San José State University
School: Lucas College & Graduate School of Business
Department: School of Global Innovation & Leadership
Course Number: BUS 283
Title: Entrepreneurship
Semester: Spring
Year: 2016

Course and Contact Information

Instructor: Prof. Anuradha Basu
Office Location: BT 556
Telephone: (408) 9243593
Email: anu.basu@sjsu.edu
Office Hours: Mondays, 3-4 pm on campus (Thursdays, 5-6 pm, before class at Lucas Business Complex, with prior appointment)
Class Days/Time: Thursdays, 6-10 pm
Classroom: Lucas Business Complex, Bunker Hill Lane.

Faculty Web Page and MYSJSU Messaging (Optional)
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

There has never been a more significant time to study entrepreneurship than in the current economic environment. Around the world, entrepreneurial ventures are creating and commercializing new products and services that make our lives easier, improve our health and productivity, connect us globally, and entertain us in fascinating ways. Moreover, new ventures are creating jobs that will contribute towards reviving economies around the world. While many people are motivated to start new ventures, motivation alone is not enough; it must be supported by accurate information, a solid business idea, an effective business plan, and sound execution to maximize the chances of success. This course explores the following aspects:

• The meaning of entrepreneurship, from a historical and research perspective
• The process of identifying and evaluating opportunities for new ventures
• Writing and presenting a business plan for such opportunities
• Assembling resources, both human and financial, required for the venture
• Ethical and legal issues relating to new ventures
• Identifying challenges in new ventures, and identifying how to overcome them
• Managing and growing the new venture
Learning Outcomes (Required) and Course Goals (Optional)

This course aims to develop students’ entrepreneurial skills and qualities. Upon successful completion of the course, students will be able to:

- Understand the process of moving from an idea to a new venture
- Assess the strengths and weaknesses of a new venture opportunity
- Write and present an effective and professional business plan
- Integrate functional area material as it applies to new venture creation
- Learn what role they should take in the entrepreneurial process

Required Texts/Readings

Textbook


Supplementary reading:

Guy Kawasaki *The Art of the Start 2.0* Portfolio/Penguin, 2015.

Other recommended readings (in alphabetical order):


Techcrunch Daily [www.techcrunch.com](http://www.techcrunch.com)

The *Wall Street Journal* – student discounted subscriptions available.

“Startup” podcast

Further readings may be provided for specific lectures.

Library Liaison

Diana Wu ([diana.wu@sjsu.edu](mailto:diana.wu@sjsu.edu)).

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).
The scheduled course contact hours are in compliance with the required course credit hours (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html) and the required course culminating experience (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html).

Team Project – Business Plan:

