Course Overview

MAN 327 is a foundational course that focuses on the early stages of entrepreneurship: how to ideate, innovate, and begin building things. Over the semester, we will explore the theoretical foundations and research evidence underlying creativity, innovation, and entrepreneurship. We will discuss how to discover and create new sources of value, recognize and evaluate opportunities, generate novel ideas and create designs as individuals and in teams, engage stakeholders, navigate resource constraints to implement ideas in existing organizations, and to pitch a new venture in its infancy stage.

Overall, the goal of the course is to give you the individual and team skills required to launch and build startup firms, to drive growth within established organizations, and to work more creatively and more effectively in your careers and daily lives.

This is a collaborative, team-based, and experiential learning course. You will be expected to participate in shared learning with classmates and engage in activities that push you to “learn by doing.” Class time will be spent on collaborative discussion, experiential simulations, and case studies, in which we will bring to light the theory, data, and ambiguity of real-world entrepreneurial scenarios. Outside of class, you will spend time immersing yourself in background material, in the field collecting data, interacting with potential users, and developing solutions to real world problems. Overall, your course grade will reflect your ability to work effectively on difficult, unstructured tasks.

Course Pre-Requisites

Required: Twenty-four semester hours of college credit
Expected skills: Basic writing skills, including grammar and mechanics;
Computer skills, including the ability to create PowerPoint presentations, communicate via email, collaborate with teams electronically, research skills
Course Materials & Assignments Overview

Course Materials

1. **MAN 327 Course Reader via Harvard Business Publishing**
   The University Co-op has provided a 20-digit code for each student to download our course reader (in PDF form). Get in the habit of reading everyday and do not fall behind. *Directions for how to access the course reader can be found on the Home Page of Canvas.*

2. **Strengths Finder**
   A core learning objective of this course is for you to learn how to collaborate and innovate in teams with people you may not know. To facilitate this development, we will use your results from Strengths Finder in MAN 347P. This assessment will be beneficial to you far beyond this class, as it will teach you how to leverage your own strengths in a group and manage others with different strengths.

3. **The Startup Game**
   You will be required to participate in an experiential simulation, The StartUp Game, through Harvard Business School Publishing. The simulation will take place mid-course so you do not need to register for it at the beginning of the semester. Advance notice and detailed instructions will be provided in class and through Canvas.

4. **Other Materials**
   In addition, we will use a variety of articles, videos, and podcasts to further understanding of foundational course concepts. These materials will be posted to the Canvas site under the “Modules” section. Although free of charge, these materials are required, and it is your responsibility to access them prior to the assigned class.

Assignments and Evaluation

The course is designed in 3 units and assignments fall into four categories. Further instructions for assignments and evaluation criteria will be shared in class and on Canvas.

1. Unit 1 Project: Creativity
2. Unit 2 Project: Design Thinking
3. Unit 3 Project: Building New Ventures
4. Engagement Checks
# Course Assignments At a Glance

<table>
<thead>
<tr>
<th>Unit 1: Project Creativity</th>
<th>Points</th>
<th>Type of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity Log 1 and 2</td>
<td>50 pts</td>
<td>Individual</td>
</tr>
<tr>
<td>Creativity Presentation*</td>
<td>50 pts</td>
<td>Triad</td>
</tr>
<tr>
<td>Creativity Theory-to-Practice Reflection Paper</td>
<td>50 pts</td>
<td>Triad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Design Thinking &amp; Innovation</th>
<th>Points</th>
<th>Type of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Thinking Worksheet</td>
<td>25 pts</td>
<td>Individual</td>
</tr>
<tr>
<td>Design Thinking Workshop &amp; Discussion*</td>
<td>25 pts</td>
<td>Pair, Individual</td>
</tr>
<tr>
<td>Workshop to World Application</td>
<td>-</td>
<td>Team</td>
</tr>
<tr>
<td>Design Thinking Reflection Paper</td>
<td>75 pts</td>
<td>Team</td>
</tr>
<tr>
<td>Company Innovation Research</td>
<td>25 pts</td>
<td>Individual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Building New Ventures</th>
<th>Points</th>
<th>Type of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Agreement</td>
<td>10 pts</td>
<td>Team</td>
</tr>
<tr>
<td>Startup Game Discussion Board</td>
<td>10 pts</td>
<td>Individual</td>
</tr>
<tr>
<td>Feedback Forum</td>
<td>10 pts</td>
<td>Individual</td>
</tr>
<tr>
<td>Team Presentation &amp; Slide Deck*</td>
<td>50 pts</td>
<td>Team</td>
</tr>
<tr>
<td>New Venture Section Draft Paper</td>
<td>10 pts</td>
<td>Individual</td>
</tr>
<tr>
<td>New Venture Team Paper</td>
<td>100 pts</td>
<td>Team</td>
</tr>
<tr>
<td>Confidential Peer Evaluation(s)</td>
<td>5 pts</td>
<td>Individual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement Checks</th>
<th>Points</th>
<th>Type of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Checks**</td>
<td>100 pts</td>
<td>Individual</td>
</tr>
</tbody>
</table>

