

Fundamentals of Social Entrepreneurship Spring 202

Spring 2024

Wednesday 06:20pm -- 08:50pm

01/24/2024 -- 05/01/2024

60 Washington Sq S (Kimmel) Room 808

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Office hours: by appointment

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# Course Prerequisites

4:0:0:4 Junior or senior student status.

# Course Description

This course focuses on key aspects of entrepreneurial thinking as a critical engine for innovation *and* social benefit. It treats entrepreneurship as a state of mind that is not limited to small firms. Students discuss current theories and practices related to starting and managing entrepreneurial enterprises, emphasizing both economic and social impact viability. Emphasis will be placed on the role of technology, information, and knowledge-intensive environments. Particular attention is paid to the critical issues of (1) identifying opportunities that provide unique value; (2) the development of a solid business model with a measurable social impact; (3) the marketing of new ventures; (4) entrepreneurial business operations, including the significance of culture, human-resources and process management; (5) ethical and social issues in entrepreneurial and other firms; and (6) financial management and fund raising for entrepreneurial firms.

This course is about the fundamentals of social entrepreneurship but is ultimately about you. It’s not a toolkit to launch businesses. It’s an introduction into what it truly means to build and start something and an exploration of you and your goals so you can assess if this is really what you want to do. There are no textbooks and operating manuals. You won’t learn any special skills. Instead, there is a lot of discussion about real life and how the world works and what your place in that world could be.

This course starts with the premise that individuals can have a meaningful impact on social issues through the vehicle of social entrepreneurship and that they can help shape and change the world. The course is applicable to multiple aspects of social enterprise including - for profit companies and start-ups, non-profit or self-funding organizations and people who want to act more entrepreneurially from within larger NGO’s, non-profits or socially oriented businesses. This course is for those who seek to learn and use an entrepreneurial approach to ameliorate major, global, social challenges and to think about changing the world in the process. No prior business experience is needed, just an open mind to learning new things and new ways to look at the world. In the end it’s not required that people pursue a path of social entrepreneurship but more so that they have a new lens with which to see the world and how to solve problems in the world.

There are multiple definitions of social entrepreneurship, and it is not the aim of this class to define a single path or to cover every single iteration. Instead, the aim is to help students with a passion for social impact, start to think about and understand an entrepreneurial mindset, and how to apply it. It is important to understand that there are no hard skills of entrepreneurship, merely a mindset of how to think about creating businesses, and this class focuses on the mindset. There is no prescribed right way or ten step program that comes out of the class because every startup journey is personal and different. What matters more is what you learn about you and how you start to learn about the world around you.

There is open debate about whether entrepreneurs are born or are they are made. Either way, it is likely that their success was not learned by sitting in a classroom or listening to lectures. Entrepreneurs succeed because they have a mindset for experimentation, and they have a passion and vision to change the world. Also, they are pretty good story tellers. Students taking this class will best learn when they embrace the class and the methods of learning in the class with an entrepreneurial mindset. In other words, I am biased towards the way that I learned to be both a social and a startup entrepreneur. I tried a lot of things. I asked a lot of questions. I read articles, books and watched videos and listened to podcasts. I asked for advice. I took meetings. I failed. I looked at my metrics. I hired people smarter than me. I took ideas from one vertical and applied them to another. And every day I tried to learn something new, made new experiments, cared nothing for the way it was supposed to be, tried to do too much, and thought, there must be a better way. To instill that through the class is the ultimate goal.

