



BAEP 450: Fundamentals of Entrepreneurship Spring 2020 Syllabus

W – 6:00 PM - 9:30 PM (JFF 416); Section: 14362R

Units:	4.0
Professor:	Rob Schoeben
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Note: Emails sent over the weekend may not receive a response for 24-48 hours.

Course Description

Entrepreneurship is a mindset—a way of looking at things that is opportunity-focused and creative. It's about creating value for customers and investors, gaining independence in your career, taking bold risks, and solving challenges with undefined solutions. To be an entrepreneur, you need to have the ability to innovate—to improve the old and invent the new. You need passion—doing what you love. Above all, you need persistence—getting up every day and moving forward with no one telling you what to do or why to do it.

This course provides an introduction to, and an overview of, the fundamentals of entrepreneurship. 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—from conceptualizing new ventures to developing and managing them.

We'll start with idea generation, opportunity recognition, and early opportunity development, with emphasis placed on understanding the mechanisms by which entrepreneurs determine if a specific business concept merits the in-depth feasibility assessment appropriate to opportunity pursuit. We'll progress to topics such as testing and adapting a business concept, evaluating go-to-market strategies, developing a business model, and financing the venture to get it off the ground. We'll also explore how an entrepreneurial mindset can aid alternative career paths, such as corporate entrepreneurship and social entrepreneurship.

This class is demanding and unusual.

You will be asked to dedicate considerable out-of-class time to project-driven fieldwork both on and off campus. You will also be asked to take on and complete tasks for which you will not be provided the same level of detailed guidance that you might find in more traditional classes.

Why? Because entrepreneurship is inherently uncertain.

This course is carefully designed to simulate some of that uncertainty.

Learning Objectives

In this course, you will develop your conceptual and practical knowledge of new venture creation and management. By the end of this course, you will be able to:

- Explain fundamental concepts, theories, and practices employed in the field of entrepreneurship and the role entrepreneurship plays in the global economy and society.
- Describe the new venture creation process – including the activities, challenges, and opportunities involved.
- Evaluate new venture opportunities to determine their strengths, weaknesses, and overall business potential.

During the semester, you will also:

- Develop your leadership skills, particularly in the areas of team leadership and entrepreneurial leadership.
- Improve your oral and written communication skills (by learning to craft an effective concept statement, develop an in-depth industry analysis, and deliver a persuasive business pitch).

To achieve these objectives, this course will use a combination of methods including lectures, case studies, individual and team projects, student presentations, and guest speakers.

Required Materials

Required materials include an HBS course reader and additional free articles, podcasts and videos available via Blackboard. An activity fee may also be required for a team-building exercise conducted early in the semester.

- **Course Reader:** Available from HBS Publishing: <https://hbsp.harvard.edu/import/693746> for \$41.95. To purchase, you will first have to register and log in. If you need assistance, contact Harvard Business Publishing Help directly (1-800-545-7685 or custserv@hbsp.harvard.edu).
- **Additional Fees:** It is possible, during the semester, that I will ask you to download 1-2 additional articles and/or pay a fee for one or more activities. When that happens, there will be a small fee, incremental to the above (not to exceed, in total, across all additional articles or activities, \$25). Instructions regarding this payment will be provided in class, as appropriate.
- **Additional "Readings" on Blackboard:** Additional content on issues related to the course topics will be provided (free of charge) on Blackboard. Access to some of the content may require you to create one or more free accounts (e.g. Harvard Business Review and Udacity).

Additional entrepreneurship resources are available on the library website (<http://libguides.usc.edu/entrepreneur>).

If you remain enrolled in this class, it is assumed to mean that you have read and understand this syllabus. By enrolling, you promise to uphold the policies and guidelines detailed herein and agree to complete all required coursework.

Course Notes

Technology in the Classroom

Please bring a laptop to class every day; though we will definitely not use it every day. In fact, **laptops must be turned off & put away** unless we are doing an activity that requires them. **Mobile phones must be completely turned off & put away** during class time unless extenuating circumstances that must be agreed to by professor prior to class. If you misuse a mobile device you will be asked to deposit your devices in a designated area in the classroom.

Course Communication

Course communication will take place through announcements in class, posted on Blackboard (blackboard.usc.edu), and via emails sent through Blackboard. It is imperative that you have a fully operational Blackboard account with a current and correct USC email address posted. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, make sure to forward your USC email to the account you use. (Note: Some students' USC email quota fills by the end of each semester, causing class emails to bounce; remember to manage your account to ensure receipt of late-semester communication!)

