1 COURSE ESSENTIALS

1.1 SECTION INFORMATION
ENTR 320-1 Call # 10587
Tuesday/Thursday 12:15 – 1:30 in Beatty 220

1.2 COURSE DESCRIPTION (CATALOG)
This course describes entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. Reflecting recent research, the course focuses on opportunity recognition, business model generation and lean startup. Students will research and develop a repeatable, scalable business model.

Prerequisites: ENTR 200 or MKTG 302 or ARTM 325 or CSCI 215

1.3 REQUIRED TEXTS (ALL FREE)
- “How to Build a Startup” online lecture videos by Steve Blank available for FREE at www.Udacity.com/course/ep245

1.3.1 Optional, but Recommended Text

1.4 TOPICS COVERED
- Customer development
- Customer research
- Conducting interviews
- Problem solving
- Hypothesis testing
- Business model canvas components
- Giving and evaluating elevator pitches
- Creativity/design thinking
- Pivots
- Competitive strategy

1.5 SCHOOL OF BUSINESS LEARNING GOALS
1. Communication skills – written reports, oral pitches and conducting interviews.
2. Global and civic responsibility – consideration of socially- and environmentally-responsible aspects of problems and solutions; additionally, global awareness is integrated throughout the course.
3. Intellectual innovation and creativity – the major class project is designed to encourage innovativeness and requires considerable creativity.
4. Synthesis – the project requires bringing together a comprehensive business model, which involves most of the functional areas of business.

2 COMMUNICATION

2.1 CONTACTING THE PROFESSOR
Dr. David J. Hansen (aka “Dr. Hansen,” “Professor Hansen,” “Professor Dave”)

2.1.1 Email (best way to reach me)
HansenD@cofc.edu Add “ENTR 320,” or something similar, to the subject line.

2.1.2 Office Hours
T/Th 1:30 – 2:30, W 12:00 – 3:00 – no appointment necessary – drop by for any questions, or to chat about entrepreneurship, beer, sci fi, soccer, or Star Wars.

2.1.3 Office Location
Tate Center, Room 308 (cross the bridge from 3rd floor of Beatty, then head left)
2.1.4 By Appointment
If you can’t make my regular office hours, you may make an appointment to meet with me in person or virtually (next).

2.1.5 Online “Office”
Skype (dr.david.j.hansen), Google Hangouts (Hansend@cofc.edu)

2.1.6 Other
LinkedIn (davidjhansen), Steam (creative-destruction), Line (OptionsAΞ), other games/platforms by request

2.2 RESPONSE TIMES
I will generally respond to emails same day if sent before 10 pm or the next day if later.

2.3 HELPING EACH OTHER
Consider posting questions to the discussion board titled Questions About the Course, which is available within OAKS. You are highly encouraged to answer questions from other students if possible.

3 GRADING

3.1 SPECIFICATIONS GRADING
I will be using a system called Specifications (“Specs”) Grading. Assignments in this class are effectively “pass/fail” (though I’ll use the terms “Good” and “Redo”). That is, you need to meet minimum specs for demonstrating competency for every graded component. This better mirrors what you would expect in most things outside of school (like work), where everything you do is either good enough or it isn’t.

3.2 HOW THIS IS DIFFERENT FROM A POINTS SYSTEM
There is no partial credit. No more haggling over points or not being quite sure what you need to do in order to get this grade or that. Instead you will meet the competency specifications for each assignment. And if you don’t, you can revise it after talking to me. Furthermore, the amount of work you have to do is proportional to the grade you want to get. If you just need to get a C, you do less work (but not lower quality) than you would for an A. So rather than doing moderate quality on all assignments, you do quality work on only the assignments required for grade you want.

3.3 REVISIONS AND TOKENS
The “all or nothing” aspect of grading may seem a bit scary, but you’ll have to opportunity to make up for mistakes. You can resubmit assignments that don’t meet Good/Good Enough, but you will need to set a time to talk with me before you resubmit it. You will be given 3 tokens. You can use that token to either turn in an assignment late, up to one week (after one week it will take two tokens), or to excuse an unexcused absence.

