Lloyd Greif Center for Entrepreneurial Studies | **USC Marshall** School of Business

BAEP 556 - Technology Feasibility

MON, 6:30p – 9:30p (JKP 110)

Units:	3
Professor:	Dr. Hovig Tchalian
Office:	JFF 520 (5th floor of Fertitta Hall)
Office Hours:	By appointment (*please email 24 hrs in advance to help ensure a meeting slot*)
Email:	tchalian@marshall.usc.edu

Course Description

How do you build a great technology product? In BAEP 556, we will learn and apply a process for ideating, designing and launching an early-stage technology product or service. The course is aimed at technologies created within both established firms and startup settings. Although many of the products we discuss will be scalable, high-technology products, we are not limited to them.

Students in this course will identify and evaluate whether and how a technology is *feasible*, or *viable* — both as a product and as a commercial venture, leading ultimately to a go / no-go decision. A critical component of the course is a team-based, hands-on and 'live' (i.e., actual) project in which you will conceive, design and evaluate a product and its potential market during the semester.

Class sessions will generally include two components, one in each half: class discussion of assigned readings and materials; and team-based work and guest presentations related to the feasibility project.

NOTE: This course is one of the required courses for the USC Marshall Certificate in Technology Commercialization. For more information about the Certificate Program, see http://www.marshall.usc.edu/tccm

Learning Objectives

After successfully completing this course, students will be able to understand and apply the fundamental concepts, theories, principles, and practices employed in the launching of new technologies, including but not limited to:

1. Developing a strategic understanding of the feasibility process, the activities inherent in the process, and the related challenges and opportunities

2. Gaining direct, hands-on experience in solving common and difficult problems in the early stages of the product launch process

3. Developing critical thinking skills to formulate, frame, and justify solutions to tech feasibility challenges by completing and reporting on a semester-long team-based feasibility project

4. Developing adaptive skills by effectively articulating, critiquing, defending, and reformulating a tech feasibility evaluation (including a financial analysis and go / no-go decision) in team project discussions

5. Developing oral and written communication skills by learning to conduct an in-depth feasibility analysis, craft an effective launch plan, and deliver a persuasive business story

To achieve these objectives, we will use a combination of methods in the course – including lectures, readings and online materials, individual and team assignments, and visits from guest speakers

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Course Materials

We have several reading sources for the course:

- Dave Parker, *Trajectory: Startup — Ideation to Product / Market Fit* (ISBN: 195329507X) ([text](#))

- Online Resource: https://venturely.io

Other readings are provided free of charge in Blackboard or can be accessed via USC libraries (login, go to their website, type author last name and title of journal in search bar, article should come up with online access). If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu.

You're also welcome to consult two useful optional sources (easy reads, especially the first):

- Bland & Osterwalder, *Testing Business Ideas: A Field Guide for Rapid Experimentation* ([text](#))

- Aulet, *Disciplined Entrepreneurship* ([text](#) + [workbook](#))

You'll also be provided access to any relevant videos or 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 should be 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, please 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)*. I am happy to schedule a time to meet or talk over phone / Zoom.

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 is 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 required classes at the Marshall School has been 3.4.** 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:

In-class contribution and engagement	200 (individual)
Blackboard readings responses, discussions and surveys (≥8 total)	400 (individual)
Market validation project: report	400 (team)
Market validation project: supporting materials	200 (team)
Financial model / projections	200 (team)
Opportunity pitch (slides + presentation)	400 (team)
Teammates' evaluation of your contribution + project self-reflection	200 (individual)
TOTAL:	**2000**

Please be aware that **this is a hands-on, project-based course**, which means *you'll need to be involved, active, and engaged* in class activities and exercises, online discussions 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.

Course Readings, discussions, and surveys: We are using a text and (occasionally) online resource for this course. So, we will be reading material in advance of classes in the first 3/4 of the course, primarily articles. You can purchase the text (or audiobook) on your own and access the materials and exercises of the online resource directly. The materials align directly with our day's topic(s) and, usually, at least indirectly with a stage in your team feasibility project. *Rigorous and detailed preparation is critical*. I will be confirming that preparation by occasionally assigning a discussion or other evaluation before class.

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 a BB discussion thread for you to respond to. 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. But you don't need to respond to each and every question – just one or a small handful that interest you and that haven't been extensively covered by other students. You'll also be asked to start a new conversation thread or contribute to an existing one. Additional details will be provided as BB instructions.

These conversation starters will be graded as satisfactory-unsatisfactory, if you respond to at least one question and post a new question or respond to another student's post. **You will need to satisfactorily complete at least 8 total in order to receive full credit**. You will have more than 8 opportunities to satisfy the minimum of 8 responses. Short, generic, or missing responses will get reduced or no credit.

Feasibility project: Each of you will join a (semester-long) team about a third of the way through the class and together prepare a substantial analysis of a launch opportunity that will be detailed in class and on BB. The project will consist of several related deliverables outlined above, under Assignments, and culminating with a final presentation that included a financial model and go / no-go decision.

