



NYU

TANDON SCHOOL
OF ENGINEERING

Department of Technology Management and Innovation
MG-GY 7703 Tech Entrepreneurship
Spring 2018

Professor: Steven Kuyan, Craig Wilson

Contact Details: E-mail: kuyan@nyu.edu, cwilson@nyu.edu

Office/Hours: Thursday 4-6:00pm @ Digital Future Lab Email to confirm a time, office hours are not drop in

Class Schedule: Thursday 6-8:30pm, Building/room: 2 MetroTechCtr Rm 9.007

Course Pre-requisites: Graduate Standing

Students will be asked to watch videos of lecture topics on the Business Model Canvas/Customer Development on Udacity Class EP245; • www.Udacity.com • <https://www.udacity.com/course/how-to-build-a-startup--ep245> Videos need to be watched according to the schedule before each class. This will serve as the primary lecture topics on the startup process and as an alternative to traditional case studies. The lectures will go through the stages of startup formation and specifically how to validate your assumptions. Its important to understand the topics covered, as each team will be required to have a Business Model Canvas ready for every class. It should be updated regularly based on the feedback that your getting from customers, vendors, partners, etc. You will be required to validate and test your assumptions and provide supporting evidence that you had interviews. You can take this process as far as you'd like to take your venture. We'll review the topics you watch before every class and you can submit questions on the discussion board via basecamp. There will be random quizzes on Business Model Canvas/Udacity lectures in class. Make sure you watch them!

Course Description:

This course focuses on entrepreneurship and venture creation as key engines for wealth creation and successful business strategy in the modern, innovation-intensive, high-tech economy. The course deals with key issues such as: (1) assessing attractiveness of opportunities; (2) launching a new venture; (3) nurturing, growing and entrepreneurial venture; (4) obtaining the necessary financial, human and technology resources; (5) managing the transition from a small entrepreneurial firm to a large, sustainable, professionally managed but still entrepreneurial corporation; and (6) being an entrepreneur and promoting entrepreneurship in a large corporation.

Course Objective:

This class is a combination of startup and entrepreneurial skills education, each will be learned independently but used concurrently. I will not ask you to write a business plan – although sometimes they are useful for research—nor will this class be an “incubator” for your ideas. This class is about knowing how startups are built from Day 1 of ideation and the skills that you should have as an entrepreneur to make it happen. Think of the class as a lab and the idea you are pursuing as the experiment. Can you learn the skills to run the experiment and what formula do you need to use to make it repeatable and scalable. The class itself will be operated in a unique way – as a startup of sorts – and it’s paramount that the students understand that the amount of work invested in the class will not only lead to a higher grade but hard and soft skills that one can take with them to any career path. Unlike traditional problems that are faced in academia where the answers are always defined and apparent through research, entrepreneurial problems are multifaceted and the answers are not always explicit. It takes a lot of time and effort to get it right, as much as we’d all like it to be true we’re not all Steve Jobs. If you happen to be and can prove it in the course of the class, you should have no problem getting an A, otherwise you’ll need to do the work. In order to understand all the concepts in a single semester, a combination of a flipped classroom and traditional teaching will be used.

Course Structure:

Changes to Syllabus I may make changes to the syllabus based on the progression of the class. I will make every effort to properly relay the changes to all students. It is up to you to make sure that you understand changes and ask me questions if you don’t. Changes to the syllabus are not an excuse for missed assignments and will not be given any leniency

Readings:

Required Text(s): Lean Startup – Eric Reis ISBN: 0307887898

Optional Text(s): The Startup Owner’s Manual – Steve Blank & Bob Dorf ISBN: 0984999302
Business Model Generation – Alexander Osterwalder & Yves Pigneur ISBN: 8126533676
The Startup Playbook: Secrets of the Fastest-Growing Startups from Their Founding Entrepreneurs - David Kidder ISBN: 1452105049

Course Assignments and Grading:

Grading will be based on the following metrics: In-class quizzes: 10% Participation: 15% Weekly Presentations: 15% Midterm Deliverables: 20% Final Deliverables: 40% Extra Credit There will be ample opportunities for extra credit for those that wish to take advantage of it. Extra credit that is assigned but not turned in will result in a deduction of a grade equal to the extra credit that would have been given. Final Project This component of the class accounts for 40% of your overall grade: 20% is based on the professor’s assessment (10% presentation & 10% deliverables) and 10% is based on your peers’ assessment and 10% is based on guest Venture Capital assessment that I will invite to the class.

