapters 3-5 | Entrepreneur Interview assignment |
| 11 | 11/02 | **Fieldwork and Team Consultations** All members of a team are required to attend a meeting in my office to discuss your team project. A list for scheduling the meetings will be circulated in class and posted on BB. Instructions for preparing for the meeting will be discussed in class and posted on BB. | Field work report |
| 12 | 11/09 | **CLASS Field Trip**  | The Pmarca Guide to Career, Productivityand Some Other Things |  |
| 13 | 11/16 | **The Startup Game** | The Startup Game (BB) | The Startup Game Case Worksheet |
| 14 | 11/23 | **NO CLASS – Thanksgiving Break** |  |  |
| 15 | 11/30 | **Opportunity Pitch Night**Teams presentations. | Final Opportunity Pitches  |
| Final | 12/07 | Final projects due in class.Personal Reflection Paper due by 7pm electronically to the class email account. | * Opportunity paper
* Team member evaluation form
* Self-evaluation of course participation
* Personal Reflection Paper
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**APPENDIX 1**

**BUAD 301: Technology Entrepreneurship**

**Fall 2016**

**Professor Anthony Borquez**

**List of Required Materials**

***Available on Blackboard***

* Mary Meeker Internet Trends 2016
* PMarca Blog Archives
* WIPO: What is Intellectual Property?
* Wired: Hyper Vision Article

***Available from Bookstore as Course Reader***

* Presentation Zen: Chapter 6 pages 131-185
* Peter Thiel – Zero to One, Chapters 3-5
* Agile Product Management with Scrum Chapters 1 - 5

***Available on Amazon or other online website***

* Growth Hacker Marketing

***Harvard Business Publishing Case Study (link available on Blackboard)***

* Google and Niantic Labs: The Professional Entrepreneur and Innovation in the Silicon Valley
* Entrepreneurship Simulation: THE STARTUP GAME

**APPENDIX 2**

BUAD 301 TECHNOLOGY ENTREPRENEURSHIP Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Your signature: ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SELF-EVALUATION OF YOUR PARTICIPATION IN THE COURSE DURING THE SEMESTER**

IMPORTANT:

* Please consider how frequently and insightfully you have participated in class and whether you have been well-prepared on readings and cases.
* Do not take into account your number of missed classes or volunteering for presentations; I will adjust for those separately.

participation counts for 150 points out of 2,000 in the overall course evaluation.

|  |  |  |
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| ***Mark an “X” for the category you think you belong in*** | ***Description*** | ***Explanation*** |
|  | *Top participation(150 points)Grade equivalent: A* | *You are in the top 5-10% of participating students, i.e., there are only a few other students in the class who have participated more actively or equally actively. You have been well prepared for class discussions in every class. Your comments have usually been insightful.* |
|  | *Very good participation(125 points)Grade: A-* | *You have tended to offer frequent comments or questions in every class. You have been well prepared for class discussions in nearly every class. If cold-called, you have been able to provide an insightful, well-prepared comment.* |
|  | *Good participation(100 points)Grade: B+* | *You have offered at least one comment or question in almost every class, and have been well prepared for discussions most of the time. If cold-called, you have been able to provide a well-prepared comment.* |
|  | *Low participation(75 points)Grade: B* | *In general, you have spoken up only when cold-called, but have occasionally offered a comment or question proactively. If cold-called, you have not always been able to provide a well-prepared comment.*  |
|  | *Lowest participation(50 points)Grade: B-* | *There are only a few other students in the class who have participated less actively. In general, you have spoken up only when cold-called and have not been prepared.* |

You may use the SPACE BELOW AND THE REVERSE SIDE OF THIS FORM to add any comments on YOUR PARTICIPATION PERFORMANCE OR TO EXPLAIN YOUR CHOICE OF CATEGORY ABOVE.