

DRAFT

ECON 327-004 Commercial Track

Business Venturing: Practice makes perfect: The art of creating a plan and pitch

Spring 2020

Location: Murphy 105

11:00AM - 12:15PM Tuesday/Thursday

Tom Collopy

Entrepreneur in Residence, Shuford Program in Entrepreneurship, Suite 104, Gardner Hall

Phone: 919 656 2329

Email: tomkcol@gmail.com

Office Hours: by appointment

Julia Newton,

Undergraduate Teaching Assistant who has completed the Minor in Entrepreneurship

Phone:

Email: julnewto@live.unc.edu

ECON 327-004: Practice Makes Perfect: The art of creating a plan and pitch (the “Commercial Track”) is the third course in the Minor in Entrepreneurship and extends the use of the Lean Startup methodology to continue to build the skills required to turn an idea into a viable business. We will use the process of developing a plan and pitch as the structure to explore the elements of the business model canvas: Channels, Customer Relationships, Key Partners, Key Activities and Key Resources. We will also take a deeper look at Revenue Streams and Cost Structure. We will use a combination of lectures, case discussions, in class exercises and guest speakers and lecturers to bring the material and concepts to life. The class will culminate in a team presentation of a complete business model that you will present to E-Minor grads and angel investors. We designed this class to help students learn primarily about creating for-profit enterprises in a wide variety of industries.

Prerequisites:

Students must be admitted to the Minor with the permission of the Instructors. ECON 101 and ECON 125 must have been completed, and you will be best prepared if you have completed ECON 325 before taking this course.

DRAFT

Goals and objectives of the course:

Two typical events for early stage startup companies are (1) applying to an accelerator program and (2) pitching to investors. Once you have formed a team around an idea, we will spend the bulk of the term preparing to “apply” for an accelerator grant from NC Idea and developing a start-up business pitch to investors as a way to frame your learning.

- Apply and extend the learning from ECON 125 and 325 by working on a team-based venture
- Learn more about practical elements required to execute on a new venture (legal, HR, market research, team building, financial projections. etc.)
- Continue to refine your ability to pitch and “tell the story”
- Explore in more detail the process of financing new ventures
- Explore in greater detail the process of creating business models

Your venture may come from prior work or ideas you bring from other areas of interest. We will discuss the requirements in more detail in class, but a few things you should consider:

- The idea **MUST** have the potential to scale beyond the UNC campus
- The idea must have some element of innovation and not be a recreation of an existing business model
- It should be amenable to testing via use of a prototype or minimally viable product

Teams will form early in the class as noted below in the details of each class. We expect you to take into consideration what you have learned in ECON 325 and elsewhere, that diverse teams are better at developing solutions to complex problems such as entrepreneurial ventures. While we will let you form your own teams, there are some guidelines we strive for:

- Teams should mix experiences, genders and backgrounds
- No more than two students from the same major course of study
- No more than two students who are in the same fraternity/sorority/social organization

TIP: When selecting a team or team members, you should ask about the level of (time and effort) commitment each team member will bring. Some students will place a higher value on getting a good grade than others. If you are grade oriented, discuss that with potential team members.

DRAFT

Course Policies and Expectations

The majority of the course is team based and there will be in-class and out-of-class requirements for your entire team. As a result, your presence in class is expected. Everyone gets a free pass on one day but beyond that you need to let us know via email if you will be absent and why. Illness or other major life issues will be the only accepted excuses. **Please notify Julia and Tom BEFORE class!**

The course is also covered by standard university policies: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office(EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office(EOC).

Please be aware that you are bound by the Honor Code when making a request for a University approved absence

Required Resources:

Harvard Course Pack:

You will receive a link to a course pack on the Harvard Educational Publishing website with articles and cases we will review in class. <https://hbsp.harvard.edu/import/680413>

Harvard Business Review:

Purchase the article, "Lean Startup Changes Everything," by Steve Blank, for \$8.95.