*Attendance required

**Engagement Checks are worth 10 points each and occur unannounced throughout the semester in class and require attendance. Your one lowest EC grade can be replaced by visiting the Public Speaking Center and the Writing Center or watching online entrepreneurship content.
MAN327 Course Policies

Grading

This is a business course that must abide by rigorous grade guidelines from the Dean's office. Grading is based strictly on output and mastery of course material. To make your desired grade in this course, your output must earn the points tied to the standards indicated below:

- A 94 and above
- A- 90-93.9
- B+ 88-89.9
- B 84-87.9
- B- 80-83.9
- C+ 78-79.9
- C 74-77.9
- C- 70-73.9
- D+ 68-69.9
- D 64-67.9
- D- 60-63.9
- F 59.9 and below

The final grade assigned in the course is an informed and final evaluation. It is not open for discussion or negotiation. There is no curve or grade rounding. Any lobbying efforts (i.e. asking for a higher grade because you want one, need one, etc.) will not be tolerated. No additional extra credit assignments are offered to individual students.

Instructor Communication & Class Schedule

I will use Canvas to communicate with you. You are responsible for checking your university-registered email accounts and Canvas regularly. Emails and announcements from me contain important information about the course.

Our Class Schedule is posted on Canvas. Students who perform best in this class are those who manage their time and stay up to date with all assignments. It is incumbent upon you to keep up with assignments, readings, and due dates. The instructor reserves the right to alter the class schedule as needed. Any changes to the schedule will be posted on Canvas.

Assignment Submission/Late Work

All assignments are due before the beginning of class, unless stated otherwise. Assignments submitted after the deadline are not accepted and will result in a grade of zero. If you fail to follow submission instructions for an assignment (Canvas, TurnItIn, hard copy, etc.), your grade may be reduced.

Email - If you have a question, please message me within Canvas. I will receive a copy in my email and you can expect a response within 24 hours during the week.

Your emails MUST include a clear subject LINE, a formal greeting, and a salutation (in addition to your signature) to get a response.

Consider whether email is the best channel. Please do not include specific grade(s) in an email (this violates FERPA).

Never send a message when feeling emotional, don’t write anything you wouldn’t say face-to-face, and remember that emails are forever.

“ The history of innovation is the story of ideas that seemed dumb at the time. -Andy Dunn ”
MAN327 Course Policies

Attendance/Punctuality Policy

Since MAN 327 teaches both conceptual knowledge and application of skills, daily attendance and active participation are required.

- There is no such thing as an excused absence in this class. You are allowed up to 1 “free” absence for any reason without penalty. Missing one day in a summer class equates to one full week of class in a semester!
- Keep in mind, this includes absences due to illness, emergency, work, outside commitments, religious holidays, etc. Be smart and strategic; don’t use your absence in the beginning of the summer!
- For each absence beyond the allotted 1 “free” absences, 1 percentage point will be deducted from your overall course grade. (e.g. You end the semester with a 90, but missed 2 classes. Thus, your final grade is reduced to an 89.)

Tracking Attendance & Canvas Quizzes

Attendance credit is earned by responding to questions posed in class through Canvas Quizzes. You must participate in ALL posed questions during a particular class period to get credit for attendance that day. Please see below for additional details on the attendance policy:

- A student must have a working (charged) device to participate in the attendance or Engagement Check questions. A student who misses the attendance or Engagement Check questions due to any reason (e.g. late to class, low battery, etc.) will not receive attendance credit for that day.
- Engagement checks are timed and will open up 5 minutes before class begins and will be closed 5 minutes after class starts. You will have 5 minutes to complete the questions within the 10 minute window.
- Students’ can refer to their official attendance record in Canvas. Any student who has a discrepancy or question about their attendance must raise the issue to the TA within one week of the class in question.

This system is designed to reward those students who make class attendance a priority. Students with other priorities (e.g. activities, jobs, etc.) are welcome in this class and can achieve a passing grade by completing the homework, doing the assigned readings, and completing the projects, but they should not expect an A.

