



BAEP 451: The Management of New Enterprises
Tuesday & Thursday @ 2:00 PM - 3:50 PM (via Zoom)

FALL SYLLABUS V1.0

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Zoom Office Hours: T/TH 4:00 - 5:00 and by appointment

*Please go to <https://calendly.com/schoeben/> to schedule an appointment during my office hours.
If you need a meeting outside of office hours, just send me an email to negotiate a time.*

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 will likely be quite different than most of your other classes.

You will be asked to dedicate much of your out-of-class time to project-driven fieldwork.

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.

This course also affords you an opportunity to develop your personal skillset in three core areas:

- *Critical Thinking*
 - Demonstrate primary and secondary research skills
 - Analyze and critically evaluate alternative courses of action
 - Find and use resources to answer your questions
 - Form conclusions and recommendations supported by logic and evidence
- *Oral and Written Communication*
 - Deliver oral presentations to a large audience
 - Ask questions and present viewpoints in discussions
 - Write well-structured, clear, and concise documents
- *Personal and Team Productivity*
 - Improve ability to plan and structure tasks
 - Learn how to manage your time to focus on outcomes
 - Work effectively to lead and/or be part of a high-functioning team

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.

Course Reader: Available from HBS Publishing: <https://hbsp.harvard.edu/import/747672> for \$33.45. 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).

- **FREE "Readings":** To keep costs in check, additional content on issues related to the course topics will be provided (free of charge) via Blackboard. Access to some content may require you to create one or more free accounts (e.g. Harvard Business Review, Udacity, Canavizer).
- **Possible 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 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. Deal?

Course Notes

Course Communication (Slack, Blackboard and Zoom)

Course communication will take place through announcements during class sessions, posted on Blackboard (blackboard.usc.edu), and via emails sent through Blackboard. In addition, we will be moving our primary communications over to our Slack channel as quickly as we can get everyone up and running. In the early going, I will use announcement, email AND Slack to ensure the message gets out. Eventually, my hope is that we will come together via Slack, Blackboard and Zoom. It is imperative that you have a fully operational Blackboard account with a current and correct USC email address posted. If you don't check USC email regularly, forward these emails to an account you do access.

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

Class Policies

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, **attendance and active participation is expected at the synchronous Zoom class sessions.**
 - a. Students are expected to have **cameras on** during the synchronous Zoom sessions, and preferably **use headsets or earphones** to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
 - b. *For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to*
2. *During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom. Please be sure to:*
 - *Log into class early or promptly*
 - *Arrange to attend class where there is a reliable internet connection and without distractions*
 - *Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.*
 - *If you use a virtual background, please keep it respectfully professional.*
 - *Display both your first and last name during video conferencing and synchronous class meetings.*
 - *Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.*
 - *Engage in appropriate tone and language with instructors and classmates.*

And please try not to:

- *Engage in a simultaneous activity not related to the class.*

- Interact with persons who are not part of the class during the class session.
- Leave frequently or not be on camera for extended periods of time.
- Have other persons or pets in view of the camera.

3. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

Technology Requirements

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon - Fri 9:30am - 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System**
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

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 discuss your concerns. Do not wait until the end of the semester!

Grading Detail

Core 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.)

- **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).
- **An Entrepreneur’s Journey:** 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.
- **Entrepreneurship Quick Bites:** Within small teams of three to four students, you will make a three minute presentation to class based on something of importance to the field of entrepreneurship learned outside class – a key contact, interesting news or compelling story, or event attended. Anything that can deepen our understanding of entrepreneurship in the real world. This is your chance to learn by teaching others.
- **Opportunity Search:** 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; present that solution as an opportunity for internal class feedback and support; and provide critical written feedback for two of your peers’ ideas.
- **New Venture Concept: The Pitch:** Within small teams of three to four students, you will conduct customer discovery and other 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 the class via Zoom to a panel of mentors.
- **New Venture Concept: The Paper:** At the end of the New Venture Concept project, each team member will also provide their independent analysis of their team’s business opportunity (customer discovery insights, business model strengths and weaknesses, and barriers to success) via an individually authored paper.
- **Quizzes:** You will complete three brief 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.
- **Thank You Letters:** Students are expected to prepare professional thank you letters for our Guest Speakers over the course of the semester. By the class following our guest speaker’s visit, just upload your letter to BlackBoard and I’ll do the rest. You will earn 10 points per letter, up to a maximum of 50 points.

ASSIGNMENTS	RESPONSIBILITY	POINTS	% OF TOTAL
Participation			
- <i>active engagement in course</i>	Individual	300	15%
An Entrepreneur's Journey			
- <i>4-page paper profiling an entrepreneur</i>	Individual	200	10%
- <i>3-minute key take-aways presentation</i>	Individual	100	5%
Entrepreneurship Quick Bites			
- <i>3-minute presentation plus Q&A</i>	Team	200	10%
Opportunity Search			
- <i>opportunity search paper & quick pitch</i>	Individual	200	10%
New Venture Concept :The Pitch			
- <i>customer discovery presentation</i>	Team	100	5%
- <i>mentor pitch</i>	Team	300	15%
New Venture Concept :The Paper			
- <i>new venture business model analysis paper</i>	Individual	300	15%
Quizzes			
- <i>best two scores, third one dropped</i>	Individual	200	10%
Thank You Letters			
- <i>10 points each, maximum of five letters</i>	Individual	50	3%
TOTAL		1950	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.

