



TEM 100: Seminar in Entrepreneurship (1 credit)

Summer A 2020 – May 18 - June 26, 2020

ASU Online #41597

Instructor:

Primary Contact

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Office Hours: by appointment, schedule at bit.ly/jasonsofficehours

Catalog Description:

Exposes students to careers in entrepreneurship by inviting diverse entrepreneurs to discuss their businesses and backgrounds and share their stories on starting and growing their ventures. This course is a weekly speaker series in entrepreneurship, allowing students to meet and network with entrepreneurs and business leaders around the Phoenix area.

Technology Entrepreneurship and Management (TEM) Mission Statement:

The BS in Technology Entrepreneurship and Management advances the knowledge and practice of entrepreneurship and innovation. The degree program prepares students to:

- Create, launch and improve technology-based products, services and ventures,
- Identify and solve open-ended problems,
- Innovate and improve processes, operations and organizational infrastructure, and
- Address social and corporate issues to improve, impact and change the world.

Technology Entrepreneurship and Management Program Objectives Addressed in this Course:

- Formulate methodologies to advance the knowledge of entrepreneurship and innovation.
- Utilize a systems approach for the effective design and improvement of entrepreneurial and innovative ventures.
- Launch products and services from idea generation through actualization.
- Demonstrate the ability to identify, analyze and synthesize information to address and solve use-inspired open-ended problems, assessing their impact on social, cultural and economic environments.
- Use quantitative and qualitative methods to demonstrate continuous improvement of products, services and processes.
- Apply a holistic approach to professional ethics and responsibility.

Course Materials:

A. Textbook:

- **Required: \$100 Startup: Reinvent the Way You Make a Living, Do What You Love, and Create a New Future** by Chris Guillebeau [[Amazon](#)]
- **Required: Value Proposition Design** by Alexander Osterwalder, Yves Pigneur, Greg Bernarda and Alan Smith [[Amazon](#)] – I strongly recommend the hard-copy of this book as it is very visual
- **Recommended: Business Model Generation** by Alexander Osterwalder and Yves Pigneur [[Amazon](#)] (only required to read the first chapter, available as a free [PDF](#) or full eBook at [ASU Libraries](#))

Business Model Generation and Value Proposition Design are required for many classes within the TEM program. If you are a TEM major, I encourage you to purchase both this semester, however, all readings from Business Model Generation for this semester are provided online.

B. Required Magazine Reading:

Begin reading the following magazines on a regular basis -- one full issue of each of the following at least once. This is for your own knowledge and education. You are expected to incorporate the material you learn through this reading into *all* written course assignments.

- Consumerist: <http://www.consumerist.com> (a great blog, even though it's not a magazine)
- Inc.: <http://www.inc.com>
- Entrepreneur: <http://www.entrepreneur.com>
- Popular Science: <http://www.popsoci.com>
- Fast Company: <http://www.fastcompany.com>
- Bloomberg BusinessWeek: <http://www.businessweek.com>

Additional readings and videos may be posted to the class site.

Breakdown of Course Grade:

Assignment	Percent of Final Grade	Details
Speaker Paper (1 @ 30 points)	30	Reflection written about entrepreneurial speakers' talks
Discussion Posts (2 @ 10 points)	20	Discussion posts based on reading materials
Personal Business Plan	20	Personal Business Plan on your entrepreneurial/career/life journey
Project	30	Business Model Canvas for any new venture idea

Grading Scale:

B+	A-	A
$88 \leq x < 90$	$90 \leq x < 95$	$x \geq 95$
C+	B-	B
$78 \leq x < 80$	$80 \leq x < 85$	$85 \leq x < 88$
E	D	C
$x < 60$	$60 \leq x < 70$	$70 \leq x < 78$

Required Class Assignments:

Speaker Paper: (30 points total)

You will submit one speaker paper this semester. You are expected to write your paper on at least one of the speakers introduced in the class. If you would like to propose a different speaker, you must email the instructor to ask permission by the end of Week 4. The speaker paper **must be a reflection** based on the lessons you've learned from the speaker. **Do not simply summarize what the entrepreneur said, but reflect on how you will personally change (or not change) your perspective, beliefs, or actions, in response to the presentation.** Papers must be backed by evidence -- from your life and from other examples you add. **Papers without personal reflection will automatically earn a score of 0. You are required to respond thoughtfully to at least 3 classmates' posts.**

