

Course BUSI 3702 – Spring 2016
Venturing to Change the World
Friday, 9:00am – 12:00noon
Uris Hall, Room 301

Amol Sarva

Founder: Knotable, Knotel,
Halo Neuro, Peek & Virgin Mobile
a@sarva.co

Damon J. Phillips

Lambert Family Professor of Social Enterprise,
Columbia Business School (717 Uris Hall)
djphillips@columbia.edu

TA: **Zach Gleicher** (zjg2102@columbia.edu)

COURSE DESCRIPTION

How do new ventures change the world? Changes in technology and society are increasing the power of small teams to impact everything. Startups, large corporations, social groups and governments are increasingly focused on the power of innovation to solve the world's hardest problems. The ideas and patterns driving this recent form of change-making build on frameworks defining the development of modern civilizations since the Renaissance.

Venturing to Change the World introduces the intellectual foundations and practical aspects of entrepreneurship. We explore the entrepreneurial mindset, team formation, idea selection, how ideas become products with markets, and the key steps in building a venture. Our scope is commercial as well as social ventures, and the course is appropriate not only for prospective founders but anyone who will operate in a society increasingly animated by entrepreneurial activity.

INSTRUCTOR BIOS

Damon J. Phillips is a faculty member in the business school. He conducts research on the careers of entrepreneurs and professionals. In addition to *Venturing to Change the World*, Phillips also teaches entrepreneurship, leading change, and social networks to MBAs and Executives. Phillips also studies innovation and emerging markets within the music industry (jazz and hip hop).

Amol Sarva (CC '98) is a startup founder (Virgin Mobile USA, IPO; Peek, acquired; Halo Neuroscience, VC-backed; Knotable, VC-backed; Knotel, VC-backed). He has a B.A. in economics and philosophy from Columbia College, and his Ph.D. dissertation at Stanford was "The Concept of Modularity in Cognitive Science."

SHOPPING PERIOD AND FINAL REGISTRATION

If you are on the waitlist, you may still get in.

You are also welcome to shop and decide if it's for you.

To make sure this class provides its students with a valuable experience, we will review and approve the final sixty students for this class. Our aim is for an interesting, qualified, and motivated group.

COURSE LOGIC

Module I: Classes 1 – 6 present the foundations of Entrepreneurial Thinking. Beginning in the first class we will blend the more philosophical underpinnings (What is an entrepreneur? Why entrepreneurship?) with the practical (How do I become an entrepreneur?). We will do this by highlighting some of the past and present writings associated with an entrepreneurial mindset. While this centers on entrepreneurial thinking in Western societies, we will also explore the extent to which our readings apply elsewhere.

Module II: Classes 7 - 10 of the course enriches the focus on “how to” with respect to creating a venture (Entrepreneurial Creating). This module begins with understanding elements of a successful startup, to understanding the role of customers in creating a venture, to the business models. The assignments of this module also shift to conducting tasks akin to help improve thinking about the economic viability of an idea, whether the idea translates to a venture, whether that venture would be viable, and how to get the idea and venture off of the ground and innovating as efficiently as possible.

Module III Classes 11 – 14 involve the management of relationships (Entrepreneurial Doing) between co-founders, employees, and investors. It also involves the important skill of communicating a venture's idea and value. Many ventures are good ideas and viable businesses but falter when it comes to managing and communicating. By the end of this module, students will have a much better understanding of not only what the hurdles are, but also some skills needed to transcend those hurdles.

TEACHING PHILOSOPHY

Teaching Philosophy: Our first objective for this course: we will give you frameworks and tools to evaluate, initiate, and engage transformative ideas and new ventures. Second, we will push you to think critically. Long after you graduate, critical thinking (both extemporaneous and deliberative) will continue to reward you professionally and personally. Third, we enjoy combining findings from academic research with insights from the world of practitioners. Some of these insights will be our own, and some will be based on lessons from current entrepreneurs, investors, and other members of the venturing community.

COURSE REQUIREMENTS

Given how dynamic the world of venturing is, more than half of the readings for this course are online articles, blogs, and there by experts and successful entrepreneurs. The list is long but the items are relatively short, so the load should be reasonable and the cost to students relatively low. Some additional readings may be distributed in class. There is no textbook for this course although some of the readings from books may be on library reserves.