Students will be given multiple opportunities to develop and use their entrepreneurial mindset through:

* Co-creating and shaping the curriculum, providing feedback ongoing about our learning -Researching and finding articles, videos, podcasts and people to talk to that are not in the curriculum but support their learning and their final projects.
* Learning and presenting in multiple modalities (video, presentations, papers)
* Questioning speakers, building business models, discussing and cooperating with classmates -Assessing their own strengths and weaknesses and development over the course of the semester

# Course Objectives

* Comprehension of the concept of entrepreneurship, what traits entrepreneurs exhibit, and the overall psychological, social, and economic dimensions of entrepreneurship, including a diversity perspective on entrepreneurship;
* Develop your holistic entrepreneurial knowledge and skills through experiential learning: practice, in order to gain direct experience in the critical dimensions of entrepreneurship –from customer discovery, needs analysis and market analysis, to idea generation, selection and testing of ideas, development and management of an entrepreneurial venture;
* Understand key business analyses and methods for the selection, development, operations necessary to transform ideas into a successful venture;
* Understand the essence of what start-ups are and key phases in a start-up’s life;
* Basic understanding of the need for thoughtful financial planning documents for new ventures, including sales projections, budgeting, leading to projected P&L, Balance sheet, breakeven calculations, working capital needs, return on investment;
* Grasp the necessary legal and financial planning documents for new ventures including budget proposals, intellectual property, incorporation, financing process;
* Learn some methods to fund an entrepreneurial business: how to gain funding publicly and privately, what works and what doesn't work in interactions with potential investors, and how crowdsourcing and crowdfunding platforms operate;
* Develop an awareness of the importance of Culture and Principled decision making are to all types of ventures
* Gain valuable insight from current, recently successful (or unsuccessful) business people and ventures through field trips and guest speakers;
* Deconstruct a case study and discuss lessons learned;
* Evaluate the components of a business model for feasibility and completion;
* Ability to develop and present a business model;
* Ability to summarize and reflect on your learning

# Suggested Readings

**The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses - Eric Ries** [**https://www.amazon.com/dp/0670921602/ref=cm\_sw\_r\_cp\_dp\_T2\_J.oDzbR4T34Q4**](https://www.amazon.com/dp/0670921602/ref%3Dcm_sw_r_cp_dp_T2_J.oDzbR4T34Q4)

**Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs - Muhammad Yunus** [**https://www.amazon.com/dp/1586489569/ref=cm\_sw\_r\_cp\_dp\_T2\_XbpDzbT49ZXZA**](https://www.amazon.com/dp/1586489569/ref%3Dcm_sw_r_cp_dp_T2_XbpDzbT49ZXZA)

**The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company**

by Steve Blank, Bob Dorf

K & S Ranch; (January 12, 2014)

ISBN: 0984999302

**Business Model Generation**: Osterwalder, et al

**Value Proposition Design**: Osterwalder, et al

**Talking to Humans**: Constable & Rimalovski

## Additional Available Resources

<http://entrepreneur.nyu.edu/>

<https://www.youtube.com/user/NYUEIMedia>

# Teaching Approach

The primary model will be Active / Experiential Learning. This will revolve around a social entrepreneurial project. It will be supported by minimal formal lectures and required readings. We will also use videos and discussions, guest speakers (on campus or at their office), and student presentations.

Individual and team work outside of the classroom are essential for your learning experience. You must invest three hours of study per one-credit hour per week.

# Entrepreneurial Project

During the first sessions, we will identify the types of sectors in which each of you would like to develop a project. Each of you will explain the reasons for that choice. I encourage you to focus on sectors where you have a “competitive advantage” based on prior experience and/or relationships or a passion and commitment.

We will then form teams of students who share similar interests, have an affinity to work with each other, and if possible, who have complementary skills. Form teams of four students (can be three-to-five exceptionally).

You will then start your market analysis and customer discovery process (the method will be detailed in class). This will lead to opportunity identification and assessment, concept development, iterate, and evolve incrementally through the key steps of entrepreneurship. Rather than a standard business plan process, we will use the Lean Start-Up method. This means that your project will be much closer to the “real world” than in a traditional business plan development course.

The purpose of this project is ***not*** to actually create a new company, but to experience the entrepreneurial process as closely as possible, either starting from a new idea, or acting as if you were joining a fledgling startup, or as if you were an “intrapreneur” (an entrepreneur within a larger established organization). The purpose of this project is to help understand and internalize the course’s concepts and methods.

