



**ARTS 551 801 25971 / Creative Promotion & Innovation
COURSE SYLLABUS: Spring 2024**

Instructor: Raul Varela

Class Meeting Times: Wednesday 6:30pm - 10:30pm (3/13/2024 through 5/10/2024)

Class Meeting Location: 8750 N. Central Expressway, 20th Floor • Dallas, TX 75231

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

Phone: 972.672.8401 (Communication Response Time: 24 hours)

School Email: raul.varela@tamuc.edu

COURSE DESCRIPTION

This 8-week online 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.
8. Develop an organizational binder that demonstrates student's weekly progress
9. Graduate students will read a case studies every 2 weeks and write a critical analysis to support their progress and enhance their knowledge for this class.

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>

ATTENDANCE

- FIRST ABSENCE: The student will receive an email from Christi Spruill and a copy goes to the instructor-Lee
- SECOND ABSENCE: The student will receive an email from Christi Spruill and a copy goes to the instructor-Lee
Lee will contact the student.
- THIRD ABSENCE: Lee emails the student that they have failed the course.
- Two tardies equals one absence
- A tardy of 60 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.

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 GUIDELINES

Grades will be assigned according to the following scale:

A – 90-100

Work well above the general class level, evidence of participation in related activities Outside of the classroom, thoughtful participation in classroom discussion and critique.

Superlative work: careful attention to craft and presentation. Originality of idea and execution work together. Goes beyond merely solving the problem – one who performs at this level is visibly outstanding, work is outstanding in every respect.

B – 80-89

Work above the general class level, participation in classroom discussion and critique.

Fine work: A few minor changes could have been considered and executed to bring piece together.

Goes beyond merely solving the problem. Above average: solution to the problem and idea well planned. Execution is well done.

C – 70-79

Average work, minimal requirements met

Average or a bit above: Slipping in levels of originality, craft, and presentation. The piece does not work well as a unified whole or statement, yet effort was made. You have solved the problem but in a relatively routine way.

D – 60-69

Work below class average, lack of participation and/or poor attendance

You have solved the problem but there is much room for improving your skills and developing your concepts further. You have neglected the basic craftsmanship skills and breadth and depth of idea development. You were unable to meet mini deadlines. Represents careless and/or incomplete effort. Work is substandard.

F – 0-59

Inferior or unacceptable work and effort, work not turned in, or failure to attend class.

In addition to exercises and projects, your 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%

ACADEMIC INTEGRITY AND PLAGIARISM
--

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

- Scholastic dishonesty will not be tolerated in any class -related activity.
- Scholastic dishonesty includes, but is not limited to, the submission of someone else’s materials as one’s own work.
- Scholastic dishonesty may involve one or more of the following acts: cheating, plagiarism, or collusion.
- Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. Cite your references.
- Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else’s work for assignments as if it were one’s own, or any other dishonest means of attempting to fulfill the requirements of a course.
- Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student, providing an inappropriate level of assistance, communicating answers to a classmate during an examination, removing tests or answer sheets from a test site and allowing a classmate to copy answers.
- Academic dishonesty could result in expulsion from the University

INSTRUCTOR CONTACT AND RESPONSE TIME

Office: Adjunct Office

Office hours: Please make an appointment by sending an email to raul.varela@tamuc.edu

Please use your university email as your primary source of contact. If your email is more than a short paragraph, please consider making an appointment.

Communication from students will be responded to within a reasonable time during the work week.

Weekend communication will be handled the next business day unless noted. Due to the high volume of email that is received an important message may be missed, if an important email has not been responded to in 2 days, please send again.

HANDBOOK & SAFETY

While the online manual covers specific issues related to the Department of Art, Texas A&M University-Commerce policies must also be followed. All users of Department of Art (DOA) classrooms and facilities are required to follow the health and safety guidelines outlined in this manual at all times. Report any safety issues IMMEDIATELY to your instructor(s), Teaching Laboratory Specialist, or to the DOA Health and Safety Liaison. Each course instructor will discuss their area's inherent risks, procedures, and policies to provide the student with informed consent. These will be reviewed verbally at the start of each semester.

A link to the online Handbook: <http://sites.tamuc.edu/art/resources/healthandsafety/>

Students that meet in face-to-face Department of Art courses must complete the online form for each course they attend. A link to the online form: <http://dms.tamuc.edu/Forms/ArtLabPolicy>

*This must be completed on-campus while using the University Wi-Fi or ethernet connections.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.html

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu

Note: Personal computer and internet connection 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 these 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, Starbucks, a TAMUC campus open computer lab, etc.

LAB INFORMATION

Use your university login information to work on the machines.

Please use your USB drive as a storage device and for transport only, it is not an additional hard drive.

You are responsible for keeping up with your files. When arriving in class:

- 1) Insert USB drive
- 2) Copy your work to the 310 folder
- 3) Remove your USB drive
- 4) Work and enjoy class or lab time
- 5) Insert USB drive
- 6) Copy current work on to it

Students may also choose to keep their work on their personal google drive to always have access to their work and be prepared to work in class.

You may not eat in the lab.

Please make sure cell phones are silenced. No headphones on during class.

Do not load any type of personnel software onto these computers. Resist this temptation.

Always leave the lab clean.

A & M - COMMERCE SUPPORTS STUDENT'S MENTAL HEALTH

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access

to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@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.

STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook below.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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.

CAMPUS CARRY RULE

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

WEB URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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 Schoology.

CASE STUDIES

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. 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
3. 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://hbsp.harvard.edu/import/1134795>

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. 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 Assignment

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

Write your response in 3–5 paragraphs.

The Questions: 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

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.

WEEK 12

IN CLASS

1. Present round 1 presentation outline
2. Present any revisions to proof-of-concept prototype

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://hbsp.harvard.edu/import/1134795>

Angel Investing

An angel investor is an affluent individual who can provide funding for business ventures in exchange for ownership or equity in the business. There are many 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 Assignment

By the end of week 12 you must answer the following questions and post it on SCHOLOGY. Write your response in 3–5 paragraphs.

**The Questions: 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

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

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://hbsp.harvard.edu/import/1134795>

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 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 Assignment

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

Write your response in 3–5 paragraphs.

The Questions: 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

ASSIGNMENT 14 – Due Week 15

Your Assignment

Get ready to present to panel next week. PRACTICE! PRACTICE! PRACTICE!

IN CLASS

1. Pitch it!