



Art 497.82P / Creative Promotion & Innovation
COURSE SYLLABUS: Spring 2015

Instructor: Raul Varela

Class Meeting Times: Tuesday 6:00pm - 10:00pm (3/23/2015 through 5/8/2015)

Class Meeting Location: UCD

Consultation Hours: Monday – Friday, 9am-6pm (by appointment only)

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COURSE INFORMATION

RESEARCH SOURCES

1. Various sources identified through the student's individual research
2. Academic texts, peer-reviewed articles, scholarly papers, accessed either through brick-and-mortar libraries or online in scholarly databases, such as JSTOR.
3. Other major design university MFA archives (SVA, VCU, Stanford D-school)
4. AIGA archives
5. Publications: *Entrepreneur*, *Forbes*, *Harvard Business Review*, *Wall Street Journal*, *Strategy*, *Red Herring*, *Fast Company*, *Inc. Magazine.*, *Fortune*, *TIME*, etc.
6. Media: Broadcast news channels, credible newspapers or magazines such as CNBC or Bloomberg
7. Anything, anywhere that is relevant to your topic (recorded interviews, ethnography, etc.)
8. NOT Wikipedia!!!!

TAMU PRIMARY DATA SOURCES

<http://tamuc.libguides.com/busref>

This online research guide for your areas of study was put together by our business and marketing specialist. It includes contact info, various applicable library databases and how to get to them.

MARKET PRIMARY DATA SOURCES

1. <http://www.marketresearch.com>
2. <http://www.census.gov>
3. <http://www.data.gov>
4. <http://www.gallup.com>
5. <http://www.mintel.com>

COURSE DESCRIPTION

This 8-week course will empower students to take their innovations and marketing plans to the next level and implement them into a viable and fundable enterprise. Students will create a prototype to be presented as a proof-of-concept with a compelling presentation to an angel investor. In addition students will be introduced to issues related to the patent process and angel investment process as it relates to their innovations.

STUDENT LEARNING OBJECTIVES

1. Design a proof-of-concept prototype for the product or service.
2. Develop value proposition, executive summary and elevator pitch to sell the essence of innovation.
3. Write a launch strategy that can create brand awareness in the marketplace.
4. Examine angel funding sources at early stages, typical formats for angel investments and roles of the angel investor.
5. Develop realistic budget, estimate of expenses, timing, margins and manufacturing costs.
6. Create a compelling presentation that generates interest for an angel investor and proves the worthiness of business model.
7. Acquire a basic understanding of the patent process as it relates to filing a patent, intellectual property, and patent claims.

ATTENDANCE

You may be absent from class twice.

- On your first absence you will receive an e-mail warning, which is copied to Lee Whitmarsh.
- On your second absence you will receive an e-mail and you will be contacted by Lee Whitmarsh.
- On your third absence you will receive an F in the class. If you wish to drop the class you will receive a drop/fail.

- Two tardies of 20 minutes or more equals an absence.
- A tardy of 60 minutes equals an absence.
- Two late returns from break of more than 10 minutes equals one absence.
- If a student is OVER 10 MINUTES late for the final, a full grade will be deducted from his or her final grade.
- If a student does not show up for the final they automatically fail the class.

There is no distinction between excused and unexcused absences.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

A willingness to participate and collaborate will be a key component in a productive and positive outcome for each student. It is the job of the student to follow the schedule and adhere to it on a weekly basis. The role of the professor and the class is to respond to the work that is brought in week-by-week and comment, direct, expand on, and suggest possible areas for further research.

GRADING

Grades will be assigned according to the following scale:

- A** Work well above the general class level, evidence of participation in related activities outside of the classroom, thoughtful participation in classroom discussion and critique
- B** Work above the general class level, participation in classroom discussion and critique
- C** Average work, minimal requirements met
- D** Work below class average, lack of participation and/or poor attendance
- F** Inferior work, work not turned in, failure to attend class

In addition to major project, students final grade will also be based on critique participation and application, work ethic, and attitude. These specifications are applied with the following percentages

- 1. Quality and effort on innovation and marketing plan 50.0%
- 2. Presentation to investor 15.0%
- 3. Analysis of 9 case studies 15.0%
- 4. Feedback loops 10.0%
- 5. Attitude and Participation 10.0%

ACADEMIC INTEGRITY AND PLAGIARISM

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: In addition to classroom time, you are welcome to call or email me at any time with questions or concerns (raul@highbandwidth.com or 972-672-8401). Announcements from the University will come to you through its network.