Assignment Submission Policy

Unless told otherwise, all assignments must be submitted via upload to Blackboard by **10:00 AM Pacific** on the date that Deliverable is listed as due in the Course Calendar. Any assignment turned in late, 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:

- | | |
|---|----------------|
| • 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

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 class discussions as well (in breakout groups and with the instructor).

**If you are unable to participate for language or other reasons,
please consult with me at the start of the semester.**

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 6, 2020 (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.

Statement on Academic Conduct and Support Systems

Academic Conduct

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). 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" <https://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, <http://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.

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.
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

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. (2011.) "**Business Model Analysis for Entrepreneurs.**" Note.

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

Other "Readings" accessed via 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.

Fox, G. (2020.) "**Entrepreneurial Mindset.**" 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.

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

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

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

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

Harvard Business Review. (2017.) "**How Venture Capitalists Really Assess a Pitch.**" 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; C=Complete; 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			
Tuesday, Aug 18	Welcome & Startup	R Syllabus (Bb) R Entrepreneurship: A Working Definition (Bb)	
Thursday, Aug 20		R What Makes Entrepreneurs Entrepreneurial? (Bb) W A Brief Guide to Effectuation (Bb) R Entrepreneurial Journey Assignment (Bb)	
WEEK 2			
Tuesday, Aug 25	Recognizing Opportunities	R Recognizing and Shaping Opportunities (CR) W The Timmons Model (Bb)	Student Questionnaire (Bb)
Thursday, Aug 27		Experiential Learning Center Exercise — Treasure Hunt	
WEEK 3			
Tuesday, Sept 1	Entrepreneurial Mindset	W Entrepreneurial Mindset (Bb) R A Test for the Fainthearted (Bb) R Entrepreneurial Quick Bites Assignment (Bb)	16 Personalities Profile (Bb)
Thursday, Sept 3		R 11 Fears Every Entrepreneur Must Overcome (Bb) G Charisse Browner, Impact Philanthropy Group	
WEEK 4			
Tuesday, Sept 8	Bootstrapping	R Malincho case (CR)	
Thursday, Sept 10		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			
Tuesday, Sept 15	Lean Startups	W Udacity - Lesson 1:Videos 1-3; Lesson 2:Videos 1-11 (Bb) R Download BMC (Bb)	E-JOURNEY: PAPER
Thursday, Sept 17		W Udacity - Lesson 3:Videos 1-7 (Bb) R Why the Lean Startup Changes Everything" (CR)	E-JOURNEY : PRESENTATION
WEEK 6			
Tuesday, Sept 22	Customer Discovery	R Customer Visits for Entrepreneurs (CR) R Are You Solving the Right Problem? (CR) R Opportunity Search Assignment (Bb)	ENTREPRENEURIAL QUICK BITES (3 Teams)
Thursday, Sept 24		L Masters of Scale Podcast, Episode 1 "Handcrafted (Bb) G Nick Dazé, PocketList	ENTREPRENEURIAL QUICK BITES (3 Teams)
WEEK 7			
Tuesday, Sept 29	Customer	R Observe 1 st , Design 2 nd (Bb) R Prototyping: A Quick Introduction (CR)	ENTREPRENEURIAL QUICK BITES (3 Teams)

Thursday, Oct 1	Validation	G Mike Pickett, Muscle Milk	QUIZ 2
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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 8			
Tuesday, Oct 6	Venture Initiation		OPPORTUNITY SEARCH: CONCEPT PAPER/QUICK PITCH
Thursday, Oct 8		R New Venture Concept Assignment (Bb)	Opportunity Ranking Survey
WEEK 9			
Tuesday, Oct 13	Know Your Numbers	W [Specific] Episode of <i>The Profit</i> (Bb) R Business Model Analysis for Entrepreneurs (CR)	ENTREPRENEURIAL QUICK BITES (3 Teams)
Thursday, Oct 15		R How Venture Capital Works (Bb) G Rayfe Gaspar-Asaoka, Canaan Partners	ENTREPRENEURIAL QUICK BITES (3 Teams)
WEEK 10			
Tuesday, Oct 20	Storytelling & The Pitch	W TED Talk: What if 3D Printing Was 100X Faster? (Bb) R How Venture Capitalists Really Assess a Pitch (Bb)	ENTREPRENEURIAL QUICK BITES (3 Teams)
Thursday, Oct 22		[Customer Discovery Check-In Presentations]	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 11			
Tuesday, Oct 27	Coaching Sessions	MANDATORY ZOOM OFFICE HOURS W/INDIVIDUAL TEAMS - Strategy, Prototype, & Story (1-2X/team)	
Thursday, Oct 29			
WEEK 13			
Tuesday, Nov 3	Initial Pitch & Feedback	[Pitch Workshop I (half of teams present, all attend)]	
Thursday, Nov 5		[Pitch Workshop II (half of teams present, all attend)]	
WEEK 14			
Tuesday, Nov 10	Final Presentations	[New Venture Presentations to Guest Panelists]	
Thursday, Nov 12			
WEEK 15			
Tuesday, Nov 17	Final	[Mandatory final meeting in lieu of final exam]	NEW VENTURE CONCEPT: THE PAPER