Speaker paper requirements:

- **2-page minimum, single spaced**, with Times New Roman size 12
- Graded based on professionalism and college-level writing ability
- Your name, date of submission, and presenter's name and info at the top of the paper
- If you are writing on an alternate presenter, include a link to their presentation

[Good Example 1](#) - Great format and content, application toward self, professional writing

[Good Example 2](#) - Knowledge of speaker's content, proper format and content, thorough reflection

[Bad Example 1](#) - Inadequate format, little application to self, double spaced, single paragraph

[Bad Example 2](#) - Inadequate college writing, did not meet length requirement

[Bad Example 3](#) - Good format, no link provided, mostly summary, no application to self

Personal Business Plan: (20 points total)

[Personal business plan](#) on your entrepreneurial/career/life journey.

Discussion Posts: (10 points each; 20 points total)

#1: Personal Introduction Post

Create a brief YouTube video (aim for 5 minutes) to introduce yourself to the class, addressing at least the following points:

- Personal introduction with your interests, hobbies, and anything you would like the class to know.
- What type of ventures are you most interested in working on, now or in the future? Why?
- Choose an entrepreneur you admire and tell us why. What problem is this entrepreneur trying to solve?
- Why are you taking this class (besides it being a requirement)? What do you hope to learn from this class?

In the text of your post:

Post the URL to your video, write a two-sentence summary of the content of your video AND indicate your status out of the following options:

- (1) Open to working with teammates this semester
- (2) Open to working with teammates in the future
- (3) Not interested in finding teammates at this time

You are not required to respond to classmates' personal introduction posts, however, I recommend finding team members while watching their videos. Working in teams for the course project is optional, but recommended (you may work individually or in teams of up to 4 students).

#2: Business Model Generation

For this discussion, post your original post and respond to at least three other students with meaningful contributions.

Preparation: Business Model Generation, chapter 1

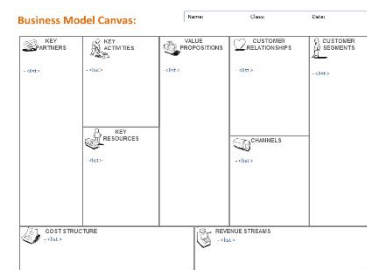
Prompt: Choose 3 of the 9 building blocks of the Business Model Canvas and dig deeper into exploring how they are implemented in ventures. Analyze 3 of the building blocks for your own venture (or potential venture) or for an existing venture's startup phase. For example, how can you apply what you've learned about Key Resources to your own venture? Or how would Apple, Ford, McDonald's, or Tesla Motors have applied the building blocks in their early life as a start-up?

Project: (30 points total)

Students may choose to complete the project in teams of up to 4 students. If you wish to work with a team (optional), one member of the team must [submit this form](#) by the end of Week 4. Do not submit multiple submissions.

For our course project, you will complete a Business Model Canvas (all 9 cells, but please start with customer segments and value proposition) for a **new venture idea** (for any startup, including social entrepreneurship, or for an intrapreneurial idea within an existing company). If working with a team, be sure to submit all students' names on the assignments -- and coordinate your submission, so only one student submits. If multiple teammates submit the assignment, you will receive a score of 0.

You may choose to use the attached PowerPoint template ([download here](#)), recreate the canvas on your own or submit in a different format (see [canvanizer.com](#) or many of the Google Docs templates for the Business Model Canvas).



Business Model Canvas

In Zipped Template file:

BMG_TEM_Business_Model_Canvas_Template

Required Preparation (not submitted):

Watch: [Value Proposition Canvas Explained](#)

Watch: [Interview: Mapping Customer Pains to Value Proposition](#)

Watch Jason's tutorial: [Filling Out the Business Model Canvas](#)

Read: Business Model Generation, [ch. 1](#)

Read: Value Proposition Design, [preview](#)

Fill Out: *Preparation for Customer Segments* - Trigger Questions: Customer Profile: [Customer Jobs](#), [Customer Pains](#) and [Customer Gains](#)

Fill Out: *Preparation for Value Proposition* - Trigger Questions: Value Map: [Pain Relievers](#) and [Gain Creators](#)

It is vital that you read the excerpts above from Business Model Canvas and Value Proposition Design before attempting the canvas. Use the trigger questions to guide you. I encourage you to email me a draft of your assignment for feedback at least one week prior to the project deadline.