This project is a major part of your experience and class time work. We will spend time in most sessions discussing your progress updates, providing guidance and feedback at each step of your project.

# Course Deliverables

The ultimate deliverables for the course are a presentation (i.e. Pitch Deck) and a report outlining your thinking behind the presentation in an operating plan. An example can be found on Brightspace called Wagner Social Entrepreneurship Business-Operating Plan Outline. Each week teams will be asked to give a brief (<5 min) status on their progress with a one slide update to the class. A draft outline of the operating plan will be the midpoint check on for progress. In addition to the team project deliverables, each student will be responsible for submitting an individual self-assessment on what they learned and a reflection on their ability, desire, and skill set for being an entrepreneur. The pitch deck should be approximately 10-12 slides, the presentation should be no more than 10 pages double spaced 12 pt font, and the self-assessment should be no more than 1-2 pages double spaced 12 pt font.

## Assessment Assignments and Evaluation

* You are expected to become familiar with the recommended reading, videos, and podcasts which you are encouraged to watch or listen.
* You may be asked to do research to support the reading and share your research with the class.
* Participation in class and presentations
* Everyone will work on an idea for a social enterprise and use that as the structure for applying what is discussed each week.
* Help make our class the best class it can be, on a weekly basis.

# Grading

Participation and Attendance (20%):

Participation shows that you are engaged and have done the homework. It also reflects regular attendance in class. If you feel uncomfortable participating, you have the option of emailing me additional thoughts after class. Given the virtual nature of the class this will be a work in progress. If it becomes too hard to participate over Zoom or in person, we will weigh this differently. Unexcused absences count against your grade (details below).

Weekly assignments + Midterm Project (40%):

As a start-up, every month you report to your board of directors and keep them updated on your progress, your metrics and key developments. Likewise each week you must upload your team’s weekly update to Brightspace before the next class. This update serves as a journal for your entrepreneurial journey and provides a brief overview of what you’ve been learning, questions you might have, other resources, feedback on the class and progress on your idea. In other words, every week your update will consists of three parts: 1) A brief (eg 3-5 bullets) overview of what you learned (this is not a book report so no need to reflect back what’s in the reading). 2) Your thoughts, reactions, feelings. 3) Questions you had (you can just discuss these). If you do not submit a summary before the class starts, you will lose points from your final grade.

(40%): Your final product

1. You will create a social venture as a group project in this class. You will build a plan and present it ongoing and at the end to your peers for feedback. It will not be perfect. It may never launch. But it’s the process of structuring and doing this that will lay the groundwork for your next venture and the one after that.
2. You will write a 1-2 page letter to yourself on what you learned and advice on how to be a successful social entrepreneur.

Project: Deliverables will be due on a regular basis to guide and pace your project, and to help me provide feedback through the semester. This is partly because the nature of this project requires constant iterations, so a deliverable is never entirely “finished” and should always be improved through the semester.

Individual grade adjustment for team project: In addition to team deliverables, each team member is required to submit a confidential “Founding-Team Equity Split” reflecting what s/he considers to be a fair representation of each team member’s contributions through the semester. This confidential document must include a one-page summary of individual contributions and be as factual as possible. Small variations among members are acceptable and won’t affect individual grades. Substantial variations (for example 60%-30%-10%, or 40%-40%-20%) will trigger an individual grade adjustment.

# Course schedule

Most class sessions will be divided into three sections:

1. Open discussion – students have opportunity to raise questions about anything class related from specifics of the course to current events involving technology, innovation, and/or social impact, etc.
2. Discussion/Lecture on the topics of the day
3. Workshop/Team Time for Projects

This breakdown is subject to change to accommodate the addition of guest speakers, student raised issues, and the desire enhance opportunities for co-creation of learning and curriculum.