3.4 EARNING YOUR FINAL GRADE
Why use this system? You control your grade. You choose the grade you want and you know what assignments you need to do to earn that grade. Assignments in this class are broken into four groups. Group 1 will be required to pass the class. Group 2 will be needed for a C. To get a B, you will need to complete assignments through Group 3. And finally, to get an A, you’ll need to complete all 4 groups. By completion, I mean that you have received a “Good” or “Good Enough” on everything in that module. So make sure you are achieving ALL of the goals for the grade you want. You know from DAY 1 what you need to do to earn a grade. The final grade you EARN is up to YOU!
### 3.5 TABLE 1: FINAL GRADE TABLE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Individual Requirements</th>
<th>Team Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-</td>
<td>Fail to meet one requirement from the D row</td>
<td></td>
</tr>
</tbody>
</table>
| D            | • No more than 8 unexcused absences  
• Good/Good Enough on 8 (of 11) quizzes  
• Good/Good Enough on 3 (of 5) Foundational Assignments | Receive Good/Good Enough on:  
• the partnership agreement  
• at least one pitch |
| D+           | Meet all of the requirements for a D, plus 2 or more **BOLD** requirements from A, B or C rows | |
| C-           | Meet all but 2 requirements from the C row | |
| C            | • No more than 6 unexcused absences  
• Good/Good Enough on 9 (of 11) quizzes  
• Good/Good Enough on 4 (of 5) Foundational Assignments  
• **Participate in the pitch competition** | Receive Good/Good Enough on the above plus:  
• the first report  
• at least one pitch  
• at least one pitch feedback |
| C+           | Meet all the requirements for a C, plus 2 or more **BOLD** requirements from A or B rows | |
| B-           | Meet all but 2 requirements from the B row | |
| B            | • No more than 4 unexcused absences  
• Good/Good Enough on 10 (of 11) quizzes  
• Good/Good Enough on all 5 Foundational Assignments  
• Participate in the pitch competition  
• Good/Good Enough on the **Final Reflection** | Receive Good/Good Enough on the above plus:  
• the second report  
• at least two pitches  
• at least one pitch feedback  
• the MVP assignment |
| B+           | Meet all the requirements for a B, plus 2 or more **BOLD** requirements from below | |
| A-           | Meet all but 2 requirements from the A row | |
| A            | • No more than 2 unexcused absences  
• Good/Good Enough on all 11 quizzes  
• Good/Good Enough on all 5 Foundational Assignments  
• Participate in the pitch competition  
• Good/Good Enough on the Final Reflection  
• Good/Good Enough on an **Extra-Curricular Report** | Receive Good/Good Enough on the above plus:  
• the third report  
• at least two pitches  
• at least two pitch feedback  
• strategy canvas |
4 LEARNING COMPONENTS

4.1 TABLE 2: COURSE OBJECTIVES (BLOOM’S TAXONOMY LEVEL: ORGANIZED FROM LOWER-TO HIGHER-ORDER THINKING SKILLS)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>How the Content Will Be Delivered</th>
<th>How You Will Demonstrate the Objective</th>
<th>How the Objective Will Be Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the customer development process as a method of searching for product-market fit (Understand);</td>
<td>Steve Blank videos on Udacity along with other videos, readings from the texts and articles, class discussion and activities.</td>
<td>Quizzes, Assignments</td>
<td>Quiz Results, Performance on Assignments</td>
</tr>
<tr>
<td>2. develop your creativity and design thinking skills (Apply);</td>
<td></td>
<td>Assignments and In Class Exercises</td>
<td>Performance on Assignments</td>
</tr>
<tr>
<td>3. critique and recommend improvements for other teams’ business model pitches (Analyze);</td>
<td></td>
<td>Evaluate Other Teams' Pitches</td>
<td>Peer Rating of Quality of Feedback</td>
</tr>
<tr>
<td>4. convince/persuade others that you have identified a product-market fit (Evaluate);</td>
<td></td>
<td>Elevator Pitches</td>
<td>Pitch Evaluations, Pitch Competition</td>
</tr>
<tr>
<td>5. be able to complete (Understand), use (Apply), test (Evaluate), validate (Evaluate), and develop new (Create) business model canvases.</td>
<td></td>
<td>Assignments, In Class Exercises, The Whole Project</td>
<td>Performance on Assignments and Reports</td>
</tr>
</tbody>
</table>

4.1.1 In Relation to Grading

At the C-level, you will have met the basic objectives of the course.