There are three requirements for the Venturing to Change the World course: [1] Weekly Discussion Questions, [2] Class Participation, and [3] Group Assignments.

1. Weekly Discussion Questions

For almost every session you are required to complete discussion questions (link posted on CourseWorks) related to the reading. Submissions are due by 9:00 AM on the day of the class. Your answers must be based upon your own reading and careful analysis. If the class is prepared, the course session works. If not, you are depriving your classmates of a useful perspective in the room. If you complete the discussion questions you will get full marks. Respect the honor code.

2. Class Participation

This isn't a lecture course. We pour our energy into this course and have prepared interesting and difficult topics for you to tackle with your colleagues. This participatory process is central to how you process these ideas, and we will hold you accountable for it. Part of what you are learning is participation and leadership itself. We will ask you to chime in, present an idea, conduct a debate, or announce a conclusion.

Your contributions will be evaluated mainly on quality but also on quantity. If you are not in the classroom, you hurt the class. Two points will be deducted for each unexcused absence. Two excused absences are permitted, but you must notify the TA at least 24 hours in advance.

We are going to ban devices in class unless we specifically ask you to print them for pedagogical reasons. We will deduct points for violations. Sorry about this, but in return we will hold ourselves to the high standard of running a course that is worth your undivided attention.

Finally, make it a priority to be on time. We will also pass around blank name cards so that you can write your name. The reason using name cards is we want to learn as many of your names as possible, and we want to facilitate you getting to better your fellow classmates. It is important to the community and culture we want to establish.

3. Group Assignments

The written work for this course includes the various documents and research that a new venture requires in its early formation. You will develop these pieces in steps during the semester, then pull it together into something polished at the end.

You'll work in **groups of four students** for each of the group assignments. Forming and working in teams is a key to entrepreneurship, and this will be your practice on this. You will change groups several times through the semester, and final grades for all team members will not be uniform.

You will not be married to a single idea for the entire course, and you won't be building your own idea. You will make several iterations on developing a publicly available company's idea. The course is a set of exercises to build and refine your skills dispassionately. (So this isn't a launchpad for your own startup. Do that later.)

How the assignments work

There are **four** group assignments through the semester.

Company selection: At the first assignment, teams will select a venture concept from the fixed dataset of companies from 2015 from VentureBeat's Martech database (e.g., raised their initial financing of >\$3mm but <\$11mm during calendar 2015). All assignments will be based on companies selected from this dataset.

Team formation: Before each of the four assignments described below we will allow students time to form a four-person team. You will need to select different team members for each of the assignments, so the groups will change for each assignment. As teams reform, you can have at most one member from a previous group assignment as a member of the group for your new assignment. The assignments will require you to evaluate each team member's contribution, such that everyone will receive an individual contribution score.

Group Assignment 1 (due Class 5, Feb 19): Venture Presentation

Prepare a slide presentation to investors about the venture with prose that accompanies the set of slides to explain then and/or provide more context. For an example of how prose supports a slide deck, see the [Linked In series B pitch Deck](#). Be prepared to discuss your group's assignment orally in class.

Group Assignment 2 (due Class 7, March 4th): Venture Checklist

An idea discipline checklist (e.g., Business Model Canvas): which summarizes the key components of your business model (customers, value proposition, revenue streams, market and customer segments, competition, etc.). We will ask you to make a 3 minute video presenting your checklist. Be prepared to present the checklist in class.

Group Assignment 3 (due Class 10, April 1st): Customer Discovery

Summarize, on two-three pages, what you learned about your venture idea from Customer Discovery, including market and value proposition analysis, along with brief summaries of interviews with at least ten named (not anonymous) strangers. Provide one short summary paragraph per interview. An interview is an interactive discussion (in person, video, phone, email are options of varying quality). A stranger is someone you do not know, but have reason to believe has knowledge that will assist you in evaluating your idea. Important interviews with people previously known by you can also be included and can be valuable, but do not count towards the required ten interviews. These interviews can and should include: potential customers (including, if applicable, purchase decision makers, distributors, store buyers and end-users), suppliers, investors, people in similar businesses, experts, etc.