- Teams of students will create a workable business idea and develop it into a mini business plan, which will be presented to the class and, possibly, to industry guests.
- Teams will be composed of 3 or 4 students, depending on the number enrolled in the course.
- Teams will be stronger if they have diversity in interests and experience.
- The project will consist of the following steps:
  - Initial Business Concept report (1-2 pages max.), which describes the idea, explains the problem or opportunity being addressed, explains the benefits or value that the proposed product/service will provide to the buyer or end user, and why the team members have decided to pursue this opportunity, and are capable of executing this new venture. Each team will briefly present their report in class on the day it is due.
  - Market and Competition (4-5 pages). Describe the market you are entering, its size, and expected growth. Explain market segmentation for your product/service and define/explain the target market selected. Profile your most important target customers. Describe their behavior and explain why they are likely to pay for your product/service (“product-market fit”). Support your claims with secondary data/documents or with a short video of responses to your idea from potential buyers (or BOTH). Identify your direct and indirect competitors. Explain what differentiates your business and solution from that of your competitors, and the barriers you can erect against new entrants. Describe any ‘underlying magic’ to your proposed solution.
  - Business model, Go-to-Market & Operations plan (4-5 pages). Outline your business model and explain why you chose it and why you think it is effective. Identify key revenue streams (e.g., from product sales, subscriptions, transaction fees, usage fees, advertising, or licensing?) Will you develop partnerships, if so, with whom and why? Explain your overall marketing strategy and what actions you will take to achieve it. Define your product offering and strategy regarding pricing, distribution, and promotion and advertising. Describe how you are going to execute your strategy to reach your target customers. Briefly outline the role to be played by individual team members, their background and experience, and identify any additional expertise you may require in your team.
  - Startup Capital requirements, Milestones & Risk Assessment analysis (4-5 pages). Summarize the current status of the project and what you have accomplished so far (e.g., in gaining customer feedback, developing a prototype, etc.). Based on your accomplishments to-date and proposed business model, how much initial start-up capital will the venture require? Identify the key milestones and estimate the resources required to achieve them. Outline the key assumptions made in your plan and the main risks.
  - Final Executive Summary (1 page) and Business Plan. Students will develop the Business Plan in stages, and may need to rewrite it one or more times as necessary, before submitting the final Business Plan (max. 20 pages) by the deadline. The Final Executive Summary will be generated on the basis of the Business Plan and will briefly explain the teams’ business concepts and plans for potential investors (the class).
  - Final Session: Presentations. These will be short Power Point pitches/presentations through which students will summarize their business concept to the class (investors) and make their case for obtaining funding.
  - The class will participate in reading and rating the Final Executive Summary and presentations.
  - Team evaluation by peers. Your team project is not complete until you evaluate the performance of each team member. Use the Team Evaluation Form on the web to assess both the quality and quantity of your
own and your team members' performance on the project. This process determines the percentage of the final grade each member deserves. Students receiving a low grade on their peer evaluation will not benefit from the work of their teammates. For example, if a team receives a 95 on the project, a team member receiving a low peer evaluation grade will have his/her project grade lowered accordingly. In such a case, team members receiving good peer evaluation grades would earn a 95, but a team member receiving a low peer evaluation, for example, might receive a 65 or even a zero. Thus, there is an incentive to work together as a team. We will discuss in class the criteria used to evaluate each member to lessen the likelihood of low grades based on personal dislike, revenge, etc.

- Students will have the opportunity to participate in the Silicon Valley Business Plan Competition during Spring 2016 (see www.sjsu.edu/cob/svbpcc for updates).

**Team project:** Creativity exercise – to be explained in class.

**Individual assignments:**
Please note that all assignments must be submitted by the due date and time. No late assignments will be accepted.

**Case analysis**
Please prepare case study memos (typed) for each case study, addressing the assigned questions, and **turn in via Canvas by the start of class.** The memo, which can be in the form of bullet points, will be evaluated on the basis of the following criteria:

- clarity (in stating the diagnosis and recommendations)
- analytical rigor (logic, evidence, assumptions)
- conciseness (two-pages maximum length)
- synthesis (tying together different viewpoints, if applicable).

The lowest grade on a case memo will be dropped. Non-submission will earn a zero.

**Investor analysis**
From the perspective of an investor, write a short paper (two pages maximum) evaluating the presentations made by each of the other teams (EXCEPT for your own team) and choose the one (excluding your own team!) in which you would invest. The paper should clearly and concisely justify your decision.

**Class Participation, Presentation of chapters/readings:** Becoming actively engaged in the subject matter is an essential part of learning. Good participation is based on good preparation. You are expected to read and understand all assignments before coming to class. In order to participate, you have to be present in class. Class participation on all cases and discussions is essential. As part of class participation, over the course of the semester, students are encouraged to bring in recent journal articles with respect to entrepreneurship. The student should give a summary of the article, as well as listing 3 important points from the article. Students will also present highlights of the assigned chapters/readings or introduce provocative or interesting points. They are encouraged to do so creatively, using quizzes, videos or other techniques. Power point presentations are also allowed, as long as they don’t simply summarize the material. Students will be called upon to discuss assignments and comment on assigned readings.