<https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>

Articles and other materials:

There will be other material (articles, links, etc.) posted to Sakai throughout the semester so please be attentive for messages from us via Sakai.

Book:

You need to purchase a copy of the book *Nail It then Scale It*, by Nathan Furr and Paul Ahlstrom. The book is available on [Amazon](#) and (should be) in the bookstore, and we will be using it throughout the course. It is a very practical guide that relies heavily on the lean startup framework you are familiar with from ECON 125.

Supplemental Resources: If you like podcasts, The Startup is a very engaging example of how a startup begins and faces challenges, and the co-founder of a startup recommended it to me. Here's the link to the first episode, and we will assign specific episodes as appropriate. <https://gimletmedia.com/episode/1-how-not-to-pitch-a-billionaire/>

DRAFT

Grading

Many assignments are team assignments, so all team members will get the same grade for that assignment.

WARNING ON RUBRICS. This class is preparation for entering the work world where rubrics don't exist. Therefore, there will be no rubrics for the majority of the assignments in the class. Please take this into consideration when deciding to take the class.

We will use the following grade distribution throughout the semester for all grading (I do not round up so 89.9 is a B+):

- Greater than or equal to 93 = A
- Greater than or equal to 90 and less than 93 = A-
- Greater than or equal to 87 and less than 90 = B+
- Greater than or equal to 83 and less than 87 = B
- Greater than or equal to 80 and less than 83 = B-
- Greater than or equal to 77 and less than 80 = C+
- Greater than or equal to 73 and less than 77 = C
- Greater than or equal to 70 and less than 73 = C-

The following will negatively impact your assignments grade:

- Incorrect spelling, punctuation and grammar
- Not including all the names of your team members in all Sakai submissions
- Submitting homework late: (same day it is downgraded, it is a zero if not submitted on the due date)
- Not using the following file naming convention on all homework documents you submit:
 - [Team Name if applicable] [LastName-FirstName] Class [number] [assignment title].[filetype]
 - Example for individual assignment: "Collopy-Tom Class 2 Twitter assignment.doc"
 - Example for team assignment: "TeamSky Collopy-Tom Class 3 Business model canvas.doc"

The following will negatively impact your participation grade

- Not participating in class discussions
- Not attending class
- Not putting time and effort into helping your team succeed

DRAFT

- 20% Class Participation including:
- (1) Attendance (measured)
 - (2) Participation in classroom discussions (subjective)
 - (3) Asking questions (subjective)
- 30% Assignments and quizzes (as a general rule, this class does not have rubrics for assignments)
- (1) Individual assignments (must be submitted in Sakai 20 minutes before the start of class)
 - (2) Individual quizzes during class (you **MUST** have Poll Everywhere on either your phone or laptop **FOR EVERY CLASS**)
 - (3) Group assignments (must be submitted in Sakai 20 minutes before the start of class)

Assignments will be listed on Sakai. I will try to have them up at least a week before the due date.

Quizzes will be based on the required reading for the class. They will be multiple choice. You must be present in the classroom to take the quiz. It will be considered a violation of the honor code if you take a quiz while you are not present in class. Quizzes will be used to tell me if you read the material. Quizzes will be graded just like assignments.

- 40% Final project
- The final project grade will be composed of three elements:
- (1) 20% : In-class team presentation
 - (2) 10% : Pitch deck.
 - (3) 10% : NC IDEA application
- I will provide further guidance and more explicit criteria later in the course

- 10% Peer feedback
- This is a team based class. It is expected that everyone pull their own weight and contribute to team assignments. This is the way it works in the work world. The shared learning aspect of this is an integral part of the class.

We will use Poll Everywhere to collect your feedback on your peers.