Note that for individual requirements, higher grades reflect more and better work in achieving the course objectives. Each grade level requires better performance on quizzes and foundation assignments, requires more attendance and additional assignments. Bold items in the table indicate the additions and increases from lower letter grades.

For team requirements, higher grades reflect more advanced work. The team assignments are progressive in that they draw on deeper course knowledge. At higher grades, you will have gotten further in your understanding and abilities associated with the course objectives and further along with the project.

4.2 CLASS PREPARATION

This class is designed in the form of a flipped classroom. You are expected to come to class prepared by reviewing the assigned readings and/or watching the online lectures. Prior students say that this is essential (see advice for future students on OAKS). This way class time can be more effectively used for discussion, feedback, activities, team work, developing ideas and working on the project. The online lecture videos are available at www.Udacity.com/course/ep245 (“How to Build a Startup” by Steve Blank). You will have to register to watch the videos, but they are free. The videos are used by Steve Blank in classes at Stanford, Berkley, and Columbia and by the National Science Foundation and numerous other universities around the world.

4.2.1 Preparation Quizzes

Reading and preparation will be assessed by online quizzes (OAKS). There will be a quiz due (nearly) every week. Quizzes are based on the readings and/or
video for the coming week. They are not meant to be difficult. They are open book, open internet and not timed. All of the quizzes for the whole semester should be set up and open within the first week or so of class — so don’t wait until an hour before they are due to complete them, because you won’t do well (especially since it means you probably haven’t done the preparation for class).

4.2.1.1 Quiz Grading
The knowledge needed for the quizzes is essential knowledge for the class. Because of this, and due to the quiz being generally easy, you should aim for 100% on every quiz. Many of the questions simply require finding the definition, list, example, etc. in the reading or videos. Some questions require simple application, but should still be easy if you have done the reading/watched the video – I recommend that you take the quiz while you’re doing the preparation.

4.2.1.2 Quiz Reflection
If you don’t get 100% (“Good”) on a quiz, all is not lost however. The purpose of the quizzes is that you have reviewed and have a basic understanding of the material. You can change your result to 100% by completing a self-reflection assignment. If you score 95% or higher (“Good Enough”), the reflection is optional.

For each incorrect answer, you will write a short explanation of why the correct answer is correct. What I’m looking for is evidence that you’ve reviewed the material, so you need to mention something from the reading or video.

In addition, as a summary, you will need to write a short reflection on why you didn’t get 100% and what you will do to ensure you do better on future quizzes. While this is not a difficult exercise, it can be time consuming. So, it is much better to plan ahead to give yourself sufficient time to do the reading/watch the videos AND take the quiz before it is due.

4.3 Foundational Competency Assessments
You will have five individual assignments to complete. These assignments lay the foundation for the work you will do in this class and serves as the other part of achieving course objective #1. The purpose of these are for me to make sure you are doing the basic work correctly before getting into the larger team project assignments. I will provide detailed instructions in how to do the assignments, so it should not be too difficult to pass.

Since it’s imperative that you know how to do the tasks, if you don’t pass, you will be able to redo the assignments. But since many of them build on prior assignments, failing one can lead to failing several others. So make sure you get them right the first time, especially since they will pile up fast if you are frequently having to redo them. Do not hesitate to contact or see me if you have questions. I want to make sure you have these basic skills to complete the project (next).

4.4 Team Project
Course objectives 2-5 will be primarily accomplished through an experiential learning project. This involves conducting an extensive project to iteratively develop and test a business model. The majority will be done in teams — some of it inside, but most of it outside of class. This will be challenging and a lot of work, but the main goal is for you to have a potential new venture that you can launch. Details of the project are provided in a separate document.