You are responsible for ensuring that you receive and read class messages in a timely fashion.

Posted Materials

Students will be provided, through Blackboard, a PDF copy of class slides and other information related to the course for reference. This material will most often be posted online **after** the session in which the content within those materials is addressed. Posted slides contain only a subset of all course content. Students are responsible not only for this posted content, but also for the additional content presented within all class lectures, discussions, and activities. Students are strongly encouraged to take independent notes for review.

Grading Policies

To achieve an A or A- in this class, you will need to go **well beyond the minimum requirements** as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. Similarly, an A or A- on any assignment will reflect high quality work in excess of the minimum requirements addressed within associated assignment instructions. An A is a sign of superior work and, much like entrepreneurs' efforts, reflects that you stood out from the crowd. All assignments will have complete instructions available in Blackboard and be discussed in class before they are due.

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!

Assignments

This semester's graded assignments are briefly described below. Detailed instructions for each assignment will be distributed and/or discussed under separate cover, with deadlines listed in the class schedule at the end of this syllabus. (Note that assignments can contain multiple parts with several different due dates across those parts.)

- **Quizzes:** You will complete three brief in-class quizzes (multiple choice, T/F, and short answer), in which you address questions about lecture content, assigned readings, assigned videos, and guest speakers. The best two of your three quiz scores will be used in calculating your final grade. Students are not allowed, during a quiz, to look up any information in their notes or online (using any devices).
- **Entrepreneurial Process:** (an individual assignment): You will identify and interview a successful entrepreneur who you currently do not know (no Greif Advisory Board members, students or faculty allowed), in order to write a paper in which you analyze and reflect on both the founder and the entrepreneurial process. You will also be expected to craft a short presentation highlighting the most valuable lessons learned from the interview.
- **E-Challenge:** (a team project): You will complete a value creation and delivery exercise outside the classroom, do a team presentation of your customer discovery insights and share a video of your overall experience with the class. You will each be expected to submit an individual assessment of your own and your team members' contributions when you submit this assignment.
- **Opportunity Search:** (an individual assignment): You will identify a problem as supported by secondary research and analysis; propose what you believe to be a feasible, scalable, and innovative business solution to that problem; and present that solution as an opportunity for internal class feedback and possible selection to move forward as part of the New Venture Concept assignment.
- **New Venture Concept:** (a team project, with individual final paper): Within teams, you will conduct customer discovery research to better understand the business potential for your team's solution to the chosen opportunity from the Opportunity Challenge. The team will ultimately pitch your developed concept to an outside mentor panel. You will each be expected to submit an individual assessment of your own and your team members' contributions when you submit this assignment. At the end of the project, each team member will also provide their analysis of their team's business opportunity – customer discovery insights, business model strengths and weaknesses, and barriers to success – via an individually authored paper.
- **Reflection:** (an individual assignment): In lieu of a final exam, you will each produce a 90 second video which summarizes your key take-aways from the class. The video should be a clear, concise and compelling story about your entrepreneurial learning journey.

Grading Detail

ASSIGNMENTS	RESPONSIBILITY	POINTS	% OF TOTAL
Participation			
- active engagement in course	Individual	300	15%
Entrepreneurial Process			
- 6-page entrepreneur profile paper	Individual	200	10%
- 3-minute key take-aways presentation	Individual	100	5%
E-Challenge			
- customer discovery/concept proposal	Team	100	5%
- 6-minute video about value created	Team	200	10%
Opportunity Search			
- proposed opportunity paper & quick pitch	Individual	200	10%
New Venture Concept			
- customer discovery presentation	Team	100	5%
- mentor panel pitch / Q&A	Team	300	15%
- business model analysis paper	Individual	200	10%
Reflection (video)			
- Key take-aways from entire semester	Individual	100	5%
Quizzes			
- Best 2 scores, 3rd dropped	Individual	200	10%
TOTAL		2000	100%

Final grades represent how you perform in the class relative to other students. The average grade for this class is expected to be a B+, or 3.3. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Extra Mile Opportunities

All the Core Assignments will be posted in Blackboard. In addition to these, students are given opportunity to go the "Extra Mile" for their personal development and additional points toward semester performance.