"If an organization values innovation, you can assume it's safe to speak up with new ideas, leaders will listen, and your voice matters - Adam Grant"
MAN327 Course Policies

Missing Class

During the course of the summer, if you need to miss class and or want to take advantage of your 1 ‘free’ absence, keep in mind the following points:

- You are ONLY required to notify me of an absence if you will miss an in-class assignment. In that case, you must inform me at least 48 hours before the due date to set up alternative arrangements.
- Class presentations are considered in-class assignments and are due on your assigned date/time. You must be present, there are NO make-up speeches. Only in extenuating circumstances, discussed case-by-case, can a speech be delivered after the due date, but it will come with a significant late penalty (up to 50%).
- If absent, get in-class instructions and notes from a classmate. Only after receiving instructions from a classmate should you contact me for handouts or with additional questions. The instructor reserves the right to assign an F to any student who misses 3 or more classes and/or scheduled meetings.

In general, it is always best to speak with me about an issue BEFORE it occurs, so we can work together to find a fair solution together. Students with personal or family emergencies should immediately register their situation with UT’s Student Emergency Services (SES) 512-471-5017. Your instructor can only grant requests for assignment extensions/modifications if your case is verified. If you are feeling stressed, overwhelmed, or otherwise in need of help, please consider these resources (in addition to your professor):

- Your Academic Advisor
- McCombs Counselor In-Residence: Tony LeBlanc (512) 232-348,
- University Mental Health Services: (512) 471-3515
University Policies

Academic Integrity & Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at http://my.mccombs.utexas.edu/BBA/Code-of-Ethics.

By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity (SCAI) website at http://deanofstudents.utexas.edu/conduct/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

You may not use any resources, including, but not limited to books, computers, databases, etc. for out-of-class assignments if using such resources constitutes one or more acts of scholastic dishonesty, as defined in the General Information Catalog or as described in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By way of example and not by limitation, you may not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.

Students should be aware that all required writing assignments may be submitted through a software program called TurnItIn on Canvas. The software is designed to help faculty and students organize and improve the writing process by encouraging original submissions and proper citation practices.

NOTES:
University Policies

Diversity & Inclusion

It is the intent of all instructors that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please talk to your lecturer about any concerns.

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at: 471-6259, 471-6441 TTY.

Religious Holidays

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Review this policy at: http://www.utexas.edu/student/Registrar/catalogs/gio3-04/ch4/ch4g.html#religion

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/.

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Conceal Carry: If you see a firearm, report it to 911 immediately
- Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

“Every once in a while, a new technology, an old problem, and a big idea turn into an innovation. - Dean Kamen"
Dr. Murphy’s Teaching Philosophy

Welcome to MAN 327! My approach to teaching is **applied, interactive, challenging, and supportive**. This summer, think of this course as a job, your classmates as coworkers, and me as both your boss and professor. As an executive communication coach and consultant, my main goal is helping clients feel more confident; this is also my main goal for you.

I take your skill development seriously and expect the same from you. I’ll push you out of your comfort zone and hold you accountable to your goals. I’ll also support you throughout the summer and beyond, and strive to make your class experience as fun, positive, and collaborative as possible.

Unlike many courses where you can passively participate and simply receive knowledge, each MAN 327 class requires you to get involved and apply what you’re learning immediately. Outside of class, I’m happy to provide coaching on career development, job searching, entrepreneurship, becoming a better communicator, or other topics. Email me, set up an office hours appointment, or see me after class to request advice.

**Professional & Citizenship Standards**

Learning how to communicate professionalism and good citizenship at work (and in life) can directly improve your opportunities and successes. Violating these standards may negatively impact your final grade especially group work (see Team Agreement).

Remember to treat this class like a job (i.e. on time, stay until end, prepared, accept and give constructive feedback, smile); communicate professionalism and good citizenship by following these standards:

- Students are expected to read all assigned material BEFORE coming to class.
- Pay close attention to and courteous behavior toward professor and students during class.
- Prepare for in-class assignments, discussions, and activities - have a positive attitude!
- Prepare for class, team, and office hours meetings.
- Give classmates useful and supportive peer feedback on their negotiation and communication skills.
- Use technology appropriately during class time and student presentations.
- Contribute actively and respectfully during class activities, discussions, team meetings.
- Attend class regularly and be punctual
- Turn Zoom Cameras ON

**Help & Resources**

If you are feeling lost or overwhelmed or want some additional feedback, coaching or consultation...