The following will negatively impact your Peer Feedback grade

- (1) Not completing the peer feedback survey
- (2) Not contributing equally to your team
- (3) Not giving thoughtful feedback on team members (i.e. give the same feedback for all team members)

DRAFT

Accessibility Resources:

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or emailars@unc.edu. Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the ARS website under the About ARS tab.

Counseling and Psychological Services:

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Diversity Statement:

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Honor Code Policies:

1. The course is largely based on team activities and assignments and collaboration among team members is required and expected. Any assignment labeled as an “individual” assignment will require you to submit work that is not done in collaboration with your team.
2. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate that honor code, see consulthonor.unc.edu .
3. Students are bound by The Honor Code of the University. It is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated.
4. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them. If you have questions about your responsibility under the honor code, please consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu).

DRAFT

Title IX Resources:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu). Additional resources are available at safe.unc.edu.

Additional Student Resources:

The Learning Center:

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.

The Writing Center:

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.

Syllabus Changes

I reserve the right to make changes to the syllabus, including project and assignment due dates. I will have a number of outside speakers, and we will need to be flexible. The nature of a highly interactive course such as this also requires flexibility. Any changes will be announced as early as possible.

DRAFT

Course Outline

1/9	Class 1 - Lecture
Topic:	Introduction to Business Venturing: What is innovation?
Required Reading:	The Dilemmas of Innovation: A Summary, Clayton Christensen (coursepack)
Assignments Due:	Review the syllabus and come prepared with questions – at least one! Test to make sure Poll Everywhere works before coming to class.
Classroom Activity:	Lecture

1/14	Class 2 – Each student pitches their idea
Topic:	Ideation: What problem are you solving?
Required Reading:	none
Assignments Due:	Come up with a business idea - Submit via Sakai NO LATER THAN 10:30AM before class - Submit using the form provided
Classroom Activity:	Each student will be asked to share their idea with the class. We will vote on the ideas. NOTE: In class #4 we will form teams to pursue and develop the top vote getting ideas. Each team will work on an idea as project throughout the semester. The final for the class will be a presentation by each team. Teams will assess their teammates at the end of the semester, this will be part of your grade.

1/16	Class 3 - Lecture
Topic:	Teams: What makes a successful team?
Required Reading:	1) The Discipline of Teams, Katzenbach and Smith, HBR (coursepack) 2) Simplex Solutions: Expanding the Entrepreneurial Team (coursepack)
Assignments Due:	1) Answer case study question - Submit via Sakai NO LATER THAN 10:30AM before class 2) Vote on your top THREE ideas – ideas you'd be satisfied working on for the semester. - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Lecture

DRAFT

1/21	Class 4 – Short lecture, team selection
Topic:	Team formation and Brainstorming
Required Reading:	Listen: https://gimletmedia.com/episode/3-how-to-divide-an-imaginary-pie/
Assignments Due:	
Classroom Activity:	1) Brief discussion on Gimlet Media/Simplex equity splitting. 2) You will select teams and begin initial brainstorming on the problem you propose to solve
1/23	Class 5 - Lecture
Topic:	Review: Lean and the Business Model Canvas; overview of NC Idea framework
Required Reading:	1) Chapters 1 and 2 of Nail It Then Scale It (hereafter referred to as NISI) p. 1-34 2) Steve Blank, “Why Lean Startup Changes Everything” (posted to Sakai.) 3) Review the NC Idea Grant Questionnaire, (posted to Sakai)
Assignments Due:	Answer the thought questions posted in Sakai - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Lecture
1/28	Class 6 – Guest Speaker
Topic:	Planning and pitching – begin with the end in mind
Required Reading:	1) https://www.linkedin.com/pulse/what-do-i-look-pitch-sarah-guo/ 2) http://www.greylock.com/team/#sarah-guo Read Karly Pavlinac’s LinkedIn Profile
TEAM Assignment Due:	Using the Lean Startup method and Sarah Guo’s model for a successful pitch, develop a list of at least 5 questions your team will need to answer to develop a successful pitch - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Guest Speaker : Karly Pavlinac, CEO of WAAM