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| Introductory sessions:What is Social Entrepreneurship?Value Propositions and Target Customers *Jan 24 - Feb 7* |
| **Class 1: Jan 24**Course introduction and outline; Syllabus review; Lean Startup; Customer Development; Business Model Canvas; Social Impact/BenefitTeam project: process and expectations. Discussion: What characteristics describe successful entrepreneurs – Can you learn to be an entrepreneur? What’s the difference between Entrepreneurship and Social Entrepreneurship? Start team formation with individual deliverable: Define your personal opportunity space (your experience, interests, passion, "social capital" and special resources). Use Google sheet shared by instructor.**Class 2: Jan 31**Field Day: class meets directly in at the Leslie E-Lab 16 Washington Place (on the corner of Greene Street)Customer discovery; design thinking; building personas; identifying pains & gains; establishing hypotheses; working towards a solid unique value proposition. How to find ideas, how to assess them and make sure they are an actual business opportunity; how to assess your competitive space and ability to build a sustainable competitive advantage? How to develop a vision. Heads-up on what's coming next in the process. **Class 3: Feb 7**Workshop 1 as TeamTeam formation finalized. Team deliverable: Name, members, approx. problem/social impact (market, type of problems, type of customers/ personas).  | **Expectations during these sessions:** Start reading and reviewing online courses and videos: required reading and videos must be completed before the start of Part 1 (see Part 1 readings below.)Form teams and start planning your teamwork. Make sure you fully understand the process and spirit of this course if any questions, make sure to discuss with meDiscuss with your team: how you will manage your project? Who is your "persona" (or personas, if you are not sure yet). How will you find interviewees, how will you interview them and identify pain points worth addressing? how will you determine if they are actual business opportunities? Start developing lists of contacts. **Weekly Checklists**Moving forward, each team will strive to achieve the following deliverables: Interview ~5 relevant people (customers, channel partners, advisors, …) each week during the course.Develop hypotheses and design experiments to validate them.The course is organized in “parts” for educational purposes, but you should never consider that a specific part is completed, as you will continue to learn and iterate through the entire course (and “pivot” as needed).  |

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| Part 1: Customer Development and Market Sizing*Feb 14 – Feb 28* |
| **Class 4: Feb 14**This session and the following hits the ground running. This part assumes you and your team have come to class having viewed the online lectures, spoken to 5-to-10 customers (depending on the nature of product), and have prepared a set of follow-on contacts to call.Present hypotheses and initial design experiments to validate or invalidate assumptions.* Class discussion: Business Model/Customer Development /Market Type/Value Proposition Canvas.
* Come prepared to answer:
* What’s the difference between search and execution?
* What is a business model versus a business plan?
* What is the Business Model Canvas?
* What are the 9 components of the Business Model Canvas?
* What is a hypothesis?
* What do we mean by “experiments”?
* What is Customer Development?
* What are the key tenets of Customer Development?

**Class 5: Feb 21 - Market Sizing**Initial definitions of market size by TAM, SAM, SOMInclude observations of your persona and the world around your persona from their perspective; take "field notes", include photos, videos, interview snippets, documentation you gather on the field; Weekly Update Interview summaries (ideally at least 5/week, number depending on specific project and accessibility of customers but must be significant); 1st Customer Discovery report and preliminary hypothesis based on interviews. "Introduce" your "persona" to the class: who is s/he, make us know him/her, what are his/her concerns, issues, pain points, what do they tell you about that in their own words? Class members are expected to provide ideas and feedback.**Class 6: Feb 28 – Prioritizing Assumptions**Include a patchwork of all your field observation as part of this week’s weekly update. Assumptions Workshop.  | **Before this part starts, you should:*****Watch***: “How to Do Customer Discovery” videos *(Note: these videos are available through the links below rather than Udacity)** [CD41](https://vimeo.com/87303446) Pre-Planning: Contacts
* [CD42](https://vimeo.com/87302981) Customer Interview Dry Runs
* [CD44](https://vimeo.com/87302754) Pass/Fail Experiments
* [CD46](https://vimeo.com/87302479) Conducting a Customer Interview
* [CD50](https://vimeo.com/87301695) Looking for Insights
* [CD01](https://vimeo.com/76171146) Death By PowerPoint
* [CD04](https://vimeo.com/76173388) Understanding the Problem