4.4.1 Forming Teams – DO NOT PICK YOUR FRIENDS
You will work in teams throughout the semester. Picking the right teammates will be essential. You’ll have opportunity to meet, interview and learn about your classmates prior to forming teams. It is imperative that you form teams based around common interests and desired grade. I pretty much guarantee, from experience, that if you form a team based on working with your friends, you will struggle. Trust me. Your friends are your friends socially. In class, where your grade depends on them, is a completely different situation. I have recently seen several teams imploding because they partnered with friends. Either because the friends had different interests or one person slacked and the rest of the team was apprehensive to call the teammate out on it. If you’re not able to tell your friend that they need to step up or be fired, don’t have them on your team.
4.4.2 Managing Your Team
The first assignment you’ll complete is a partnership agreement, detailing the responsibilities and expectations of team members. Part of your project reports (next) will include an assessment of each member of your team. This will be a checklist of various expectations (e.g., showing up on time to meetings), contributions and work ethic. If someone is not pulling their weight, you will be able to fire them. The teammate evaluation is NOT anonymous.

4.4.3 Assignments and Reports
As you saw in the final grade table, team assignments and reports are a major component in your final grade. As a team you will decide what grade you want and thus how much work you will need to do. The higher the grade, the more work you’ll have to do and the further into the semester you will be working. If your team wants to go for an A, you’ll be working hard all the way through finals. If you and your team decide you only want to get a C or a B, then most of your work will be finished earlier in the semester.

If a team member leaves, stops working or is fired, then that person will have their grade based just on the work they did while a member of the team.

4.4.4 Interviews
A main aspect of customer development is to “get out of the building” and interview potential customers and partners in order to test hypotheses regarding your business model. So, another part of the reports will include having a lot of correctly-done interviews recorded and stored on a shared drive. I will spot check the interviews. If any of them are incorrectly done (e.g., not following the interview protocol), then the report will fail, and you will need to redo it.

4.4.5 Pitches
Depending on the desired final grade, you will give one or more elevator pitches. These pitches are graded only on timing. The main point is to practice and improve your pitching ability leading up to the pitch competition (next) at the end of the semester. Each pitch should be treated as if you are giving your final pitch to the judges. The feedback you provide to other teams will be graded by the other teams.

4.4.6 Pitch Competition
In place of a final exam, teams will have the opportunity to make a final pitch to a panel of judges. Teams intending to receive a C or above need to participate. The judges will be experienced entrepreneurs and angel investors. This is the real deal. Winners will earn real money!

4.4.7 Additional Team Help
Your team will periodically meet with me and mentors for additional help, feedback and coaching (see calendar below). Each team will be given the opportunity to work with a mentor from SCORE. Make good use of it.

4.5 Final Reflection
For students pursuing a C or above, you will individually write a reflection of your experience in the class, plus what you learned about entrepreneurship, what you liked about the class, what you didn’t like about the class and suggestions for improving it.

4.6 Attendance
4.6.1 Attendance is Required
Attendance is one of the grading components. Missing class without providing a reasonable excuse for doing so, will be counted as an unexcused absence. Please either see me or fill out an Absence Memo through Student Affairs. The absence memo is then forwarded on to all of your instructors. If you are excused from class for an extended period of time (e.g. family emergencies, jail, etc.), please be sure to keep in contact with both myself and your teammates in order that you do not fall too far behind and/or hurt your team. You will be provided with a name tent, which will help with taking attendance and for me and your classmates to get to know your name.

4.6.2 Arriving Late or Leaving Early
Note that leaving early for or returning late from vacation is not a valid excuse for missing class (unless flights are cancelled). In addition, coming to class late is a distraction to me and your classmates. Showing up late (more than 5 minutes) or leaving early, without prior permission, on 3 occasions will count as an unexcused absence.
4.6.3 Your Responsibility

It is your responsibility to ensure that I add you to the roll if you do come in late. I will frequently update attendance on OAKS. If you find a discrepancy, it is your responsibility to address it ASAP – not at the end of the semester when you realize that it will impact your grade.

