



BUAD 301 - Technology Entrepreneurship

Section 1 (14640R): MON, 2:00p – 4:50p (**JFF 414**) - *please note recent room change*

Units: 3

Professor: Dr. Hovig Tchalian

Office: JFF 520 (5th flr of Fertitta Hall)

Office Hours: By appointment

Email: tchalian@marshall.usc.edu

(please email 24 hrs in advance to help ensure that we can find a meeting slot)

Course Description

BUAD 301 provides an integrative introduction to the fundamentals of technology entrepreneurship and the process of launching a new venture. Whether you're eager to start your own venture, have a business idea in mind, or simply want to learn more about what an entrepreneurial career would be like, this course exposes you to the challenges and opportunities of entrepreneurship.

We'll learn the fundamentals and unique challenges of technology product development, team management and venture growth from the entrepreneur's perspective. Topics we'll cover include identifying and evaluating opportunities, assessing an industry, validating a market, building a founding team, generating business models, and funding a new venture.

Understanding the process of starting and growing a company is essential for pursuing an entrepreneurial path. But it's equally a mindset, a way of looking at things that is opportunity-focused and creative. It's about challenge, risk, persistence, and the ability to innovate – to improve on the old or invent the new. Ultimately, it's about bringing about a positive shift in the world. It's my hope that this course will not only introduce you to technology entrepreneurship but will also foster this entrepreneurial spirit in you.

NOTE: This course **duplicates credit with BAEP 423, BUAD 450, & BUAD 451**. This course also serves as a pre-requisite for BAEP 452 & BAEP 453

Learning Objectives

Global: Understand and apply the fundamental principles, frameworks, and practices in the field of entrepreneurship and the role that technology entrepreneurship plays in the economy and society

Detailed:

- Develop an in-depth understanding of the process of creating a new technology product or service – the activities, challenges, and opportunities involved, including organizational and ethical issues
- Develop your idea generation and decision-making skills by analyzing situations and formulating strategies for complex entrepreneurial opportunities and conducting a semester-long team-based opportunity project
- Develop your team-building and leadership skills by successfully navigating the complexities and rewards of working closely with a small and diverse group of teammates
- Develop your critical-thinking and adaptive skills by effectively articulating, critiquing, defending, and reformulating your technology entrepreneurship plans through project discussions with your team
- Develop your oral and written communication skills by learning to craft an effective concept statement, conduct an in-depth opportunity analysis, and deliver a persuasive business story

To achieve these objectives, we will use a combination of methods in the course – including lectures, discussions, problem-solving exercises, readings, and individual and team assignments, and visits from guest speakers

Course Materials

We'll be working with two *required* platforms for this course:

1. *HBS:* We'll be reading and discussing four Harvard cases and using a fifth for your opportunity project. You can buy them at a discount using our course [link](#).
2. *EXEC:* We'll be using this entrepreneurship process guide and associated exercises as the exercise-based 'backbone' for our course. You need to purchase access (for \$99) by signing up at our EXEC [course page](#).

Additional readings will be available free of charge on Blackboard. You're also welcome to consult two useful optional sources (easy reads, especially the first):

- Bill Aulet, *Disciplined Entrepreneurship* ([text](#) + [workbook](#))
- Alex Osterwalder, *Business Model Generation* ([text](#) + [supplements](#))

You'll also be provided access to relevant videos and exercises through Blackboard and external sources. In most cases, I'll also post class slides or other content to Blackboard (**BB**) for reference. These will not necessarily be comprehensive and are meant for your own personal use in supplementing any notes you take during class. Often, I'll post these only **after** the corresponding class session.

Students are responsible not only for this posted content but also the additional content presented within all class lectures, discussions, and activities. While you're encouraged to take independent notes when you feel the need, your primary goal is to engage in and absorb in-class activities, discussions and experiences instead of trying to 'capture' everything – see grading policies, below.

Course Communications & Submissions

When contacting me, use email (tchalian@marshall.usc.edu – quickest response) or our Slack channel (link to be provided – occasional response). Please *schedule an appointment in advance (preferably at least 24 hours) via email*, even for scheduled office hours. I will be happy to meet during office hours or talk over phone / Zoom or meet at other times.