OPTIONAL Extra Credit Opportunities (up to 5 points each; up to 15 points total):

Extra Credit #1:

Speaker Paper

Write an additional speaker, following the same requirements as the required speaker paper, on any entrepreneur, either discussed in class or based on your own research.

Extra Credit #2:

Napkin Sketches

Preparation: Value Proposition Design ([10 Characteristics](#) and pp. [78-81](#)) and \$100 Startup

Prompt: Now that you have completed reading *\$100 Dollar Startup*, it's time to show what you've learned. Using the content from the book and all other course materials, propose at least 10 value propositions that you could launch on a budget of \$100 dollars or less.

Follow the two examples from the textbook:

- our clients get individual components from our shop and assemble the product later on themselves
- every one of our clients has a personal advisor who offers tailor-made advice and services

Use different brainstorming techniques, such as trigger questions (p. 15, 17, 31, 33) or “what if” questions to generate a large quantity of interesting value propositions. Don't worry about choice at this stage. Quantity is better than quality. These are quick and dirty prototypes that will change inevitably. Each student must provide at least 10 unique “napkin sketches” -- like the examples on p. 80 (the sentences are most important, visuals are optional).

Respond to at least three classmates:

Choose one value proposition proposed by your classmates and identify at least five potential customer archetypes (who would each receive their own customer profile canvas eventually), descriptions of who might be a future customer for this venture. Examples of broad customer archetypes (feel free to be more specific): working parents, artists, engineers, college students, etc.

Extra Credit #3:

Course Journal

Purchase a notebook or create a new Google Doc to take notes at least once each week. This can be any form of hard-copy or digital notebook--based on prior students' feedback, I strongly recommend you write this out by hand (and then scan to submit). Take notes on course readings, assigned magazines, videos, lectures, venture ideas, etc. Write this journal for you (not for me), so that you can refer back to it years down the road.

Class Schedule and Deadlines:

Preparation (for your own benefit and to incorporate into your assignments!)	Assignments (due 11:59pm AZ time on date listed)
Lesson 1 - due Friday 5/22 Speaker: Dr. Randy Pausch Mindset: Learn from Failure Read: <i>Business Model Generation</i> , Ch. 1 Optional: Read and reflect on any issue of Inc.	Discussion Post #1: Personal Introduction Video (10 points) Read: Before you submit any assignment... and Advice on succeeding in my classes
Lesson 2 - due Friday 3/29 Speaker: Larry Smith or Susan Cain Mindset: Make It Read: <i>\$100 Startup</i> , Part I: Unexpected Entrepreneurs Optional: Spend at least one hour exploring Consumerist Optional: Larry Smith, Finding Your Passion	Discussion Post #2: Business Model Generation (10 points) This assignment requires responses to 3 classmates' posts.
Lesson 3 - due Friday 6/5 Speaker: Aram Chavez Mindset: Creative Confidence Read: <i>\$100 Startup</i> , Part II: Taking it to the Streets Read: <i>Value Proposition Design</i> , 10 Characteristics and pp. 78-81 Optional: Read and reflect on any issue of Entrepreneur	Optional - Extra Credit #1: Speaker Paper
Lesson 4 - due Friday 6/12 Speaker: Steven Koeppl or Mike Stramaglio or Eric Rinestone Mindset: Empathy and Embrace Ambiguity Read: <i>\$100 Startup</i> , Part III: Leverage and Next Steps Optional: Read and reflect on any issue of Popular Science Submit project team member names to Jason here -- one submission only (if working in a team)	Personal Business Plan (20 points) - must demonstrate understanding of both required texts Optional - Extra Credit #2: Napkin Sketches
Lesson 5 - due Friday 6/19 Speaker: Dr. Mary Niemczyk or Dr. Mitzi Montoya Mindset: Optimism Read: <i>Value Proposition Design</i> , Ch. 1.1: Customer Profile Optional: Read and reflect on any issue of BusinessWeek I recommend emailing me a draft of your Business Model Canvas at least one week before the deadline.	Speaker Paper (30 points) - must demonstrate understanding of both required texts This assignment requires responses to 3 classmates' posts by Tues. 6/25 Optional - Extra Credit #3: Course Journal
Lesson 6 - due Thursday 6/26 Speaker: Randy Yamamoto Mindset: Iterate, Iterate, Iterate Read: <i>Value Proposition Design</i> , Ch. 1.2: Value Map, 1.3: Fit Optional: Read and reflect on any issue of Fast Company	Project: Business Model Canvas (30 points)
Optional activity for final week of the course: After submitting your final project, I recommend posting your Business Model Canvas to "Community Forum" to get additional feedback from classmates. Use this opportunity to find potential team members for future classes. In particular, TEM 200: My Technology Venture and TEM 482: Startup Workshop, provide opportunities to continue working on your venture ideas.	