***Helpful Reading*:** Business Model Generation pp. 14-49 [Loc 275 – 823] The 9 Building Blocks of the Canvas* pp 77-87 [Loc 1049 – 1204]
* Multi-sided Platforms pp 134-142 [Loc 1801 – 2003]
* Ideation pp 200-211[Loc 2970 – 3169]

**Startup Owner’s Manual*** pp. 1-75 [Loc 384 – 1447] Intro to Customer Development and Discovery, Market Size
* pp. 76-81 [Loc 1448 - 1537]
* Value Proposition and MVP
* pp 112-122 [Loc 1964 – 2120]
* Market Type pp. 123-124 [Loc 2144 – 2158]
* Competitors pp 189-199 [Loc 2998 – 3138]
* Getting out of the Building / Experiments / Contacts pp 472 [Loc 6982]
* Market Size pp. 473-475 [Loc 7009 – 7068]
* Product Features Checklist pp. 487 [Loc 7275]

Talking to Humans: Constable & Rimalovski |

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| Part 2: Value Propositions and Minimum Viable Products*Mar 6 – Mar 27* |
| **Class 7: Mar 6*****Guest:*** [***Octavia Abell***](https://www.linkedin.com/in/octavia-abell-a2146b29/)***Co-Founder/CEO*** ***Goveern for America***Be prepared to briefly introduce your team project to our guest, ask for feedback and advice.*Come prepared to answer:* * What is a Minimum Viable Product?
* What are the elements of the Value Proposition Canvas?
* What MVP are you building?
* What did you do this week?
* What did you learn this week?
* Develop hypotheses and design experiments to validate.
* Update MVP based on interview insights.

**Class 8: Mar 13***Prototypes, Experiments & MVPs*Weekly Update should include: * What is your customer archetype (for each segment)?
* What is your customer’s workflow today?
* How do these customers solve their problem today?
* How does your product solve their problem?
* What did you do so far?
* What did you learn so far?

**Spring Break: Mar 20****Class 9: Mar 27**At this stage, you should be able to convince a "pre-seed business angels" audience that you're onto a real problem, that it is worth addressing, that no one is addressing it properly yet, that you have a sense of how you can solve it (a concept), and that you have customer validation. This should make pre-seed angels think it is worth testing further and supporting you in that process. | **Before this part starts, you should:*****Watch***: Online Lesson 5: Value Propositions [Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Watch***: “3 Awesome Minimum Viable Products”<https://www.youtube.com/watch?v=xPJoq_QVsY4>***Read*:** Autonomow<http://steveblank.com/2014/10/03/my-students-grow-into-a-company/> ***Read*: Testing Value Props -** Osterwalder<http://businessmodelalchemist.com/blog/2012/09/test-your-value-proposition-supercharge-lean-startup-and-custdev-principles.html>***Read*: Business Model Generation*** pp 127-133 [Loc 1691 – 1800] Customer Insights.
* pp 134-145 [Loc 1801 – 2003] Ideation, Multisided & Freemium Markets.
* pp 161-169 [Loc 2205 – 2381] Prototyping

***Read*:** Startup Owner’s Manual* pp 85-92 [Loc 1582 – 1680] Customer Segments.
* pp 203-226 [Loc 3198 – 3532] Test Problem Understanding.
* pp 260-266 [Loc 4013 – 4116] Have we found Product/Market Fit.
* pp 476-477 [Loc 7068 – 7092] Customer Segments Checklist

***Watch***: Online Lesson 3: Customer Segments [Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Review*:** Startup Tools<http://steveblank.com/tools-and-blogs-for-entrepreneurs/>***Read*:** Business Model Generation* pp 147-159 [Loc 2004 – 2204] Visual Thinking

***Read*:** Startup Owner’s Manual* pp 98 – 105 [Loc 1753 – 1861] Channels
* pp 242-244 [Loc 3758 – 3795] Meet the Channel
* pp 332-337 [Loc 4996 – 5069] Channel Roadmap
* pp 406-411 [Loc 6028 – 6113] Distribution Channels

pp 478 [Loc 7099] Channels Checklist |

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| Part 3: Channels and Customer Relationships *Mar 27 – Apr 10* |
| **Class 10: Apr 3*** Come Prepared to Answer
* What is your distribution channel (for each segment)?
* Are there alternative channels?
* What makes your channel partners interested?
* What does your channel diagram look like?
* What are your channel economics?
* What did you do?
* What did you learn?