4.7 EXTRA-CURRICULAR ENTREPRENEURSHIP OPPORTUNITIES

Students seeking an A in the class will need to attend any of the opportunities below and write a 500-word, single spaced paper, detailing what you learned about entrepreneurship from attending. Papers are due within one week of the session. There will likely be other events throughout the semester. If you are not pursuing an A, it is still worthwhile going and thus I will grant an additional token for doing so. Students always say they learn a lot.

4.7.1 Charleston Angel Partners (CHAP)
The Angel Partner meetings are on Wednesdays at 5:30, once a month on the second floor of the Tate Center. See www.CHAPSC.com for upcoming sessions. There are rules for attending. First, dress at least business casual – most people there will be in business attire. Second, do not plan to come late or leave early. Entrepreneurs will be making presentations and/or the angels will be discussing investments. If you come in late or leave early you will be disturbing these activities. Third, you must plan to be “a fly on the wall.”

4.7.2 VentureSouth Angel Partners
Another angel group in Charleston is VentureSouth. They are a bit more restrictive in allowing students – you will need to apply to attend. I will provide further information later.

4.7.3 Kauffman’s One Million Cups
One Million Cups is an event initiated by the Kauffman Foundation to spur entrepreneurship in cities all over. At these meetings, a startup company will make a 6-minute pitch. The audience is a collection of people interested in entrepreneurship and innovation and willing to offer advice and help. It should be a good experience to see what pitching is like. You may even want to present yourself some day. You can find out about the Charleston meetings at http://www.1millioncups.com/charleston. They are every Wednesday between 9 and 10 AM at Frothy Beard Brewery (started by one of my former students) in W. Ashley (though check the website before going, they have moved several times).

5 “MAKE A PROFIT WHILE MAKING A DIFFERENCE.”

– Stuart Williams, Social and Environmental Entrepreneur-in-Residence.

DEPARTMENT STATEMENT OF EXCELLENCE: The Department of Management & Marketing believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

You are encouraged to incorporate making a social and/or environmental impact with your business projects.
6 ASSIGNMENT EXPECTATIONS

6.1 EXPECTATIONS FOR WRITTEN WORK

Following the School of Business learning goal of effective communications, all written and oral work must be completed in professional style, and follow basic principles of effective written and oral communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count on all assignments. If you need help with writing quality papers or making good presentations, please make use of the writing and speaking labs available through the Center for Student Learning at the library: csl.cofc.edu.

6.2 ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration–working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

7 CLASSROOM EXPECTATIONS

7.1 TECHNOLOGY

Laptops should be closed except when needed for note taking, working on your project or researching a question that comes up in class.

Cell phones: Please turn off the ringers! Do not text during class! If I see you looking at a screen and smiling/laughing, I will ask you to share with everyone – then I will take your laptop or phone and hold it until the end of class.

7.2 RECYCLING

Please recycle your trash. It saves the College money (your tuition) and is the right thing to do.

8 DISABILITY STATEMENT

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
9 MENTORS

To help you get the most out of the project, and to help ensure you take it seriously, we will have several mentors. Pat Manna, a retired entrepreneur, will attend most classes. In addition, he will hold informal “office hours” – the days, times and locations are yet to be determined. Jeff von Freymann is a member of SCORE and will attend some classes. He will also help you connect your team with a SCORE mentor for the project. There will be assorted other mentors throughout the semester. These are great connections and resources – most the most of them.

10 MY ROLE IN THE CLASS

- Provide the resources necessary to actively engage in learning, including detailed assignment instructions and grading rubrics
- Create the structure for learning how to develop a business concept you can launch
- Provide useful feedback, even if that feedback is not what you want to hear at the moment
- Serve as a guide and mentor to help you get the most out of this class and your project
- Connect you to community members that may help your project during the semester and beyond

11 IF YOU WANT TO DO WELL IN THIS CLASS

11.1 BE READY AND WILLING TO BE ACTIVE LEARNERS

This class requires you to DO, rather than simply read some text, watch some lectures and take an exam. That makes you an active, rather than passive, part of the learning process.