1. Make an appointment with me. Do not wait until the last week of the semester.
2. Ask your peers and our grader. Use each other as resources!
3. Form a study group that meets regularly to provide support and feedback.
4. Work with the Business Research Library, UT Learning Center or Undergraduate Writing Center. Get information or schedule appointments at: www.uwc.utexas.edu/.
5. Re-read the syllabus & assignment instructions Chances are the answers to your questions are all here.
6. Speak up! There are no dumb questions.
Summer Online Class Policies

GETTING HELP WITH ZOOM

Students needing help with Zoom should refer to the McCombs Student Instructional Resources Wiki. All Canvas webpages for all McCombs courses will have a link to the McCombs Student Instructional Resource Wiki on the bottom left corner, so students can access it from their Canvas course pages.

Preferred method of joining a class or office hours in Zoom:

The preferred method of joining a class or office hours is through video on Canvas. Students must log into their Canvas course site and click on Zoom in the left toolbar to locate links to join the class in Zoom.

ZOOM ETIQUETTE

Because there will be so many people on these Zoom meetings, here are some best practices for making sure we are working together to create an efficient, effective, respectful, and ultimately enjoyable classroom!

- Your camera needs to be turned ON at all times - if your camera is not on, you will be marked as absent. Cameras promote an inclusive environment and promote engagement, as well as respect for one another and guests speakers.
- If you are experiencing equipment difficulties, email me before class starts to let me know. If you experience consistent difficulties, we will work with McCombs Media Services to find a solution.
- Mute yourself unless you are speaking. This will cut down on background noise and limit any distractions.
- Be mindful of your surroundings when on camera. We want to make sure we avoid as much distraction as possible. Please add a professional photo of yourself for your Zoom profile picture. This photo will be visible during class sessions.
- Turn your camera off if you are leaving the meeting temporarily and use the away feedback icon. Please try to use the most reliable WIFI you can access.

CLASS RECORDING POLICY

Class recordings are reserved only for students in this class for educational purposes. The recordings should not be shared outside the class in any form. Violation of this restriction could lead to Student Misconduct proceedings.

HELP FROM STUDENT EMERGENCY SERVICES

Students who need help getting access to technology in order to do online instruction should fill out the Student Emergency Services form. For general inquiries, please contact Student Emergency Services.
### SUMMER 2021 Course Schedule

NOTE: This schedule is subject to change.
Each class day is separated into 2 sessions with a break in-between each session.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic/Lecture</th>
<th>Reading</th>
<th>Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 6/1</td>
<td>Welcome! Introduction to Course The Coffee Pitch</td>
<td>Syllabus + Module Class 1</td>
<td>Secure Class Materials Upload Photo on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building Blocks of Entrepreneurship Myths + Creativity Assign Opportunity Log(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>W 6/2</td>
<td>Unseeing the World: Recognizing &amp; Shaping Opportunities CASE: Warby Parker</td>
<td>Module Class 2</td>
<td>Bring Paper, Tape, + Scissors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unseeing The World: Deeper Exploration on Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Th 6/3</td>
<td>Value Innovation CASE: Stitch Fix Assign Creativity Triad Presentation</td>
<td>Module Class 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Triad Meetings: Brainstorm for Creativity Presentations Draft Presentation Plan</td>
<td></td>
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</tr>
</tbody>
</table>

**Week 1**

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All assignments submitted on Canvas by the start of class
Readings listed on class days are to be completed before coming to class
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic/Lecture</th>
<th>Reading</th>
<th>Due Today</th>
</tr>
</thead>
</table>
| 4     | M 6/7 | Creativity Project Presentations  
Triads Present New Value Object!  
Creativity Project Debrief  
Which Triad Presented Best?  
Assign Creativity Theory-to-Practice Reflection Paper | Creativity Triad Presentations | |
| 5     | T 6/8 | The Art of New Ideas: Creative Teams & Individuals  
CASE: Google  
Assign Team Agreement | Module Class 5 | Opportunity Log #1 |
|       |       | Online Triad Meeting(s):  
Reflect on Presentation Learnings + Unit #1 Concepts  
Write Reflection Paper | | |
| 6     | W 6/9 | The Art of New Ideas: Creative Teams & Individuals  
CASE: The Office + C3 | Module Class 6 | Creativity Theory-to-Practice Reflection Triad Paper |
|       |       | Online Team Meeting(s):  
Build Psychological Safety  
Finalize Team Agreement | | |
| 7     | Th 6/10 | Introduction to Design Thinking  
CASE: IDEO Product Development  
Assign Company Innovation Research | Module Class 7 | Design Thinking Worksheet  
Team Agreement |
|       |       | Role of Failure & Feedback In Entrepreneurship  
CASE: Slack + Flickr (NPR) | | |