**Class 11: Apr 10*****Guest:*** [***Alyssa Petersel Landsberger***](https://www.linkedin.com/in/alyssapetersel/)***Founder/CEO******MyWellBeing**** Come prepared to answer:
* What is your customer acquisition strategy and potential costs?
* How will you create demand?
* What is your customer lifetime value?
* What is your demand creation budget and forecast?
* What does your Get/Keep/Grow diagram look like?
* What did you do?
* What did you learn?
 | **Before this part starts, you should:*****Watch***: Online Lesson 4: Channels[Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Read*:** Startup Owner’s Manual* pp 126-143 [Loc 2167 – 2348] Customer Relationships Hypotheses
* pp 296-303 [Loc 4495 – 4582] Get/Keep/Grow
* pp 480-482 [ Loc 7141 – 7207] Relationships Checklist
* pp 489 [Loc 7303] Test the Problem and its Importance

***Watch***: Online Lesson 5: Customer Relationships [Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Read*:** Startup Owner’s Manual* pp 180-188 [Loc 2854 – 2982] Revenue and Pricing Hypotheses
* pp 260-269 [Loc 4013 – 4162] Verify Business Model
* pp 438 [Loc 6425] Metrics That Matter
* pp 437-456 [Loc 6412 – 6714] Pivot or Proceed?
* pp 457-459 [Loc 6732 – 6767] Financial Model
* pp 526-527 [Loc 7967 – 7987] Assemble Data

pp 528 [Loc 8001] Validate Financial Model |

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| Class 4: Revenue Streams *Apr 17* |
| **Class 12: Apr 17*** Lecture: Financial projections, esp. cash-flow projections, concrete examples, how to assess your financing needs, how to structure your financial plan. Financing sources; fund raising; financing rounds; capitalization tables; valuation; pitching.
* Be prepared to answer:
* What is your revenue stream?
* What is your pricing?
* What does your diagram of payment flows look like?
* What does your rough 3-year income statement look like?
* How does your rough finance, operations, and fundraising timeline look? (<http://steveblank.files.wordpress.com/2011/05/financial-and-ops-timeline.jpg>)
* What did you do?
* What did you learn?
 | **Before this part starts, you should:*****Watch***: Online Lesson 6: Revenue Model[Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Read*:** Startup Owner’s Manual* pp 169-175
* pp 437-456 [Loc 6412 – 6714] Pivot or Proceed?
* pp 487
* pp 528 Validate Financial Model

***Read*:** Business Model Generation* pp 36-37
* pp 188
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| Part 5: Activities and Resources. Partners, Costs, Operating Plan and Fundraising *Apr 24* |
| **Class 13: Apr 24**Be prepared to answer:* Who are your proposed partners? Why do you need them?
* What are the risks? Why will they partner with you?
* What’s the cost of partnership? Diagram dollar flows
* What are the incentives and impediments for the partners?
* What has changed in your rough finance, operations, and fundraising timeline? (http://steveblank.files.wordpress.com/2011/05/financial-and-ops-timeline.jpg)
* What experiments did you run to validate you can acquire the resources you need?
* What did you learn were your *critical* activities?
* What are your *critical* resources?
* What does your diagram of activities and resources/partners look like?
* What did you do?
* What did you learn?
 | **Before this part starts, you should:*****Watch***: Online Lesson 7: Partners[Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Review*:** Mark Leslie’s Value Chain slides <http://www.slideshare.net/markleslie01/070801-value-chain-and-sales-model>***Read*:** Startup Owner’s Manual* pp 176-179 Partners
* pp 180-188 Revenue and Pricing Hypotheses
* pp 260-269 Verify Business Model
* pp 438 Metrics that Matter
* pp 457-459 Financial Model
* pp 484 Partners Checklist.
* pp 528 Validate Financial Model

