ARTS 551.82P / Creative Promotion & Innovation
COURSE SYLLABUS: Spring 2016

Instructor: Raul Varela

Class Meeting Times: Tuesday 6:00pm - 10:00pm (3/21/2016 through 5/13/2016)

Class Meeting Location: UCD 402

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

Phone: 972.672.8401 (Communication Response Time: 24 hours)

Preferred Contact: raul@highbandwidth.com   **School Email:** rvarela@leomail.tamuc.edu

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C O U R S E   D E S C R I P T I O N

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.

S T U D E N T   L E A R N I N G   O B J E C T I V E S

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.

8. Develop an organizational binder that demonstrates student's weekly progress

9. Graduate students will write a weekly critical analysis on their progress that includes ethnography, research, ideation and marketing strategy. These weekly results will be a type written presentation presented weekly and represented in an organized binder to the instructor.

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: *Entrpreneur*, *Forbes*, *Harvard Business Review*, *Wall Street Journal*, *Strategy*, *Red Herring*, *Fast Company*, *Inc. Magazine.*, *Fortune*, *TIME*, etc.

6. Media: Broadcast news channels, <u>credible</u> 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

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 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

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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 proof of concept prototype 50.0%

2.   Binder development and critical analysis papers 15.0%

3.   Presentation to angel investors..15.0%

4.   9 case studies...10.0%

5.   Attitude, participation including feedback loops for case studies 10.0%

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.

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.

TECHNOLOGY REQUIREMENTS

To participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Reader https://get.adobe.com/reader/
- Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- Adobe Shockwave Player https://get.adobe.com/shockwave/
- Apple Quick Time http://www.apple.com/quicktime/download/

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see System Requirements for LearningStudio at https://secure.ecollege.com/tamuc/index.learn?action=technical

A C C E S S   A N D   N A V I G A T I O N

Pearson LearningStudio (eCollege) Access and Log in Information
This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo at http://www.tamuc.edu/myleo.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio. Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or bookstore, such as Barnes & Noble.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

F R E E   M O B I L E   A P P S

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented. The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

App Title:	**iPhone –** Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
OS:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
iPhone App	https://itunes.apple.com/us/app/pearson-learningstudio courses/id977280011?mt=8
AndroidApp	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online

• View and respond to all discussions in individual Courses

• View Instructor Announcements in individual Courses

• View Graded items, Grades and comments in individual Courses

• Grade to Date

• View Events (assignments) and Calendar in individual Courses

• View Activity Feed for all courses

• View course filters on activities

• View link to Privacy Policy

• Ability to Sign out

• Send Feedback

ACCOMODATIONS FOR ADA ELIGIBLE STUDENTS

Students with Disabilities

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

Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

STATEMENT ON STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook*).*

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

REQUIRED READINGS

There are no required textbooks for this class. Instead, you will download the 9 Harvard case studies listed below. Your cost will be $35.55. A link to download the case studies will be provided by the instructor on the first day of class. 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 a course management website called LORE.

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.

IN CLASS

1. Present progress update 1 for proof-of-concept prototype

2. Present any revisions to marketing plan

4. Shark Tank Series 2

ASSIGNMENT 10 – Due Week 11

Your Assignment

Present progress update 2 for proof-of-concept prototype

W E E K   1 0   C A S E   S T U D Y

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.

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

The Angel Pitch

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

1. Present progress update 3 for proof-of-concept prototype

2. 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.

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 you presentation between 10 to 15 slides.

W E E K   1 2   C A S E   S T U D Y

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.

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.

W E E K   1 4   C A S E   S T U D Y

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 panel next week. PRACTICE! PRACTICE! PRACTICE!

IN CLASS

1. Pitch it!