Group Assignment 4 (due Class 14, April 29th): Paper and Pitch

Group Assignment 4 combines elements from previous assignments, but additionally has some financial analysis and a launch plan added. Your group's deliverable will be a "**business plan**" and your "**pitch**". The business plan - a maximum of eight single-spaced pages (12-point font) - will include the viability of the company's proposition written as prose that integrates the information in from four attachments/exhibits that accompany your business plan:

- Checklist (e.g., BMC). This exercise is similar to what you would have done with a different group for Assignment 2.
- Breakeven Analysis. A one-page analysis (covered in Classes 7 to 9). Identify your economic unit of analysis (typically a single sale). Identify and list your fixed costs. Determine selling price, variable costs and the marginal contribution from each sale. **Be certain to list all of your assumptions**. Divide fixed costs by marginal contribution to determine break-even. Calculate break even in terms of U.S. dollars and unit sales. After completing the analysis, assess and comment on the likelihood of the venture being profitable.
- Cash Flow Analysis. Provide a basic cash flow analysis (covered in Classes 7 to 9). Start by listing (1) key sources of income, loans and investments, (2) key expenditures, and (3) the **assumptions** used to calculate your financials. Do this monthly, until your cash flow turns positive and then yearly starting in the following year. Remember to plug in the source and timing of equity investments and/or borrowings if this information is made available to you. Your cash flow analysis should answer two questions: [a] In what month is the venture cash flow positive? [b] In what month does the venture recoup the total investment?
- Launch Plan. Create a to-do list for launching the venture in table or bullet form. These are key things that you would expect the venture to need to do next.
Some examples:

- organizational, development, production and sales goals and the tasks that need to be accomplished to achieve your goals. These goals depend on the stage of the company. For a very early stage company these may be (1) Meeting with actual customers and securing orders; (2) Lining up possible distributors; (3) Lining up manufacturers and/or sources of supply; (4) Identifying and securing key personnel; (5) Finding and renting office space & equipment; (6) securing financing; (7) establishing key partnerships.
- The theoretical backgrounds and competencies of the full- and part-time team members and/or advisors needed to ensure the successful completion of these tasks..

The pitch is a 10 min presentation and the slide deck which accompanies that presentation. The slide deck length should depend on how you organize your pitch, but they usually are between 5 and 10 slides. Not all groups will be able to present in class, but will still be required to submit a video of the pitch.

We will provide more details on this assignment by class 11.

Grading Each Group Assignment

Each assignment will be graded on three elements: [1] the learning and progress that has occurred during the group assignment; [2] the diligence with which you have executed assignment; and [3] the quality of the work. We want assignments that have been well developed and iterated, well researched, and convincingly presented. That said, the quality of the venture is not the determinant of your grade, and it is quite possible to have a strong grade if the venture's underlying idea is not "high quality."

Please submit all assignments online through CourseWorks.

GRADING

The following weights will be used to calculate grades for the class:

Weekly Discussion Questions	25%
• This includes the individual assignment due on Class 4	
Class Participation	30%
Group Assignment 1 (Class 5)	10%
Group Assignment 2 (Class 7)	10%
Group Assignment 3 (Class 10)	10%
Group Assignment 4 (Class 14)	15%

At the midpoint of the course (after week 7) you will receive feedback on your performance so that you will have a sense of your progress and trajectory.

COLUMBIA COLLEGE HONOR CODE ON ACADEMIC INTEGRITY

<https://www.college.columbia.edu/academics/academicintegrity>

The Columbia College Student Council, on behalf of the whole student body, has resolved that maintaining academic integrity is the preserve of all members of our intellectual community – including and especially students.

As a consequence, all Columbia College students will now make the following pledge:

We, the undergraduate students of Columbia University, hereby pledge to value the integrity of our ideas and the ideas of others by honestly presenting our work, respecting authorship, and striving not simply for answers but for understanding in the pursuit of our common scholastic goals. In this way, we seek to build an academic community governed by our collective efforts, diligence, and Code of Honor.

In addition, all Columbia College students are committed to the following honor code:

I affirm that I will not plagiarize, use unauthorized materials, or give or receive illegitimate help on assignments, papers, or examinations. I will also uphold equity and honesty in the evaluation of my work and the work of others. I do so to sustain a community built around this Code of Honor.