DRAFT

1/30	Class 7 – Visit to the Library
Topic:	Value Proposition: how one entrepreneur used NISI to nail the value prop
Required Reading:	1) Read: NISI, Chapter 3: Nail It Then Scale It - Fundamentals and Phase 1: Nailing the Customer Pain p. 35-92
TEAM Assignments Due:	Tell us your Monetizable Pain Statement (NISI, Phase 1, Step 1). Be specific and detailed about the pain: <ul style="list-style-type: none">- Who has it- What it is- When they have it- How they solve it now- Why they want it solved. - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Discussion with Angela Bardeen and Nancy Lovas, Business Librarians, at Davis Library, room number 247 on the second floor of Davis Library

2/4	Class 8 – Teams present in class
Topic:	Business Model Canvas 1.0
Required Reading:	
TEAM Assignments Due:	Prior to class, your team will fill in what you think you know about your business model in each box of the Canvas <ul style="list-style-type: none">- Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Your team will present your Canvas to the class

DRAFT

2/6	Class 9 - Lecture
Topic:	Value Proposition: how do you refine it
Required Reading:	Read: Talking to Humans through page 44 https://www.talkingtohumans.com/ You can get a free copy of the book by filling out this form: https://docs.google.com/forms/d/e/1FAIpQLSealERmJhL2CO12jXV8kgx6hkckWYQkRAVWai2kdF91aYcLOg/viewform
TEAM Assignment Due:	Answer the case questions to be provided - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Lecture

2/11	Class 10 - Potential guest speaker
Topic:	Customers: CAC and LTV - Understanding Customer Segments, Acquisition Cost and Lifetime Value of a Customer
Required Reading:	
TEAM Assignments Due:	Tell us your prospective customer segment(s) and provide a script for verifying there's a problem. If this is a two-sided market or you have multiple segments, you may need multiple scripts - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Guest speaker: TBD

2/13	Class 11 – Teams present in class
Topic:	Identifying the business hypothesis
Required Reading:	
TEAM Assignments Due:	1) Begin work on testing your assumptions (NISI, Phase 1, Step3), so you will be prepared to submit and present on 2/21 2) Tell us your Big Idea Hypothesis (NISI, Phase 1, Step 2), - Submit via Sakai NO LATER THAN 10:30AM before class - Present to the class
Classroom Activity:	Each team presents their Big Idea Hypothesis in class.

DRAFT

2/18	Class 12 – Potential guest speaker
Topic:	Prototyping, testing assumptions, building a business
Required Reading:	1) Review Hersh Tapadia's linkedin in profile 2) Review the Allstacks website UPDATED 1/14: 3) READ Talking to Humans pdf book through page 44 for information on how to gather feedback from potential customers https://docs.google.com/forms/d/e/1FAIpQLSealERmJhL2CO12jXV8kgx6hkckWYQkRAVWAI2kdF91aYcLOg/viewform
TEAM Assignments Due:	Continue to work on testing your assumptions (NISI, Phase 1, Step3), so you will be prepared to submit and present on 2/21
Classroom Activity:	Guest Speaker: Hersh Tapadia, CEO of Allstacks

2/20	Class 13 – Teams present in class
Topic:	What are you learning from quick tests of your Pain Statement & Big Idea Hypothesis?
Required Reading:	Listen: https://soundcloud.com/hearstartup/11-know-your-customer
TEAM Assignments Due:	Describe how you tested your assumptions and what you learned from quick tests of your Pain Statement/Big Idea Hypothesis (NISI, Phase 1, Step 3) - Submit via Sakai NO LATER THAN 10:30AM before class - Present to the class
Classroom Activity:	Teams to present how they tested their assumptions and what they learned from quick tests of Pain Statement/Big Idea Hypothesis