- **:90 SHARE:** Students are strongly encouraged to make one 90-second presentation to class based on something of importance learned outside the class during the semester – a key contact, interesting article, or event attended. Just email me your idea for approval or come to office hours to discuss. Once approved, you will develop your story/key take-aways and review planned presentation with me prior to your presentation. We will allow up to two :90 SHAREs per class. The last day a SHARE can be made is during the April 15th class. Worth **25 extra mile points**.
- **Thank You Letters:** Unless directed differently, students can prepare up to five professional thank you letters (worth **5 extra mile points each**) for our Guest Speakers. By the class following our guest speaker’s visit, upload your letter to BlackBoard (DO NOT MAIL).

Assignment Submission Policy

Unless told otherwise, all assignments must be submitted via upload to Blackboard by **11:59PM Pacific the night BEFORE** that Deliverable is listed as due in the Course Calendar. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (see below for Late Policy / deduction schedule). Hard copy papers are only accepted in instances where computer difficulties prevent on time online submission (see below for more details). Should computer difficulties force hard copy submission, students still must upload their assignments within 24 hours of the original deadline; a missing upload is a deduction.

- Upload only one file per assignment. If assignments include images, spreadsheets, etc., merge all into one professional-looking document. If the file is too big to upload to Bb, an alternate location should be confirmed, in advance, with the professor.
- Deliverables that exceed the maximum page or time limit will be assessed up to, not beyond, that limit.
- If your internet connection isn’t working on the due date, you must both (1) deliver a hard copy in the first five minutes of class that day, and (2) upload the deliverable in the 24 hours after the class ends. Failure to upload within 24 hours will yield the same grade deductions as below.
- Submit materials in PDF form. Convert all original files to .pdf form prior to upload.

Assignment Submission Late Policy

Assignments will be accepted late, with the following grade penalties. Don’t ask for extensions; these are extensions!

Late submission

- | | |
|---|----------------|
| • Submission in the 24 hours after the deadline | 10% deduction |
| • Submission between 24 and 48 hours after the deadline | 20% deduction |
| • Submission between 48 hours and 72 hours after the deadline | 50% deduction |
| • Submission more than 3 days after the deadline | 100% deduction |

Keep copies of all your files and emails until the end of the semester.

Evaluation of Your Work

Papers, Videos, Slides, and Other Submissions

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my assignment expectations clear and to evaluate assignments fairly and objectively. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me an email in which you request that I re-evaluate the assignment. Attach the original assignment to the email, in which you explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Complaints on the same date as a graded assignment’s return will not be addressed.)

Participation

Participation has multiple components (i.e., in-class comments, questions, and exercises) and is evaluated in various ways. Students are expected to read and/or view all assigned materials carefully and thoughtfully, and to be prepared to discuss those materials. Students are expected to prepare for guest speakers. Students are also expected to engage actively in classroom conversations - with the instructor as well as with other students (e.g., in breakout groups). Class participation tends to fall into the following categories:

- **Outstanding:** Student is highly engaged in and prepared for class session, contributing insightful questions and thoughts.
- **Excellent:** Student is moderately engaged in class, on a periodic basis, and occasionally contributes insightful questions and thoughts.
- **Average:** Student is somewhat engaged in class, contributing periodic questions and thoughts that might repeat content already in play.
- **Below Average:** Student rarely contributes in class.
- **Non-Contributing:** Student does not contribute in class.

Evaluation of in-class exercises will vary as based on each exercise. Attendance does not, by itself, imply participation; students are expected to be active in classroom discussions as well (in breakout groups and with the instructor).

<p style="text-align: center;">If you are unable to participate for language or other reasons, please consult with me at the start of the semester.</p>
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Additional Information

Add/Drop Process

If you fail to attend either of the first two sessions of the semester, without providing advance notification to the instructor, you will be dropped from this course. (Note: If you decide to drop, or if you are dropped, you risk not being able to add yourself to another section this semester.) You can only add a class after the first week of classes if you receive instructor approval.

In compliance with USC and Marshall’s policies, classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across

classes. If you are absent 7 or more times prior to November 15, 2019 (the last day to withdraw from a course with a grade of "W"), I may ask you to withdraw from the class by that date.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

Lloyd 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 is to 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 utilize 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 Entrepreneur Program classes or events. Receipt of this policy and registration in our classes are 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 during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards"

policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Counseling and Mental Health - (213) 740-9355 - 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. studenthealth.usc.edu/counseling

National Suicide Prevention Lifeline - 1 (800) 273-8255 - 24/7 on call

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. studenthealth.usc.edu/sexual-assault

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX - (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. equity.usc.edu, titleix.usc.edu

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and micro-aggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response. usc-advocate.symplicity.com/care_report

The Office of Disability Services and Programs - (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. dsp.usc.edu

USC Campus Support and Intervention - (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student. campussupport.usc.edu

Diversity at USC - (213) 740-2101. diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 - 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. dps.usc.edu, emergency.usc.edu

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 - 24/7 on call

Non-emergency assistance or information. dps.usc.edu

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern. ombuds.usc.edu

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Grade Disputes

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

Class Notes Policy

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Further, no student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

Readings and Other Resources

HBSP Course Reader

Applegate, L.M., and Carlson, C. (2014.) "**Recognizing and Shaping Opportunities.**" Core Curriculum.