For more information, contact:

[Nicole Allicock](#), CC'18 and CCSC Vice President for Policy
[Vivek Ramakrishnan](#), CC'16 and CCSC Academic Affairs Representative

MODULE I: ENTREPRENEURIAL THINKING (CLASSES 1 - 6)

Class 1 (January 22nd): WELCOME AND ENTREPRENEURIAL PERSONALITY

Questions: What is an entrepreneur? Who is an entrepreneur? Am I an entrepreneur?

Topics: Types of Entrepreneurs and Innovations
The Entrepreneurial Process
The Entrepreneurial Personality

Readings: “Self-Reliance” (Emerson, 1908).
<https://ia801403.us.archive.org/25/items/essayonselfreli00emergooog/essayonselfreli00emergooog.pdf>

“Rebuilding Schumpeter’s Theory of Entrepreneurship”, by Swedberg (2007).
Conference on Marshall, Schumpeter, and Social Science, Hitotsubashi
University. pp. 1-28. <http://www.lib.hit-u.ac.jp/service/tenji/amjas/Swedberg.pdf>

“The Entrepreneurial Process”, from Kaplan and Warren (2013). *Patterns of
Entrepreneurial Management* (4th ed.), pp 3-23.

The Pmarca Guide to Startups by Andreessen (2007). [Part 1: Why not to do a startup](#);
and [Age and the entrepreneur, part 1: Some data](#)

Before Class: [1] Complete the pre-class survey in CourseWorks to help us understand your reasons for taking this class so we can finalize the student list.

[2] Read.

Class 2 (January 29): THE SOCIAL CONTEXT OF ENTREPRENEURSHIP I: HISTORICAL PERSPECTIVES

Questions: What is the rate of technological and societal change? What are the conditions that lend itself for rapid change?

Topics: Frameworks for thinking about the pace of change.

Readings: “The Six Epochs” from *The Singularity is Near* (Kurzweil 2006). pp. 7-34.

“Innovation and Growth: Same As It Ever Was” by Wolf (2015). *Foreign Affairs*.
https://thebrowser.com/articles/innovation-growth-same-as-it-ever-was?read_later=1

“A Dozen Economic Facts About Innovation” by Greestone and Looney (2011).
pp. 1-26.

http://www.brookings.edu/~media/research/files/papers/2011/8/innovation-greenstone-looney/08_innovation_greenstone_looney.pdf

Database of Startups that raised Series A investment in 2015 - Browse the LINK ([martech_2015_2m-10m.xlsx](#)) for the VentureBeat Martech companies that raised between \$2mm and \$10mm during 2015.

Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] Start thinking about forming project teams of 4 members.

Class 3 (February 5th): THE SOCIAL CONTEXT OF ENTREPRENEURSHIP I: ECOSYSTEMS

Questions: What characteristics of regions shape entrepreneurial activity?

Topics: Entrepreneurial Ecosystems

Readings: “Silicon Valley, London, NYC: Startup Genome Data Reveals How The World’s Top Tech Hubs Stack Up” (Empson 2012).
<http://techcrunch.com/2012/04/10/startup-genome-compares-top-startup-hubs/>

“The Kauffman Index: Startup Activity - Metropolitan Area and City Trends”, 1-68.
http://www.kauffman.org/~media/kauffman_org/research%20reports%20and%20covers/2015/05/kauffman_index_startup_activity_metro_trends_2015.pdf

“The Picasso Effect: What The Success of Cubism Teaches Us About Radical Innovation.” (Leslie 2013)
<https://medium.com/where-ideas-come-from/the-picasso-effect-ad152b57da05>

Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] Turn in names of your 4 member teams.

Class 4 (February 12): THE ORIGINS OF ENTREPRENEURIAL IDEAS

Questions: Where do new venture ideas come from? Can we categorize innovations?

Topics: Generating and recognizing good ideas.

Readings: “The Fourth Quadrant” from *Where Good Ideas Come From* (Johnson 2012: 211-246).

“Party Like It’s 1999” from *Zero to One*, Thiel (2014: 12-22).

“The Path to Epiphany: The Customer Development Model” from *Four Steps to the Epiphany* (Blank 2006: 15-26).

“How to Get Startup Ideas” (Graham 2012). <http://paulgraham.com/startupideas.html>

The Pmarca Guide to Startups (Andreessen 2007). [Luck and the entrepreneur, part 1: The four kinds of luck](#)

Before Class: [1] Read.

[2] Complete and upload your answers to the classroom discussion questions.