11.2 BE READY FOR A LOT OF WORK

This class requires more work than typical classes, and most of it is “outside the building.” It is meant to simulate what startups are like in the real world, including ambiguity, uncertainty, time constraints, dealing with team conflict, etc. The difference is that it will be a lot less difficult than actually starting a company, and the consequences of failure are much less severe.

11.3 COMPLETE ASSIGNMENTS ON TIME

Do NOT Procrastinate. Assignment deadlines are clearly posted and will be strictly respected. Plan accordingly. Do not save these for the last minute. Instead, do assignments and take quizzes EARLY. Remember that DUE does not mean DO.

11.4 BE READY AND WILLING TO BECOME PART OF A COMMUNITY

Everyone participating in this course is part of a community – students, professor, mentors, judges. You will get to know and work with members of this community. You will be working closely with a team, plus helping other teams through feedback. Collaboration and creation of a community is key.

11.5 UTILIZE COMMUNICATION TOOLS

Log-in to OAKS to get reading and assignments done. Communicate and work with your team. Communicate with me.

Several tools will be provided to add structure to enhance our learning environment.
## Rough Outline of Class

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Class Objectives</th>
<th>Pre-class Preparation</th>
<th>Quiz Due</th>
<th>Individual (I) and Team (T) Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>21 Aug</td>
<td>Introductions</td>
<td>Introductions, syllabus and expectations</td>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>23 Aug</td>
<td>Course Overview</td>
<td>Review of assignments, grading, Oaks, how learning is different in this class and more</td>
<td>Advice from Former Students, Video Lesson 2*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>26 Aug</td>
<td></td>
<td></td>
<td>Articles on OAKS, BMG**: 126-133, VPD***: 106-119</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>28 Aug</td>
<td>Customer Research and Interviewing</td>
<td>Understand how to do interviews by asking the right questions and how they are different from surveys</td>
<td>Watch Google video on doing user research (can skip the Q&amp;A)</td>
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<tr>
<td>Th</td>
<td>30 Aug</td>
<td>Pat Manna</td>
<td>Insight and feedback from Pat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>2 Sep</td>
<td></td>
<td></td>
<td>Articles on OAKS BMG**: 126-133, VPD***: 106-119</td>
<td>2</td>
<td>I1. First interview</td>
</tr>
<tr>
<td>T</td>
<td>4 Sep</td>
<td>Customer Development</td>
<td>Understand the customer development process</td>
<td>Video Lesson 4</td>
<td></td>
<td></td>
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<tr>
<td>Th</td>
<td>6 Sep</td>
<td>Creativity</td>
<td>Develop your creativity and design thinking</td>
<td>BMG: 134-145, 244-259, VPD: 70-85; Articles on Oaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>9 Sep</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>I2. 25 Ideas</td>
</tr>
<tr>
<td>T</td>
<td>11 Sep</td>
<td>Experiments and Hypothesis Testing</td>
<td>Design experiments and hypothesis testing for your target market</td>
<td>VPD: 178-187, 190-1, 198-209, 240-245; skim: 214-237</td>
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<tr>
<td>Th</td>
<td>13 Sep</td>
<td>Overview of Teams</td>
<td>Understand how finding the right teammates makes a huge difference</td>
<td>Students' advice on teams Simon Sinek TED talk Article on Building a Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>16 Sep</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>I3. Write 1 test card</td>
</tr>
<tr>
<td>T</td>
<td>18 Sep</td>
<td>Form Teams</td>
<td>Find classmates with similar interest</td>
<td>Team Assignment Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>20 Sep</td>
<td>Customer Segments</td>
<td>Understand what customer jobs, pains and gains are</td>
<td>Video Lesson 6, segments 1-14 BMG: 20-21 VPD: 12-25, 54-59</td>
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<tr>
<td>Sun</td>
<td>23 Sep</td>
<td></td>
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<td>5</td>
<td>T1. Partnership agreement</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
<td>Videos/Readings</td>
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<td>Th</td>
<td>27 Sep</td>
<td>Team meetings</td>
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<tr>