Course submissions and announcements will be made through BB (blackboard.usc.edu) and sometimes in class or by email. Many of the emails I send will go directly through BB, and you will access and submit assignments there. *Please include your name(s) and page numbers on submissions.*

By default, BB uses your USC email address (username@usc.edu). It's therefore imperative that you *have a fully operational Blackboard account linked to a current and correct email address*. If your USC email is not your primary, please make sure to forward it to the account you regularly check. **You are responsible for ensuring that messages do not bounce back due to your storage quota being full.**

Assignments, Deliverables & 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. An A is a sign of exceptional work and, much like the efforts of entrepreneurs, reflects the fact that you stood out from the crowd. Historically, the “target” grade for undergraduate elective classes at the Marshall School has been 3.5. This is *not a curve* but the *most likely* grade for the average student.

I will do my best to make my expectations for our different assignments clear and to evaluate them as fairly and objectively as I can. 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 a memo (one page max.) in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and 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.*

Finally, if you have questions about your assignments during the semester, make an appointment to discuss your concerns. Please don't wait until the last minute or the end of the semester to do so.

Your overall class grade will be based on the following components and associated point totals:

EXEC exercises + weekly assignments (multiple, scores aggregated)	200 (individual)
EXEC Problem validation / reflection	200 (individual)
Project field work report / process pitch	400 (team)
Customer interviews	200 (individual)

Evaluating the opportunity report	400 (team)
Project opportunity pitch (slides + presentation)	200 (team)
Course contribution and participation	200 (individual)
Self and teammates' evaluation of your project contribution	200 (individual)
TOTAL:	2000

Please be aware that **this is a hands-on, practice-based class**, which means *you'll need to be involved, active, and engaged* in class activities and exercises, online activities and assignments, and team-based projects and deliverables. It isn't possible to simply 'get by' on effort, ability, or talent alone. This is also a *fun course* and meant to directly impact your personal passions and your professional options. So, in order to get the most out of the class, care, commit, and bring your best.

IMPORTANT NOTE: This is a *residential* class and **in-person attendance is expected**. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is *no option to attend class via Zoom*.

Course Components & Assignments

There are four major components, or assignment blocks, in our course: exercises; cases; a team project; and a reflection paper. All written assignments must be **Times New Roman, double-spaced, 1-inch margins**. *I'll only read up to the max number of pages*. Instructions will be distributed on BB, and deadlines are listed in the schedule at the end of this syllabus. Below are summary descriptions.

EXEC exercises: EXEC is our hands-on exercise platform, which we'll be using on a weekly basis for roughly the first two-thirds of the semester. The exercises will generally (but not exclusively) be small and targeted to a specific step in the process, with low total scores that reduce the risk of individual deliverables. Most will be graded on a satisfactory / unsatisfactory basis, with overall discussion, review, and iteration on BB and in-class. About midway through the semester, you'll be completing a small portion of the exercises with a temporary team that you can choose to keep or disband. The goal for using EXEC is to help you identify problems, develop entrepreneurial solutions, and find customers. More detailed instructions will be provided for the exercises and deliverables during the semester.

Case responses / discussions: In order to fully engage in in-class case discussions, you need to be prepared. Each of our cases will include a set of questions on BB for you to respond to and prepare on your own. These are meant to start you thinking about aspects of the case and prime our in-class discussions. You need to prepare every one of our cases. *I will be calling on students in class to contribute to the discussion*. While you don't have to respond to every question, you should use them all to help you focus on important aspects of the case (including any appendices and supporting materials). Any additional details will be provided as BB instructions.

Opportunity project: Each of you will join a (permanent) team about midway through the class and together prepare a substantial project applying the lessons of your EXEC exercises. The project will consist of several deliverables, including searching for technology-based business opportunities, developing a business concept, conducting field work, writing a final opportunity report, creating a prototype and possibly presenting your opportunity to external entrepreneur / investor judges.

Personal reflection paper + self-assessment: an individual assignment (*instructions to come*) completed at the end of the course. You will think back to activities and experiences in the course and reflect on these Qs: How has the course influenced your personal, professional or career goals? Have your thinking, attitudes, or motivations changed? What have been your most important learnings?