NOTE that **University policy F69-24** at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
Grading Policy

Your grade will be determined by the following:

Team Projects:
- Written Business Plan (including draft deliverables) 35%
- Oral Presentation of Business Plan 15%

Individual assignments:
- Case Analysis Memos 20%
- Investor analysis 10%
- Pop quizzes in class 10%
- Class Participation 10%

Grading Percentage Breakdown:

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<td>83% - 80%</td>
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<td>76% - 74%</td>
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<td>66% - 64%</td>
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<td>63% - 60%</td>
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<td>below 60%</td>
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Extra credit options, if available:

Up to 5 bonus points may be awarded at the instructor’s discretion for attending and participating in special entrepreneurship-related events that are open to all students in the class. Special events include the Eminent Speaker series organized by the Silicon Valley Center for Entrepreneurship and events arranged by affiliate organizations. Students attending these talks by eminent entrepreneurs and industry leaders must sign the registration sheet and submit a short memo afterwards (online, via Canvas) on at least three main learning points from the talk.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

The most effective way of teaching a course in entrepreneurship is to combine theory with practice. Students will present the material in a seminar style with the instructor adding value during the discussion, correcting errors through questioning and coaching students but not lecturing more than a 10-15 minute summation from
time to time. Students enjoy the voice they gain through this method. They also gain presentation and facilitation skills and do not sit passively. Teams or individuals students can present depending on the size of the class. Guest speakers will be invited to present on specific aspects. Class participation on all cases and discussions is essential. Everyone is expected to have read the assigned material and thoroughly prepared each case. Students will be called upon to discuss assignments and comment on assigned readings. Teams of students will plan a new business and present their plan to the class. Videos relevant to the course material will be shown. Industry practitioners will be invited to give guest lectures. Students will need to spend about 4-8 hours per week outside of class to keep up with the course material and the project. I hope to make the learning process both interesting and useful so that students will be motivated to work on the assignments.

Please come to class on time and do not leave without the instructor’s permission. Only one person has the floor at a time. Please do not speak to your neighbor while the professor or another student is addressing the class. Side conversations will be penalized. Please turn off all cell phones, don’t surf the Internet during class. Computers may not be used in the classroom for any reason other than looking at the course Powerpoint slides. If you have a question or want to make a contribution to the class discussion, please raise your hand.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
• It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/sstudentconduct/](http://www.sjsu.edu/sstudentconduct/).

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/aec) to establish a record of their disability.

**Accommodation to Students’ Religious Holidays (Optional)**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**Student Technology Resources (Optional)**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections (Optional)**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring,
enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services (Optional)**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

**Lucas College and Graduate School of Business Mission**

*We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.*

**MBA Program Goals:**
(Not all program learning goals are covered in every course)

**Goal One: Business Concepts**
Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

**Goal Two: Analysis and Decision Making**
Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

**Goal Three: Cultural and Ethical Awareness**
3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.
3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

**Goal Four: Leadership and Teams Skills**
Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

**Goal Five: Global Change and Dynamics**
5a. Demonstrate an ability to understand and adapt to global market changes
5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

**Goal Six: Communication Skills**
6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.
6b. Demonstrate the principles and processes of effective written communications.

**Lucas College and Graduate School of Business Policies:**

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

**Eating:**
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

**Cell Phones:**
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Computer Use:**
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will
be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Academic Honesty:**
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

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**BUS 283 / Entrepreneurship, Spring 2016, Course Schedule**