<td>Sun</td>
<td>30 Sep</td>
<td></td>
<td></td>
<td>I4. Potential product-market fit</td>
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<td>T</td>
<td>2 Oct</td>
<td>First Pitch</td>
<td>1-minute pitch</td>
<td>Watch videos and read articles about doing elevator pitches VPD: 132-3</td>
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<tr>
<td>Th</td>
<td>4 Oct</td>
<td>Understanding Problems</td>
<td>Understand the importance of solving a customer problem</td>
<td>Articles on Oaks</td>
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<tr>
<td>Sun</td>
<td>7 Oct</td>
<td></td>
<td></td>
<td>7 T2. Pitch feedback 1</td>
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<tr>
<td>T</td>
<td>9 Oct</td>
<td>Pivots</td>
<td>Understand why you shouldn’t fall in love with an idea; Use the business model canvas as a brainstorming tool Work on your Channels and Customer Relationships plan</td>
<td>VPD 140-51 Articles on OAKS</td>
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<tr>
<td>Th</td>
<td>11 Oct</td>
<td>Get/Keep/Grow + Channels</td>
<td></td>
<td>Video Lessons 7, 8</td>
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<tr>
<td>Sun</td>
<td>14 Oct</td>
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<td></td>
<td>8 T3. First report</td>
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<td>T</td>
<td>16 Oct</td>
<td>MVP</td>
<td>Develop MVP that fits your target customers</td>
<td>Video Lesson 5, segments 4, 17-21 VPD: 218-223, 228-31, 236-7</td>
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<tr>
<td>Th</td>
<td>18 Oct</td>
<td>Revenue Streams</td>
<td>Explore alternative revenue models</td>
<td>Video Lesson 9</td>
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<tr>
<td>Sun</td>
<td>21 Oct</td>
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<td></td>
<td>9 T4. MVP</td>
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<td>T</td>
<td>23 Oct</td>
<td>Business Model Canvas Overview</td>
<td>Understand the business model canvas, how to use it and how the components work together as a whole</td>
<td>Video Lesson 3, segments 1, 2, 7-11 VPD: 156-157</td>
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<td>Th</td>
<td>25 Oct</td>
<td>Second Pitch</td>
<td>2-minute pitch</td>
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<tr>
<td>Sun</td>
<td>28 Oct</td>
<td>Second Pitch</td>
<td></td>
<td>10 T5. Pitch feedback 2 I5. Complete one canvas</td>
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<td>T</td>
<td>30 Oct</td>
<td>Competition</td>
<td>Understand what a strategy canvas is and use it to find your competitive advantage</td>
<td>• BMG: 200-211 • VPD: 126-131</td>
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<td>Th</td>
<td>1 Nov</td>
<td>Team Meetings</td>
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<td>Fall Break</td>
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<td>W</td>
<td>7 Nov</td>
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<td>T6. Strategy canvas</td>
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<td>Th</td>
<td>8 Nov</td>
<td>Flex</td>
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<td>Sun</td>
<td>11 Nov</td>
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<td>T7. Second report</td>
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<tr>
<td>T</td>
<td>13 Nov</td>
<td>Third Pitch</td>
<td>3-minute pitch</td>
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<td>Th</td>
<td>15 Nov</td>
<td>Key Partners; Key Activities; Key Resources; Cost Structure</td>
<td>Video Lessons 10, 11</td>
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<td>Sun</td>
<td>18 Nov</td>
<td>T8. Pitch feedback 3</td>
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<td>T</td>
<td>20 Nov</td>
<td>Team meetings</td>
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<td><strong>Thanksgiving Break</strong></td>
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<td>T</td>
<td>27 Nov</td>
<td>Practice Pitch</td>
<td>3-minute pitch (optional)</td>
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<td>Th</td>
<td>29 Nov</td>
<td>Competition Prep and Wrap Up</td>
<td>Reflect on the semester</td>
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<td>Dec 11 12 - 3</td>
<td>Pitch Competition</td>
<td>T9. Third/final report</td>
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* Video lessons are on Udacity.com
** BMG = Business Model Generation [text](#)
*** VPD = Value Proposition Design [text](#)