Course & Project Contribution

This class is treated like a business meeting. Our motto is: *“treat each other as you would a customer.”* Therefore, tardiness and absences without notice are not acceptable. If you had a customer meeting, you’d be expected to be on time. If you couldn’t be on time, you’d call well in advance. Similar etiquette is required in this course.

Your overall course grade will therefore include a substantial component for your overall contribution to the opportunity project and the class as a whole, through discussions, activities, and engagement. You’ll be expected to:

1. *Attend all classes*, barring a personal or medical emergency. Attendance is critical and a *minimum requirement* of course contribution. We may discuss material in-class not found in the readings as well as conduct in-class exercises. If you miss a class, you are responsible for staying up-to-date on course content and assignments. Please download class slides from BB and check with classmates, our student assistant, or me regarding possible 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 all assigned projects ;
4. Contribute actively to teams and in classroom discussions and in-class exercises. Effective class contribution consists of analyzing, commenting, questioning, discussing, and building on others’ ideas and perspectives. 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 students and 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, as outlined above, with a particular focus on the quality.

Our course contribution rubric appears below (and is reflected / repeated in Appendix B):

- *Outstanding Contribution.* Your contributions reflect considerable preparation; they are substantive and supported by logic and evidence. Your comments or questions create a springboard for discussion by providing an insight or synthesizing and building on what has already been said. The class learns from you when you speak; in your absence, discussions would suffer.
- *Excellent Contribution.* You come prepared with substantial comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.
- *Good contribution.* You come prepared with a few relevant comments and / or questions. You pay attention to the ongoing discussion and add to it.
- *Minimal Contribution.* You participate occasionally but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not paying attention to what others are saying during discussion.
- *Barely Acceptable / No Contribution.* You say little or nothing in class. If you were not in the class, the discussion would not suffer.

At the end of the semester you will be asked to complete a team and self-assessment of project contribution. (See Appendix A.) I'll assign scores for individual student contributions to team projects, based on my observations of the team's dynamics, my assessment of the project quality, and thoughtful consideration of the information provided through your peer evaluations and your own self-evaluation.

Assignment Submission & Late Policy

All assignments will be submitted on BB. Please consult assignment due dates in the class schedule and on BB. The following schedule of deductions to work submitted late will apply to those assignments:

Submission past due date and <24 hours after it: 10% grade deduction

Submission between 24 and <48 hours of due date: 20% grade deduction

Submission between 48 and 72 hours of due date: 50% grade deduction (with no credit >72 hours)

ADDITIONAL INFORMATION:

Technology Use Policy

*Laptop and Internet use is not permitted during academic or professional sessions unless otherwise stated by the 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. **Bring your laptops along, in case we need them. But please keep them stored until (and if) we have to use them.***

ANY electronic 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. Your primary objective during class is to focus, contribute, and engage.

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 USC students registered in this class.

Add / Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

Retention of Assignments & Deliverables

Projects, assignments, and any and all graded work that comprised the course grade will be retained for one year after the end of the course *if* the graded work was not returned to the student. If I returned a graded paper to you, it is your responsibility to file it. Please keep copies of all submissions, regardless.

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/>.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other emergency that occurs after the 12 week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12 week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an *Assignment of an Incomplete (IN) and Requirements for Completion* form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy

Throughout this class and related entrepreneurship activities and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Greif Center that *all such information is to be treated as proprietary and confidential*.

By enrolling in and taking part in Greif Center 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 Greif Center, 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 Greif Center classes or events. Receipt of this policy and registration in our classes are evidence that you understand this policy and will abide by it.

USC Statement on Academic Conduct & 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” <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 (studenthealth.usc.edu/counseling)

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

National Suicide Prevention Lifeline: 1-800-273-8255 suicidepreventionlifeline.org

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

Relationship and Sexual Violence Prevention and Services (RSVP): (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX: (213) 821-8298 equity.usc.edu, or titleix.usc.edu

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. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment: (213) 740-5086; or (213) 821-8298 usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

USC Support and Intervention: (213) 821-4710 campussupport.usc.edu

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

Diversity at USC: (213) 740-2101 www.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 dps.usc.edu, or www.emergency.usc.edu

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.