TECHNOLOGY REQUIREMENTS

Home computer or laptop with graphics and presentation software or access the lab.

ACCOMODATIONS FOR ADA ELIGIBLE STUDENTS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services | Texas A&M University-Commerce

Gee Library, Room 132 | Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148 } StudentDisabilityServices@tamu-commerce.edu

STATEMENT ON STUDENT BEHAVIOR

All students enrolled at the University shall follow the tenet of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)

All students must show respect toward the instructor and the instructor's syllabus, presentations, assignments, and point of view. Students should respect each others' differences. If the instructor determines that a student is not being respectful towards other students or the instructor, it is the instructor's prerogative to ask the student to leave, to refer the student to the department head, and to consider referring the student to the Dean of Students who may consider requiring the student to drop the course. Please refer to pages 42 – 46 of the Texas A&M University-commerce Student guidebook's Codes of Conduct for details.

STUDENT CONDUCT/CITIZENSHIP

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

REQUIRED READINGS

There are no required textbooks for this class. Instead, you will download 9 Harvard case studies listed on next page. Your cost will be \$35.55. Case studies can be downloaded here: <https://cb.hbsp.harvard.edu/cbmp/access/16954197> These readings will inform your weekly assignments and support your learning outcomes. You are required to read all case studies and discuss their application to your project. All case study analysis and discussion will take place on the course management websites set up for this class. Please visit <http://join.lore.com/HD2Q9Y> to join the group.

CASE STUDIES

1. Week 1: Discovering Opportunities--How to Spot (and Investigate) Potential Targets for Innovation
2. Week 2: Blueprinting Ideas--Fine-Tuning Your Innovation Idea and Developing a Plan to Implement It
3. Week 3: Assessing and Testing Ideas: Determining the Potential Value of Your Innovation Idea--And Making Sure You're Moving in the Right Direction
4. Week 4: Moving Forward--Honing Your Innovation Skills in Your Continuing Journey Toward Successful Innovation
5. Prototyping: A Quick Introduction
6. IDEO Product Development
7. Angel Investing
8. Gracious Eloise: What Do Angels Want? Part 1
9. Gracious Eloise: What Do Angels Want? Part 2

RECOMMENDED BOOKS

- *Pitch Anything* by *Oren Klaff*
- *Making Innovation Work* by *Ladd Greeno*
- *Manufacturing Processes for Design Professionals* by *Rob Thompson*
- *Patents, Copyrights & Trademarks For Dummies* by *Henri Charmasson*
- *Made to Stick* by *Chip Heath*

COURSE OUTLINE / WEEKLY ASSIGNMENTS

The following pages include a schedule of assignments and deadlines for the entire semester. This schedule is also posted on LORE. If an adjustment becomes necessary, an announcement will be made during class. It will be your responsibility to adjust your copy of the schedule. If you are absent, it is your responsibility to check with a classmate or contact the instructor for schedule revisions. Failure to turn in EVERY assignment in accordance with the class schedule will negatively affect your final grade. All projects are due on the dates noted below. NO late projects will be accepted for grading. You are responsible for turning in work on time regardless of attendance.

WEEK 10

IN CLASS

1. Present progress update 1 for proof-of-concept prototype
2. Present any revisions to marketing plan or value proposition
4. Shark Tank Series 2

ASSIGNMENT 10 – Due Week 11

Your Assignment

Present progress update 2 for proof-of-concept prototype

WEEK 10 CASE STUDY

Download the 2 case studies listed below <https://cb.hbsp.harvard.edu/cbmp/access/16954197>

Case Study 1: Prototyping: A Quick Introduction

Prototypes allow you to consider and test your product or service concept quickly and at low cost, and they play an important role in the development of new ventures. This quick introduction elaborates on the concept and illustrates the use of prototypes. Regardless of its scope and fidelity to a final product or service, your prototype is an opportunity to increase confidence in your concept and reduce its market risk. This case provides three in-depth examples of prototypes in use and what you can learn from others' processes.

Case Study 2: · IDEO Product Development

Describes IDEO, the world's leading product design firm, and its innovation culture and process. Emphasis is placed on the important role of prototyping and experimentation in general, and in the design of the very successful Palm V handheld computer in particular. A studio leader is asked by a business start-up (Handspring) to develop a novel hand-held computer (Visor) in less than half the time it took to develop the Palm V, requiring several shortcuts to IDEO's legendary innovation process. Focuses on: 1) prototyping and experimentation practices at a leading product developer; 2) the role of playfulness, discipline, and structure in innovation processes; and 3) the managerial challenges of creating and managing an unusually creative and innovative company culture. Includes color exhibits.