Course Topic Outline

Class Date and Topic	Readings, Assignments, & Exams
25-Jan Introduction/Class Structure	<ul style="list-style-type: none"> • Udacity - How to Build a Startup Lesson 1/1.5A
1-Feb Association / Innovation/New economy	<ul style="list-style-type: none"> • Udacity HTBS Lesson 1.5B
8-Feb Market Sizing	<ul style="list-style-type: none"> • Udacity HTBS Lesson 2
15-Feb Cost to Acquire Customer/Lifetime	<ul style="list-style-type: none"> • Udacity HTBS Lesson 3
22-Feb Customer Acquisition Strategies	<ul style="list-style-type: none"> • Customer Acquisition Strategies
1-Mar Pitching/Storytelling	<ul style="list-style-type: none"> • Udacity HTBS Lesson 5
8-Mar Midterm Presentations and Deliverables	<ul style="list-style-type: none"> • Udacity HTBS Lesson 6 [Reading 2]
15-Mar	No Class
22-Mar Business Models	Udacity HTBS Lesson 7
29-Mar Go To Market Strategy	Udacity HTBS Lesson 8
5-April Startup Finance/Margins/Making Money	Blog Posts to be sent out
12-April Fundraising/Venture Capital	Blog Posts to be sent out
19-April Build Products for People	Blog Posts to be sent out
26-April Guest Lecture/Entrepreneur	Blog Posts to be sent out
3-May In Class Final Presentations	Blog Posts to be sent out
10-May	Final Presentations and Reports Due

Academic Integrity:

All students are responsible for understanding and complying with the NYU Statement on [Academic Integrity](#).

Academic Integrity for Students at NYU

This policy sets forth core principles and standards with respect to academic integrity for students at New York University. Each school at New York University may establish its own detailed supplemental guidelines for academic integrity, consistent with its own culture, and consistent with the University-wide general guidelines described in this document.

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.

Faculty are expected to guide students in understanding other people's ideas, in developing and clarifying their own thinking, and in using and conscientiously acknowledging resources - an increasingly complex endeavor given the current environment of widely available and continually emerging electronic resources. In addition, students come to NYU from diverse educational contexts and may have understandings regarding academic expectations that differ from those at NYU. NYU values and respects all academic traditions; however, while at NYU, students are expected to adhere to the norms and standards of academic integrity espoused by the NYU community and will be assessed in accordance with these standards. Students should ask their professors for guidance regarding these standards as well as style guide preferences for citation of sources for assignments in their courses.

Following are examples of behaviors that compromise the academic and intellectual community of NYU. The list is not exhaustive. Students should consult the websites and guidelines of their individual schools for an extended list of examples and for further clarification.

1. Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one's own

2. Cheating: deceiving a faculty member or other individual who assess student performance into believing that one's mastery of a subject or discipline is greater than it is by a range of dishonest methods, including but not limited to:

- bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, other technology or any other means)
- providing assistance to acts of academic misconduct/dishonesty (e.g., sharing copies of exams via cell phones, computers, other technology or any other means, allowing others to copy answers on an exam)
- submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors
- submitting work (papers, homework assignments, computer programs, experimental results, artwork, etc.) that was created by another, substantially or in whole, as one's own
- submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor
- submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

3. Any behavior that violates the academic policies set forth by the student's NYU School, department, or division.

Moses Center Statement of Disability

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at [212-998-4980](tel:212-998-4980) or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.