Personal reflection + self-assessment: You will complete a brief individual assignment (*included in self-assessment*) 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 activities**. 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 spring-board 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. Our readings and assignments are aligned closely with course content and sequenced with content that preceded and follows them. So, everything we do is time-critical.

As a course policy, therefore, **I will accept no late assignments**. It is your responsibility to turn in all assignments (quizzes, case responses, project deliverables) on time. While we all have things come up once in a while, **it is your responsibility to communicate (preferably well in advance) with me and your team if something unexpected happens**. Some assignments (such as BB case discussion posts) have a built-in buffer (more cases / readings than required responses). Regardless, our standard rule for late assignments is **one *excused* late submission per semester**, subject to the advance communication rule.

ADDITIONAL INFORMATION:

AI (Artificial Intelligence) Policy

In this course, I encourage you to use artificial intelligence (AI)-powered programs such as ChatGPT, Bard or Claude, to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions, if applicable.

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.

*NOTE: You may also be asked to sign an **NDA (Non-Disclosure)** or **IP (Intellectual property) agreement** as part of this class, in order to ensure legal protections for the local organization(s) providing project materials.*

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, 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.symplicity.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 8:30–5:00, Monday — 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 your contribution to team and your own learning (200 - 250 words)*:**

COURSE SCHEDULE

BB = Blackboard; TS = Trajectory: Startup (text) ; VIO = venturely.io (online resource)

NOTES:
- Most assignments (incl. surveys, discussion posts) are due by **Monday before class, by 12 noon**
- All assignments and readings will be **posted on BB** (Readings > Wk #); guest speakers TBA
- 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 **(8.21)**	Course Intro: Technology Products, Technology Innovation	- *[Optional:] TS: Intro* - *[Optional:] Ch.1 (Why Are You Doing This?)*	*Take BB Pre-Class Survey: Post a narrative paragraph about yourself:* *(a) Who are you (major, year, career plans)?* *(b) What recent technology products have impressed you, and why? Which haven't, and why not?* *(c) What do you hope to get from this course? (Include background & interests related to tech feasibility.)* *[Complete by Wk 2: Mon 12 noon]*
2 **(8.28)**	Product, Market, and Revenue, Startups	- TS: Ch.2 (Product and Market) - TS: Ch.3 (Startups 101) - NUF Rankings	- *Pre-Class survey due* - *Add Slack* - *Start posting to BB discussions for text / online readings this week*
3 **(9.4)**	NO CLASS - LABOR DAY	- N/A	- *NUF Explanation due*
4 **(9.11)**	Business & Revenue Models	- TS: Ch. 4 (Startup Success & Failure) - Ch. 11 (Business & Revenue Models)	- Complete team selection
5 **(9.18)**	Ideation & Market Positioning	- TS: Ch.6 (Ideation, Research, Competition)	- *Note for text, Ch. 6: focus on sections up to "scoring yourself" (p.103)*
6 **(9.25)**	Customers, Product-Market Fit & Pivots **(+Guest Speaker)**	- TS: Ch.7 (Customers, Pivots, Your Story) - Hypotesis Generation	- *Start on customer discovery*
7 **(10.2)**	Value Propositions	- TS: Ch. 8 (only value prop) - Create customer list - Generate discovery Q list	- *Continue w/ customer discovery*
8 **(10.9)**	Prototyping	- TS: Ch.8 (Prototypes + MVP)	- *Complete customer discovery*
9 **(10.16)**	Market Testing	- Hypothesis Testing - Prototype exercise	- *Start customer validation / prototyping*

10 **(10.23)**	Marketing, Product Testing & Distribution	- TS: Ch.9 (Marketing, Sales, Revenue) - Distribution Channels - Product Financials / Cost and Revenue Exercise	- *Draft market validation (team — prelim research + findings)*
11 **(10.30)**	Investors & Funding Sources	- TS: Ch.5 (Investor Economics) - Pricing + Market Size Exercise	- *Final market validation (team)* - *Draft financial models*
12 **(11.5)**	Critical Decisions **(+ Guest Speaker)**	- Ch. 12 (Go /No-Go) - Scenario Exercise	- *Updated financial models*
13 **(11.13)**	Investor Pitches & Venture Valuation **(+ Guest Speaker)**	- *TS: Ch. 10 (Pitching, Valuation & Launch)* - *Pitch Review*	- *Work on draft pitch decks*
14 **(11.20)**	Project Work: Review & Look Ahead to Final	- In-Class Teamwork	- *Finalize pitch decks*
15 **(11.27)**	Wrap-Up: Presentations / Submissions	- N/A	*Present team feasibility projects (+ submit plan, team evals & individual reflection) [Time / Date TBD - **possibly as late as 12/12, last day of finals wk**]*