Communicating with the Instructor:

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Course announcements
3. The “Community Forum” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Community Forum” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. Please email me directly through your ASU account and not through Canvas. If you have a question about the technology being used in the course, please contact the Help Desk for assistance (See the ‘*Technical Support Contact Information*’ below).

Course Requirements:

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use at least the following software packages:

- A web browser (Internet Explorer, Mozilla Firefox, or Apple Safari)
- Adobe Acrobat Reader (free)
- Microsoft Word

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages. This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <http://myasucourses.asu.edu>

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time you can reasonably expect that the due date for assignments will be changed to the next day.

Attendance/Participation

Preparation for class means reading the assigned readings and reviewing all information required for that week. *Attendance* in an online course means logging into Canvas on a regular basis and *participating* in all of the activities that are posted in the course.

Late or Missed Assignments

Late assignments will be accepted on the following schedule: **up to one day late = your score * 0.75, two days late = your score * 0.5, three days late = your score * 0.25.** Unless the instructor is notified BEFORE the assignment is due with a documented emergency, the late penalty will not be waived. Communicate with your

instructor early on if circumstances prevent you from succeeding in the course.

Submitting Assignments

All assignments, unless otherwise announced by the instructor **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit assignments via email, as they will not be graded over email. All assignments are due by 11:59 pm (Arizona time) on the date listed.

Drop and Add Dates

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures.

How to Succeed in this Course:

- Check your ASU email regularly
- Log in to the course web site daily
- Communicate with your instructor if you have an emergency
- Contact the help desk immediately if you are having technical problems
- Create a study schedule so that you don't fall behind on assignments

Student Conduct Statement:

Students in this class must adhere to ASU's academic integrity policy, which can be found at <https://provost.asu.edu/academic-integrity/policy>. Students must review this policy and become familiar with each of the areas in which academic dishonesty can occur. All academic integrity violations will be reported to the Fulton Schools of Engineering Academic Integrity Office. The Academic Integrity Office (AIO) maintains record of all violations and has access to academic integrity violations committed in all other ASU college/schools. Course content, including lectures, are copyrighted materials. In addition to ASU's academic integrity policy, students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the student first complies with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: [Code of Conduct](#), [ACD 125: Computer, Internet, and Electronic Communications](#) and the [ASU Student Academic Integrity Policy](#). Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under [USI 201-10](#). Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course. ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Any violent or threatening conduct by an ASU student in this class will be reported to the ASU Police Department and the Office of the Dean of Students.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually

assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Accommodations for Religious Practices or University-Sanctioned Activities:

Accommodations will be made for religious observances provided that students notify the instructor at the beginning of the semester concerning those dates. Students who expect to miss class due to officially university-sanctioned activities should inform the instructor early in the semester. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences. The preceding policies are based on [ACD 304-04](#), "Accommodation for Religious Practices" and [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities."

Technical Support Contact Information:

This course is delivered using the Canvas course management system. If you are experiencing technical issues with Canvas, contact the ASU Help Desk using the following information:

Email: helpdesk@asu.edu

Phone: 480-965-6500

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/>.

Accessibility Statement:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations. Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480.727.1165 (Voice)

480.727.1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Syllabus Disclaimer:

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes through the course site announcements. Please remember to check your ASU email and the course site announcements often.

All contents of these lectures, including written materials distributed to the class, are under copyright protection. Notes based on these materials may not be sold or commercialized without the express permission of the instructor.

If you have questions about anything written in this syllabus, concerns about this course, or other information you want our team to know, please make an appointment to meet with the instructor during the first week of class.