USC Department of Public Safety – UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call www.dps.usc.edu

Non-emergency assistance or information.

Office of Student Accessibility Services: (213) 740-0776 <https://osas.usc.edu>. SASfrntd@usc.edu

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. 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 Student Accessibility Services (<https://osas.usc.edu>). OSAS 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 Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

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.

International Student Language Support

The USC American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali

APPENDIX A: Team Project Peer & Self-Evaluation

Each team member must complete this form along with the final team project. Please submit under the BB link *individually* and in confidence – all information will be treated as confidential.

Project Team Name: _____

Team Member's Name: _____

Instructions: All team members are asked to assess the relative contributions / efforts of all members of their team (including themselves) in order to reward excellence and avoid free-riding. Assessments weigh both the quality and quantity of contributions to different deliverables, positive contributions to team cohesiveness and energy, and overall engagement with the project. Please elaborate thoughtfully and in some detail on the rationale for each evaluation and add any comments at the end.

Here are the ratings you can select for each team member evaluation, including yourself:

- 5 – *Outstanding:* went far beyond the call of duty and made an exceptional contribution
- 4 – *Excellent:* made many major contributions to the project and always delivered
- 3 – *Solid:* was a competent contributor to the project throughout all of its phases
- 2 – *Good:* team player who usually (but not always) did his or her assigned part
- 1 – *Barely acceptable:* did the minimum to get through
- 0 – *Unacceptable:* did not do the work and / or was disruptive to the team

Team Member Name:	Rating:	Elaboration / Rationale:
1.		
2.		
3.		
4.		

Additional comments (if any):

APPENDIX B: Self-Assessment of Class Contribution

Each student must complete this form at the end of the course. Please submit under the BB link *individually*, filling out frankly by considering your contribution to the class and your own learning goals. I will consider your self-assessment along with my own assessment of your contribution (50 pts) and pair that portion of the score with your personal reflection essay (50 pts) in calculating the total score

Your Name: _____

Instructions: All students are asked to assess their relative contributions / efforts to their and their classmates learning in order to reward excellence and avoid free-riding. Assessments weigh both the quality and quantity of contributions to different discussions, positive contributions to classroom atmosphere and civility, and overall engagement with the learning process. Please elaborate thoughtfully and in some detail on the rationale for each evaluation and add any comments at the end.

Here are the ratings you can select for each self-evaluation criterion, which I will average across all 3:

5 – *Outstanding [=100%]:* You are in the top 5-10% of participating students, i.e., only a few other students in the class have participated more actively or equally actively. You have been well-prepared for every class discussion. Your comments and questions have been consistently insightful.

4 – *Excellent [=90%]:* 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 called on, you have been able to provide insightful, well-prepared comments.

3 – *Good [=80%]:* You have offered at least one comment or question in most classes and have often been well-prepared for discussions. If called on, you have been able to provide well-prepared comments.

2 – *Minimal [=70%]:* In general, you have spoken up only when called on but have occasionally offered a comment or question proactively. If called on, you have not always been able to provide well-prepared comments.

1 – *Barely acceptable [=40%]:* There are only a few other students in the class who have participated less actively. In general, you have spoken up only when called on and have not been prepared.

Self-Assessment Criteria:	Rating:	Elaboration / Rationale:
1. Contribution to online & in-class discussions (readings + cases + guest speakers)		
2. Contribution to positive classroom atmosphere & civility		
3. Contribution to overall engagement with learning process (of self + classmates)		

Reflection on project contribution (150-250 words):

COURSE SCHEDULE

HBS = Harvard Cases; HBR = Harvard Business Review; BB = Blackboard (where you can find all other readings, quizzes & rubrics)

NOTES:

- Most assignments are due by **Tuesday before class, 12 midnight (latest)**
- **EXEC assignments + readings posted on BB only** – more info to come
- Syllabus is **not meant to be definitive or comprehensive** and may be updated occasionally; check version date (upper right) for most recent version; **check BB for most up-to-date info**