*Subject to change with fair notice.*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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Reading: B&I, Ch. 1. Video: Nick Goodman, GoPro. Guy Kawasaki, *The Art of the Start* |
| 2    | April 7 | Generating business ideas and recognizing opportunities. Feasibility analysis and screening of business ideas.  
**Team creativity project:** demonstrate how you created value with a pack of Post-It notes, and explain how you defined ‘value’. Your demo could include photos or a video.  
List up to 3 start-up ideas in one sentence each (10-20), and explain why you think each is a promising idea. Submit your list online via Canvas by 11:59 pm on 4/6 (or sooner). Prepare to make a 2 minutes’ pitch in class on at least one of your ideas - your most preferred idea. Finalize teams for business plan project. Bring your (typed) list to class for discussion.  
**Guest speaker:** Vas Bhandarkar, CEO, ScoreData Corp.  
**Reading:** B&I, Ch. 2 & 3. |
| 3    | April 14| Writing a Business Plan (BP). Reasons for writing a BP; guidelines for writing a BP; outline of a BP; presentation of BP. Questions and feedback to expect from investors.  
**Case study:** Brakefree Business Plan  
**Guest speaker:** Alex Arkhangelskty, founder, Brakefree.  
**Assignment:** 1. Review and evaluate the Business Plan based on the SVBPC criteria. List its main strengths and weaknesses. 2. As an investor, what more information would you like and what suggestions do you have for the team?  
**Reading:** B&I, Ch 6.  
**Initial Business Concept statement due** at the start of the class.  
Team presentations of initial business concept. |
| 4    | April 21| Industry analysis; the 5-forces model and its value; competitor analysis. Researching the market, understanding customers, market sizing.  
**Case study:** To market or not: Should Arlo Inc. commercialize its soap dispenser |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>5 April 28</td>
<td>Developing an effective business model, and its importance.</td>
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<td><strong>Assignment Qs:</strong> 1. Analyze the industry information available to Dave Hadden, using Porter’s 5-forces model, target market findings, and the strengths of Arlo’s soap dispenser. 2. If you were in Dave’s shoes, would you take steps to commercialize this product? Explain.</td>
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<td><strong>Guest speaker:</strong> Dave Hadden, Founder, Arlo Inc.</td>
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<td><strong>Reading:</strong> B&amp;I, Ch. 5, 11. Lessons Learned: FriendFeed's Paul Buchheit <a href="http://www.youtube.com/watch?v=O_FGLJXTYG">http://www.youtube.com/watch?v=O_FGLJXTYG</a></td>
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<td><strong>Case study:</strong> Serus Inc.: Continue to Bootstrap or seek VC funding?</td>
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<td><strong>Guest speaker:</strong> Indu Navar, founder, Serus &amp;/or Robert Gunn, SVP, Ops.</td>
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<td><strong>Assignment Questions:</strong> 1. Discuss the pros and cons of bootstrapping versus VC funding. 2. Should the founders continue to bootstrap or seek VC funding?</td>
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<td><strong>Reading:</strong> B&amp;I, Ch. 4, Osterwalder &amp; Pigneur. Peer to peer business models. Interview with Airbnb founder: <a href="http://zurb.com/soapbox/events/38/Joe-Gebbia--ZURBsoapbox">http://zurb.com/soapbox/events/38/Joe-Gebbia--ZURBsoapbox</a></td>
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<td>7 May 7</td>
<td>TIECON/ Building a new venture team.</td>
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<td><strong>Case study:</strong> Zappos (in B&amp;I)</td>
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<td><strong>Assignment Questions:</strong> to be posted on Canvas.</td>
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<td><strong>Guest speaker:</strong> TBA</td>
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<td><strong>Reading:</strong> B&amp;I, Ch. 9. Business model, Marketing &amp; Operations plan due at the start of the class.</td>
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<td>8 May 12</td>
<td>Initial ethical and legal issues facing a new firm; choosing a form of business organization. Protecting intellectual property.</td>
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<td><strong>Case study:</strong> Bunny Burger</td>
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<td><strong>Guest speaker:</strong> Francoise Gilbert, Founder &amp; MD, IT Law Group</td>
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<td><strong>Assignment questions:</strong> 1. Identify the main legal issues in the case. 2. Prepare a list of questions you would have if you were one of the founders and meeting with legal counsel in preparation for the creation of Bunny Burger.</td>
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<td><strong>Reading:</strong> B&amp;I, Chs. 7 &amp; 12. Financial plan &amp; Risk Assessment due at the start of the class.</td>
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<td>9 May 19</td>
<td>Managing growth and its challenges.</td>
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<td><strong>Case study:</strong> Mint.com (in B&amp;I)</td>
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<td><strong>Course wrap up.</strong></td>
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<td><strong>Reading:</strong> B&amp;I, Chs.13 &amp; 14.</td>
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<td>10 May 21 Sat.</td>
<td>Team presentations of Business Plans. Final Business Plans due.</td>
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<td>Final wrap up quiz.</td>
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<td>Investor analysis (individual assignment) due via email by 10 p.m. on May 21.</td>
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