Week 2
### SUMMER 2021 Course Schedule

NOTE: This schedule is subject to change. Pay close attention to announcements in class and on Canvas.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic/Lecture</th>
<th>Reading</th>
<th>Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>M 6/14</td>
<td><strong>Design Thinking Innovation Lab</strong>&lt;br&gt;Bring Craft Supplies &amp; Junk Drawer&lt;br&gt;<strong>Assign Design Thinking Reflection Team Paper</strong></td>
<td>Design Thinking Workshop + Discussion &amp; Reflection Due at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T 6/15</td>
<td><strong>Replicate Design Thinking Workshop</strong>&lt;br&gt;Team Field Empathy Interview&lt;br&gt;Outside of Class on Zoom with Non-College Student&lt;br&gt;All Team Members Need to be Present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>W 6/16</td>
<td><strong>Intrapreneurship:</strong> Innovating in Existing Organizations&lt;br&gt;Foundations of New Ventures&lt;br&gt;CASE: Apple’s Core&lt;br&gt;TED Talk: Start with Why</td>
<td>Module Class 10&lt;br&gt;Opportunity Log #2&lt;br&gt;Company Innovation Research Quiz</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Th 6/17</td>
<td>‘Start Up Game’ Simulation&lt;br&gt;Investors, Founders, &amp; Employees&lt;br&gt;‘Start Up Game’ Debrief&lt;br&gt;Exploratory vs. Exploitive&lt;br&gt;Rich vs. King</td>
<td>Prep for Role&lt;br&gt;After Game Discussion Board Post&lt;br&gt;Due at 11:59 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3**
# SUMMER 2020 Course Schedule

NOTE: This schedule is subject to change. *due to guest speakers, visiting VIPS, weather,*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic/Lecture</th>
<th>Reading</th>
<th>Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>M 6/21</td>
<td><strong>Business Models</strong>&lt;br&gt;CASE: AirBnB&lt;br&gt;<strong>Assign New Venture Project</strong></td>
<td>Module Class 12</td>
<td>Design Thinking Reflection Team Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Online Team Meetings:</strong>&lt;br&gt;Brainstorm for Final Project + See Sample Projects&lt;br&gt;Bring Opportunity Log Ideas!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T 6/22</td>
<td><strong>Feedback Forum</strong>&lt;br&gt;3 Rounds of Feedback w/ SpeedGrader</td>
<td></td>
<td>2-page New Venture Project Team Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Online Team Meetings:</strong>&lt;br&gt;Prep for Mentor Speed Dating - Start Secondary Research&lt;br&gt;Prepare 2 Minute Elevator Pitch + Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>W 6/23</td>
<td><strong>Mentor Speed Dating</strong>&lt;br&gt;8 Mentors + 5 Rounds</td>
<td></td>
<td>Speed Dating Pitch Team Slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Online Team Meetings:</strong>&lt;br&gt;Digest Mentor Feedback&lt;br&gt;Organize &amp; Plan: Virtual Field Work + Primary Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Th 6/24</td>
<td><strong>Online Team Meetings</strong>&lt;br&gt;Digest Mentor Feedback + Virtual Field Work&lt;br&gt;Continue Primary Research + Update Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Online Team Meetings</strong>&lt;br&gt;Digest Mentor Feedback + Virtual Field Work&lt;br&gt;Continue Primary Research + Update Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 6/25</td>
<td><strong>Evaluate Project Teammates</strong>&lt;br&gt;Anonymously on Canvas</td>
<td></td>
<td>Teamwork Evaluation Survey Due at 5 pm</td>
</tr>
</tbody>
</table>

**Week 4**
# SUMMER 2020 Course Schedule

NOTE: This schedule is subject to change. *due to guest speakers, visiting VIPS, weather,*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic/Lecture</th>
<th>Reading</th>
<th>Due Today</th>
</tr>
</thead>
</table>
| 16    | M 6/28 | **Online Team Meetings**  
Virtual Field Work + Wrap Up Primary Research  
Update Slides + Visit Public Speaking Center | | | |
| 17    | T 6/29 | **Team Project Presentations**  
on Zoom: Teams 1 & 2 | | New Venture Project Slide Decks for ALL Teams |
|       |       | **Team Project Presentations**  
on Zoom: Teams 3, 4, & 5 | | | |
| 18    | W 6/30 | **Team Project Presentations**  
on Zoom: Teams 6, 7, & 8 | Project Feedback & Funding Course Reflection | | |
| 19    | Th 7/1 | **Final Team Meeting:**  
Peer-Edit Final Paper  
Meet with Writing Center | New Venture Paper *Individual Section Draft* | | |

*Send You On Your Way to MAN 327E!*  
Meet Professor Peterson before Fourth of July Holiday!

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Week 5