Class	Topics	Readings & Advance Prep	Deliverables
1 (1.9)	Entrepreneurial careers, entrepreneurship myths, definitions of innovation, what is a new venture, course overview	- Angellist Article: “30 Questions to Ask Before Joining a Startup” - HBR Article: “What Zomato’s \$12B Valuation Says about Tech Companies”	<i>Take BB Pre-Class Survey: Post one narrative paragraph about yourself:</i> <i>(a) What are your plans for an entrepreneurial career?</i> <i>(b) Do you consider now a good time to launch a new venture? Why / why not?</i> <i>(c) What do you hope to get from this course? (Include background & interests related to entrepreneurship.)</i> <i>[Complete by Monday @noon]</i>
2 (1.16)	NO CLASS: MLK Holiday	NA	NA
3 (1.23)	The promise of opportunities, identifying opportunities, emotionally intelligent innovation	Business Insider Article: “The Rise & Fall of the Segway”	<i>Add course Slack</i> <i>Familiarize yourself with EXEC platform + start completing</i> <i>Submit entrepreneurial attitudes survey</i>
4 (1.30)	Generating & evaluating ideas, competitors, designing a business model	Dropbox Case	<i>Prep this and following cases by answering Case Qs on your own - I will call on students in class</i> <i>Continue with EXEC assignments — see BB and due dates (this week & following)</i>
5 (2.6)	Finding early adopters, conducting interviews, Identifying customers, customer interviews, surveys vs. interviews	Both Sides Article: Suster, “How to Decrease the Odds that Your Startup Fails” Dr. Johns Case Start customer interviews	<i>Prep Dr. Johns Case Qs</i>
6 (2.13)	NO CLASS: Presidents’ Day	NA	NA
7 (2.20)	Managing entrepreneurial teams, founder dilemmas, entrepreneurial journey	- Savage Beast case HBR Article: Wasserman, “The Founder’s Dilemma” Complete customer interviews	<i>Prep Savage Beast Case Qs</i> <i>- Guest Speaker [TBA]: Please (1) see BB for name / info; (2) familiarize yourself with speaker’s background; (3) Identify 1-2 questions to ask speaker</i>

(2.27)	NO CLASS: Spring Break	NA	NA
8 (3.6)	Pivoting, solution ideation	Reuters Article: Kwok, "WeWork's Debacle Had Many Enablers"	<i>Guest Speaker [TBA]: Please (1) see BB for name / info; (2) familiarize yourself with speaker's background; (3) Identify 1-2 questions to ask speaker</i>
9 (3.13)	Finding patterns in interview data / feedback	Motley Fool Article: Pope, "Are Investors Overlooking Uber's Potential Profit Problems?"	Make "pivot or persevere" presentations
10 (3.20)	Pricing & revenue modeling, financial projections, growth-oriented industries, process presentation prep		<i>Guest Speaker [TBA]: Please (1) see BB for name / info; (2) familiarize yourself with speaker's background; (3) Identify 1-2 questions to ask speaker</i>
11 (3.27)	MVPs, prototyping / market testing, process pitch, feasibility assessment, product development process		Submit field report + record / submit process pitch
12 (4.3)	Experiment design & launch, opportunity eval framework, final opportunity project intro	"Finding and Evaluating the Opportunity" Framework / case (Read carefully - no Qs)	<i>Guest Speaker [TBA]: Please (1) see BB for name / info; (2) familiarize yourself with speaker's background; (3) Identify 1-2 questions to ask speaker</i>
13 (4.10)	Financing your venture, negotiating deals, understanding term sheets	- eDocs Case - Digify Article: "The Startup Founder's Ultimate Guide to Term Sheets"	Prep eDocs Case Qs Process pitches (team) made in class
14 (4.17)	Exits & "liquidity events," venture sustainability, final opportunity project review, telling a story	HBR Article: Layne, "IPO or M&A? How Venture Capital Shapes a Startup's Future"	<i>Present Opportunity Pitch (+ submit final paper, team evals & validation reflection) [Submit after final class session, by Monday 5/8 @noon]</i>
15 (4.24)	Opportunity Pitches	<i>Submit opportunity pitch slides / link by Tuesday, 12/6 @midnight</i>	Present Opportunity Pitch
16 (Finals Week, 11.30)	Final Submissions		<i>Submit final paper, team evals & validation reflection [DUE after final class session, by Monday 5/8 @noon]</i>