Bygrave, W.D., and Hedberg, C. (2004.) "**Malincho.**" Case.

Blank, S.G. (2013.) "**Why the Lean Startup Changes Everything.**" Article.

Cespedes, F. (2012.) "**Customer Visits for Entrepreneurs.**" Note.

Spradlin, D. (2012.) "**Are You Solving the Right Problem?**" Article.

Eisenmann, T.R., Ries, E., and Dillard, S. (2013.) "**Hypothesis-Driven Entrepreneurship: The Lean Startup.**" Note.

Eisenmann, T.R. (2011.) "**Business Model Analysis for Entrepreneurs.**" Note.

Eisenmann, T.R., Pao, M., Barley, L. (2014.) "**Dropbox: It Just Works.**" Case.

Han, A., Mendelson, H. (2012.) "**Prototyping: A Quick Introduction.**" Case.

Other "Readings" posted to Blackboard (Bb)

A list of additional required readings, videos, and podcasts is included in the course calendar and below. Links to these "readings" can be found in the **Required "Readings"** tab on Blackboard.

Eisenmann, T.R. (2013.) "**Entrepreneurship: A Working Definition.**" Article.

Sarasvathy, S.D. (2008.) "**What Makes Entrepreneurs Entrepreneurial?**" Article.

Sarasvathy, S.D. (2016.) "**A Brief Guide to Effectuation.**" Video.

Grossman, E. (2018.) "**The Timmons Model.**" Video.

Kuemmerle, W. (2002.) "**Test for the Fainthearted.**" Article.

Author (date.) "**11 Fears Every Entrepreneur Must Overcome.**" Article.

Wasserman, N. (2008.) "**The Founder's Dilemma.**" Article.

Blank, S.G. (2015.) "**How to Build a Startup.**" Online Course.

Chesky, B., and Hoffman, R. (2017.) "**Masters of Scale Podcast, Episode 1: Handcrafted.**" Podcast.

Zider, B. (1998.) "**How Venture Capital Works.**" Article.

Lemonis, M. (2019.) "**The Profit.**" TV Show.

DeSimone, J. (2015.) "**What if 3D Printing Was 100X Faster?**" TED Talk.

Harvard Business Review. (2017.) "**How Venture Capitalists Really Assess a Pitch.**" Article.

Muccio, J. (2019.) "**The Pitch.**" Podcast.

Arruda, W. (2017.) "**5 Great Companies That Get Corporate Culture Right.**" Article.

Netflix, Inc. (2019.) "**Netflix Culture.**" Corporate Website.

May, M. (2012.) "**Observe First, Design Second: Taming the Traps of Traditional Thinking.**" Article.

Course Calendar

A detailed schedule of days, topics, and assignments follows. The schedule may change based on class progress and guest availability. (CR = Course Reader; Bb = Blackboard | W = Watch; R = Read; L = Listen; G = Guest)