DRAFT

2/25	Class 14 – Teams present in class
Topic:	Nailing the Solution
Required Reading:	NISI, Phase 2, p 93-134
TEAM Assignments Due:	Develop a plan and script(s) for testing your solution. - Submit via Sakai NO LATER THAN 10:30AM before class - Present the plan in class. NOTE: The results of your tests will be due on 3/19, to give you plenty of time to run tests. You may need to change the feature set or even pivot.
Classroom Activity:	Teams will present plans to the class
2/27	Class 15 - Lecture
Topic:	Total Addressable Market (TAM) & initial target market. How do you estimate market size, especially for a new product?
Required Reading:	Walnut Venture Associates: RBS Due Diligence - Market Size (coursepack)
TEAM Assignments Due:	1) Identify at least one comparable company to use as a benchmark for your company - Submit via Sakai NO LATER THAN 10:30AM before class - be prepared to present which one and why 2) Start work on estimating your Total Addressable Market (TAM) and initial target market sizes to be submitted on 3/22. Use library resources as well as any other online or offline resources you wish.
Classroom Activity:	Lecture

DRAFT

3/3	Class 16 – Teams present in class
Topic:	Evaluating competitors and competitive positioning
Required Reading:	1) Read/Skim: “2018 – Hot & Bothered,” posted in Resources. Pay special attention to the charts on pages 5-6 2) Listen: https://mastersofscale.com/peter-thiel-escape-the-competition/
TEAM Assignments Due:	Competitive analysis of your idea/hypothesis - Submit via Sakai NO LATER THAN 10:30AM before class - Come prepared with one or two slides to present to the class
Classroom Activity:	Presentation of competitive analysis by teams

3/5	Class 17 – Potential Guest Speaker
Topic:	Intellectual Property for startups
Required Reading:	https://www.forbes.com/sites/allbusiness/2017/06/06/10-intellectual-property-strategies-for-technology-startups/#15c185fbab1b
TEAM Assignments Due:	Explain at least three ways you could protect your business’s IP - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Guest Speaker; Kathleen Lynch, Intellectual Property Attorney

3/17	Class 18 – Teams present in class
Topic:	Have you nailed the solution?
Required Reading:	
TEAM Assignments Due:	1) Present the results of your tests (in PowerPoint format) assigned 2/28, to the class. - Submit via Sakai NO LATER THAN 10:30AM before class 2) Start work on your MVP/prototype, due 3/26
Classroom Activity:	Teams present test results to the class

DRAFT

3/19	Class 19 – Potential Guest Speaker
Topic:	Pitching and Presenting
Required Reading:	https://www.linkedin.com/in/karin-reed-977a378
TEAM Assignments	First estimate of TAM and initial target market
Due:	- Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Guest Speaker: Karin Reed, Speaker Dynamics

3/24	Class 20
Topic:	What is your MVP/Prototype: demonstrating your solution
Required Reading:	
TEAM Assignments	Present your MVP/prototype to the class (assigned 3/19)
Due:	
Classroom Activity:	Teams present their MVP/prototype to the class

3/26	Class 21 – Potential Guest Speaker
Topic:	Pendo – an entrepreneurial adventure
Required Reading:	1) https://www.linkedin.com/in/toddaolson/ 2) https://www.pendo.io/
Assignments Due:	
Classroom Activity:	Guest speaker: Todd Olson, Founder and CEO, Pendo

3/31	Class 22 – Teams present to class
Topic:	Customers, partners, channels
Required Reading:	NISI Phase 3: Nail the Go to Market Strategy, p 135-158
TEAM Assignments	Update your Business Model Canvas to reflect your new understanding of the business and your go to market strategy
Due:	- Submit via Sakai NO LATER THAN 10:30AM before class - Be prepared to present your BMC in class
Classroom Activity:	Teams present BMC in class