***Read*:** Business Model Generation* pp 109-113 Open Business Models

***Watch***: Online Lesson 8: Resources, Activities, & Costs.[Course Videos](https://www.udacity.com/course/how-to-build-a-startup--ep245)***Read*:** Startup Owner’s Manual* pp. 169-175 Resources
* pp. 180-188 Revenue and Pricing Hypotheses
* pp. 260-269 Verify Business Model
* pp. 438 Metrics that Matter
* pp. 457-459 Financial Model
* pp. 528 Validate Financial Model
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| Part 6: Wrap Up and Final Presentations *May 1* |

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| **Class 15: May 1**Each Team Presents followed by feedback | **Each team will present for feedback from your peers in class. Final reports are due May 8th so you can incorporate feedback.**  |

(\*) NB:

- This schedule may be adjusted based on calendar of events, guest-speaking opportunities, company visits, and other factors. I will announce them in class and on NYU Brightspace, and it is your responsibility to check with classmates if you miss a class.

- Classroom lectures will be as limited as possible to make time for class discussion and project-based experiential learning. When applicable, lectures will bundle together several chapters. They will not always match the “recommended reading” (lectures will usually be ahead of the reading). It is important that you complete the readings and review the online videos not later than the beginning of the corresponding part. It is highly recommended that you complete them as early as possible in the semester.

- Team deliverables can be adjusted depending on each project’s specific requirements and constraints. Team deliverable dates don’t match the recommended reading dates. This gives you time to become familiar with each chapter long enough before you apply it to your project.

# Letter Grades

Letter grades for the entire course will be assigned as follows:

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| **Letter Grade**  | **Points**  |
| A  | 4.0 points  |
| A-  | 3.7 points  |
| B+  | 3.3 points  |
| B  | 3.0 points  |
| B-  | 2.7 points  |
| C+  | 2.3 points  |
| C  | 2.0 points  |
| C-  | 1.7 points  |
| F  | 0.0 points  |

## Student grades will be assigned according to the following criteria:

(A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

(A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

(B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

(B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”

(C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

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| A  | > 93.0  | 4.0  |
| A-  | > 90.0  | 3.7  |
| B+  | > 87.0  | 3.3  |
| B  | > 83.0  | 3.0  |
| B-  | > 80.0  | 2.7  |
| C+  | > 77.0  | 2.3  |
| C  | > 73.0  | 2.0  |
| C-  | > 70.0  | 1.7  |
| F  | < 70.0  | 0.0  |

# Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code.](https://wagner.nyu.edu/portal/students/policies/code) All Wagner students have already read and signed the [Wagner Academic Oath.](https://wagner.nyu.edu/portal/students/policies/academic-oath) Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD(212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Class Policies

1. Absences: Attendance will be taken for each class. As active participation is an important element of your grade, so is attendance. Any more than three absences will result in a zero for the attendance (and participation) portion of your grade. Please notify me by email prior to any class in which you will be absent or late. There will be no make-ups due to excused or unexcused absence or lateness.
2. Group Work: One of the course deliverables and many of the in-class discussions will involve group work. You are expected to work cooperatively in such groups and to be an individual contributor to the group process. Group dynamics will be observed and will also contribute to the class participation portion of your grade.
3. Preparation: As stated in the syllabus, this course involves reading the assigned materials and completing the assignments. Therefore, coming prepared to class is absolutely required. Students may be asked questions whether or not they offer to participate so please make sure you are prepared.
4. Academic Honesty: Academic dishonesty will not be tolerated. Participation in cheating, forgery and plagiarism are subject to disciplinary action.
5. Wagner School Policies: The course will be subject to all Wagner School policies