MODULE 1: ENTREPRENEURIAL PROCESS & MINDSET			
DATE	TOPICS	READ R, WATCH W, OR LISTEN L IN <u>ADVANCE</u> OF LISTED SESSION	DUE BY <u>START</u> OF LISTED SESSION
WEEK 1 - January 15			
6:00	Welcome & Startup	R Syllabus (Bb) R Entrepreneurship: A Working Definition (Bb)	
7:45		R What Makes Entrepreneurs Entrepreneurial? (Bb) W A Brief Guide to Effectuation (Bb) R Entrepreneurial Process Assignment (Bb)	
WEEK 2 - January 22			
6:00	Recognizing Opportunities	Experiential Learning Center (Class is in the ELC in <u>JFF/LL</u> today! Go straight there!!)	
7:45		R Recognizing and Shaping Opportunities (CR) W The Timmons Model (Bb)	
WEEK 3 - January 29			
6:00	Entrepreneurial Mindset	R A Test for the Fainthearted (Bb) R 11 Fears Every Entrepreneur Must Overcome (Bb)	Student Questionnaire (Bb) 16 Personalities Profile (Bb)
7:45		G Lauren Tracy, BlueFever.com	
WEEK 4 - February 5			
6:00	Bootstrapping	R Malincho case (CR) R E-Challenge Assignment (Bb)	
7:45		R Founders' Dilemmas (Bb) G Neal Pecchenino, boxi.co	QUIZ 1
MODULE 2: EXPERIMENTATION & DISCOVERY			
DATE	TOPICS	READ R, WATCH W, OR LISTEN L IN <u>ADVANCE</u> OF LISTED SESSION	DUE BY <u>START</u> OF LISTED SESSION
WEEK 5 - February 12			
6:00	Lean Startups	W Udacity - Lesson 1:Videos 1-3; Lesson 2:Videos 1-11 (Bb) R Download BMC (Bb)	E-PROCESS: PAPER E-PROCESS : PRESENTATION
7:45		W Udacity - Lesson 2:Videos 4-11; Lesson 3:Videos 1-7 (Bb) R Why the Lean Startup Changes Everything" (CR)	
WEEK 6 - February 19			
6:00	Customer Discovery	R Customer Visits for Entrepreneurs (CR) R Are You Solving the Right Problem? (CR)	
7:45		L Masters of Scale Podcast, Episode 1 "Handcrafted (Bb) G Nick Dazé, PocketList	

WEEK 7 - February 26			
6:00	Customer Validation		E-CHALLENGE: DISCOVERY TEAM PRESENTATIONS
7:45		R Hypothesis-Driven Entrepreneurship: The Lean Startup (CR)	
WEEK 8 - March 4			
6:00	Business Model Analysis	R Business Model Analysis for Entrepreneurs (CR) R Dropbox: "It Just Works" Case (CR)	
7:45		R Opportunity Search Assignment (Bb) G BIZ MODEL GUEST SPEAKER TBA	QUIZ 2

MODULE 3: GETTING YOUR VENTURE STARTED			
DATE	TOPICS	READ R, WATCH W, OR LISTEN L IN <u>ADVANCE</u> OF LISTED SESSION	DUE BY <u>START</u> OF LISTED SESSION
WEEK 9 - March 11			
6:00	Operations	R How Venture Capital Works (Bb) G VC GUEST TBA	E-CHALLENGE: VALUE VIDEO
7:45		W [Specific] Episode of <i>The Profit</i> (Bb)	
WEEK 10 - March 18			
SPRING BREAK: NO CLASSES			
WEEK 11 - March 25			
6:00	Venture Initiation		OPPORTUNITY SEARCH: CONCEPT PAPER/QUICK PITCH
7:45		R New Venture Concept Assignment (Bb)	
WEEK 12 - April 1			
6:00	Team & Culture	R 5 Great Companies That Get Corporate Culture Right(Bb) R Netflix Culture (Bb)	
7:45		Mike Pickett, Muscle Milk	QUIZ 3

MODULE 4: PUTTING IT ALL TOGETHER			
DATE	TOPICS	READ R, WATCH W, OR LISTEN L IN <u>ADVANCE</u> OF LISTED SESSION	DUE BY <u>START</u> OF LISTED SESSION
WEEK 13 - April 8			
6:00	Pitching	W TED Talk: What if 3D Printing Was 100X Faster? (Bb) R How Venture Capitalists Really Assess a Pitch (Bb) L "The Pitch" podcast (Bb)	
7:45			NEW VENTURE CONCEPT: DISCOVERY CHECK-IN #1
WEEK 14 - April 15			

6:00	MVP Prototypes	R Observe 1 st , Design 2nd (Bb) R Prototyping: A Quick Introduction (CR)	
7:45		MANDATORY MVP PROTOTYPE OFFICE HOURS - NO CLASS/SCHEDULE TEAM CONSULTING TIME	
WEEK 15 - April 22			
6:00	Initial Pitch & Feedback	R Reflection: Key Take-Aways Assignment (Bb) [Pitch Workshop (half class)]	
7:45		[Pitch Workshop (half class)]	
WEEK 16 - April 29			
6:00	Wrap-Up	[New Venture Presentations to Guest Panelists]	NEW VENTURE CONCEPT: THE PITCH
7:45			NEW VENTURE CONCEPT: THE PAPER (5/1)

FINAL SESSION: KEY TAKE-AWAYS			
Tuesday, May 5			REFLECTION: KEY TAKE-AWAYS VIDEO
Wednesday, May 6	Final	MANDATORY FINAL MEETING IN LIEU OF FINAL EXAM	7=9pm