DRAFT

4/2	Class 23 - Lecture
Topic:	Understanding your business model & developing assumptions
Required Reading:	NISI Phase 4 – Nail the Business Model, p 159-170
TEAM Assignments Due:	Answer thought questions found in the assignment in Sakai - Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	UPDATED 1/13 : Guest lecturers Kelly Caldwell and Anne English – Financial Assumptions

4/7	Class 24 – Potential Guest Speaker
Topic:	Business forms, types of investment, terms & conditions, “venture math”
Required Reading:	1) http://www.xconomy.com/boston/2016/12/22/the-price-of-growth-founders-dilution/ 2) http://www.smithlaw.com/attorneys-Merrill-Mason.html
TEAM Assignments Due:	As discussed on 4/4 and as shown in the sample financials distributed, develop revenue and cost assumptions for your project. The goal of this exercise is to ensure you have a clear understanding of the underlying economics of your business. - Create a financial assumptions worksheet in an Excel Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Guest speaker: Merrill Mason, partner at Smith Anderson

4/9	Class 25 - Lecture
Topic:	Entrepreneurial accounting: Turning assumptions into financials
Required Reading:	
TEAM Assignments Due:	Nothing to submit today. Start working on the Income Statement assignment due 4/16. Start working on filling out the NC Idea grant application which is due on 4/18.
Classroom Activity:	UPDATED 1/13: Lecture – Q & A session on financials

DRAFT

4/14	Class 26 – Potential guest speaker
Topic:	Team 2.0: Successful (and not so successful) teams: how to build effective startup teams
Required Reading:	
TEAM Assignments Due:	As outlined in the presentations on 4/4 and 4/11 and as shown in the sample financials already distributed, build out an Income Statement (P&L) by month for the first 12 months of your business. The goal of this exercise is to ensure you have a clear understanding of the underlying economics of your business and that you know how to translate from assumptions to a simple Income Statement. You do not need to complete the five year projections graph. - Create a spreadsheet that includes this P&L, updated assumptions, and any additional supporting worksheets in Excel Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Guest Speaker: Jared Pelo, CEO iScribes

4/16	Class 27 – Prep for pitches
Topic:	Review and Prep for Pitch Days
Required Reading:	
TEAM Assignments Due:	1) Complete the application for the NC Idea grant by 4/18 - Submit via Sakai NO LATER THAN 10:30AM on 4/18 2) Assignment Due 4/23: Final Pitch materials/deck due Submit via Sakai NO LATER THAN 10:30AM on 4/23
Classroom Activity:	Work day for teams to review and prep for pitch days

4/21	Class 28 – Teams Pitch
Topic:	Final Presentations
Required Reading:	
TEAM Assignments Due:	Final Pitch materials/deck due today, 4/23 Submit via Sakai NO LATER THAN 10:30AM before class
Classroom Activity:	Pitch presentations in front of investors

4/23	Class 29 - Teams Pitch
Topic:	Final Presentations
Required Reading:	
Assignments Due:	Take Peer Review Survey on Poll Everywhere no later than 10:30AM on 4/25
Classroom Activity:	Pitch presentations in front of investors

DRAFT

Assignment:

Class 2, January 16

Submit on the Google Form to be provided a problem in need of a new solution. It can be 1) a project or business idea or 2) a set of facts/problems in search of a solution (like a reverse pitch).

Answer in a concise fashion, supported by some simple research and a few facts, the following questions:

- Name of the project or idea
- Description of the project or idea
- What problem are you solving?
- Who has the problem
- What other solutions exist to solve the problem? Why is it not working?

DRAFT

Assignment:

Class 2, January 16

Submit on the Google Form to be provided a problem in need of a new solution. It can be 1) a project or business idea or 2) a set of facts/problems in search of a solution (like a reverse pitch).

Answer in a concise fashion, supported by some simple research and a few facts, the following questions:

- Name of the project or idea
- Description of the project or idea
- What problem are you solving?
- Who has the problem
- What other solutions exist to solve the problem? Why is it not working?