Your LORE Assignment

By the end of week 10 you must answer the following questions and post it on LORE.

Write your response in 3–5 paragraphs.

The Question: What did you learn from either of these case studies? Share any relevant insight.

How can you apply what you learned into your innovation process.

Everyone must provide at least 1 feedback loop for a classmate by the end of week 11.

WEEK 11

IN CLASS

1. Present progress update 2 for proof-of-concept prototype
2. Present any revisions to marketing plan or value proposition
4. Shark Tank Series 3

ASSIGNMENT 11 – Due Week 12

Your Assignment

Present progress update 3 for proof-of-concept prototype

WEEK 11

IN CLASS

1. Present progress update 3 for proof-of-concept prototype
2. Lecture: The Angel Pitch
4. Shark Tank Series 4

ASSIGNMENT 11 – Due Week 12

Your Assignment (The Angel Pitch - Part 1)

Fancy Powerpoint slides, slick demos and an awesome resume will NOT do anything for you if you can't communicate your value proposition to an investor along with a simple and compelling story about your innovation. Too many entrepreneurs fail to get funding for their innovations because they fail to address basic business questions every angel investor or VC needs to hear before they consider investing in your company. Fortunately you have answered every core question in the process of writing your plan. Now it's time for you to condense your substance into a cohesive and succinct presentation that will get you the money.

Your Assignment

Review the handout called "Investor Presentation Tips" and bring a 10 to 15-slide outline of your presentation. You don't need to flush out all the copy at this point. Think hard about what you want to communicate.

WEEK 12

IN CLASS

1. Present round 1 presentation outline
2. Present any revisions to proof-of-concept prototype
3. Speaker: Intellectual property attorney and patent law
4. Shark Tank Series 4

ASSIGNMENT 12 – Due Week 13

Your Assignment

Take your outline apply any pertinent feedback from the class and bring a first draft next week. Keep your presentation between 10 to 15 slides.

WEEK 12 CASE STUDY

Download case study here <https://cb.hbsp.harvard.edu/cbmp/access/16954197>

Angel Investing

An angel investor is an affluent individual who has the ability to provide funding for business ventures in exchange for ownership or equity in the business. There are a number of angel investors who organize themselves into groups or networks to pool their capital. This case study discusses the industry practices of angel investors, individuals who invest privately in new ventures.

Your LORE Assignment

By the end of week 12 you must answer the following questions and post it on LORE.

Write your response in 3–5 paragraphs.

The Question: What did you learn from this case study? Share any relevant insight.

How can you apply what you learned into your innovation presentation.

Everyone must provide at least 1 feedback loop for a classmate by the end of week 13

IN CLASS

1. Present first draft angel presentation
2. Present any revisions to proof-of-concept prototype
3. Shark Tank Series 5

ASSIGNMENT 13 – Due Week 14

Your Assignment

Polish up your presentation. Apply any pertinent changes from the class and be ready to do a practice run.

WEEK 14

IN CLASS

1. Present second round presentation
2. Present any revisions to proof-of-concept prototype
3. Shark Tank Series 6

ASSIGNMENT 14 – Due Week 15

Your Assignment

Finish your presentation and be ready to do a practice run next week.

WEEK 14 CASE STUDY

Download the 2 case studies listed below <https://cb.hbsp.harvard.edu/cbmp/access/16954197>

Case Study 1: Gracious Eloise: What Do Angels Want? (A)

Eloise Bune successfully turned an idea into a product, but could she persuade angel investors that she had a business worth investing in? The case details her interactions with the angel investors and explores the role of angel investors in providing financial capital, business experience, and other assistance to start-ups.

Case Study 2: Gracious Eloise: What Do Angels Want? (B)

Having received an extensive critique of her business plan but only a small amount of financing from an angel group she pitched in 2010, Eloise Bune responds to the angels' concerns, refines her presentation, and pitches her company again.

Your LORE Assignment

By the end of week 14 you must answer the following questions and post it on LORE.

Write your response in 3–5 paragraphs.

The Question: What did you learn from either of these case studies? Share any relevant insight.

How can you apply what you learned into your innovation process.

Everyone must provide at least 1 feedback loop for a classmate by the end of week 15

IN CLASS

1. Present third round presentation
2. Present any revisions to proof-of-concept prototype
3. Shark Tank Series 7

ASSIGNMENT 14 – Due Week 15

Your Assignment

Get ready to present to Mark Cuban next week. PRACTICE! PRACTICE! PRACTICE!

IN CLASS

1. Pitch it!