[3] INDIVIDUAL ASSIGNMENT (graded as part of your discussion question grade): Identify a sector of the economy and turn in short essay of a promising new idea or theme emerging. What is the idea/theme? What is new about it? What impact will it have? This should be about 1 page double spaced.

[4] Start thinking about team for next group assignment.

Class 5 (February 19th) ENTREPRENEURIAL VISION AND STRATEGY

Questions: What does a forward-thinking idea look like when communicated to employees and investors?

Topics: Understanding the importance of disciplined ambition.

Readings: 1997 Amazon Letter to Shareholders

http://media.corporate-ir.net/media_files/irol/97/97664/reports/Shareholderletter97.pdf

Jack Ma’s 1999 living room speech to employees <https://vimeo.com/94930824>

LinkedIn Series B Pitch Deck <http://reidhoffman.org/linkedin-pitch-to-greylock/>

Masayoshi San’s 300 Year Vision for Softbank

http://webcast.softbank.jp/en/press/20100625/pdf/next_30-year_vision.pdf

“Here Are The Best Startup Pitches We’ve Ever Seen” (Dickey 2012).

<http://www.businessinsider.com/the-best-startup-pitches-of-all-time-2012-11>

Before Class: [1] Read.

[2] Complete and upload your answers to the classroom discussion questions.

[3] GROUP ASSIGNMENT 1 DUE

[4] Submit team selections for second group assignment.

Class 6 (February 26): CHANGING MARKETS AND SOCIETIES

Questions: Do the rules of entrepreneurship apply to “social” entrepreneurship? Can one simultaneously improve society with a sustainable and/or profitable business?

Topics: Social Entrepreneurship; Social Business.

Readings: What is Social Entrepreneurship? Three perspectives:

- https://www.ashoka.org/social_entrepreneur
- <https://skollworldforum.org/about/what-is-social-entrepreneurship/>
- http://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition

“Why Social Business?” from *Building Social Business: The New Kind of Capitalism that Serves Humanity’s Most Pressing Needs*. (Yunus 2011: 1-32).

“Launching a Social Business” from *Business Social Business: The New Kind of Capitalism that Serves Humanity’s Most Pressing Needs*. (Yunus 2011: 57-94).

CASE: “Trevor Field and the Playpumps of Africa” (Purkayastha, 2009: 1-22).

Before Class: [1] Read.

[2] Submit Weekly Discussion Questions.

MODULE II: ENTREPRENEURIAL CREATING (CLASSES 7 - 10)

Class 7 (March 4th): THE ELEMENTS OF SUCCESSFUL STARTUPS

Questions: What are the core elements of a successful startup?

Topics: Checklist thinking, e.g., Business Model Canvas
Minimizing Costs and Maximizing Effort
Product Development

Readings: CASE: R&R (Stevenson and Mossi 1985: 1-18).

Osterwalder explaining the Business Model Canvas. (42 min)
<https://www.youtube.com/watch?v=RzkdJiax6Tw>

Ship While You Sleep (Sarva and Donohoe 2014: 1-67).
<http://knote.com/wp-content/uploads/2015/02/Ship-While-You-Sleep-Final.pdf>

“Product Fail” – Marty Cagan (2015). <http://svpg.com/product-fail/> An accompanying video (optional) called “Great Engineering, Failed Product”: <https://www.google.com/search?q=Great+Engineering%2C+Failed+Product+%E2%80%93+Marty+Cagan&ie=utf-8&oe=utf-8>

- Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] GROUP ASSIGNMENT 2 DUE
[4] Start thinking about teams for assignment 3.

At this midpoint of the course you will receive feedback of your performance to give you a sense of how well you are doing thus far.

Class 8 (March 11th): CUSTOMERS AND MARKETING

Questions: What is the role of customers in venturing and innovation processes?

Topics: Cost of Customer Acquisition
Customer Lifetime Value
Customer Discovery
Marketing

Readings: CASE: Dropbox (Eisenmann, Pao, and Barley 2014: 1-22)

The Most Important Equation for Your Startup (Byrnes 2014)
<http://www.alleywatch.com/2014/04/the-most-important-equation-for-your-startup/>

“What Customer’s Want” Selection from Paul Graham’s *How to Start a Startup*.
<http://paulgraham.com/start.html>

“High-Tech Marketing Illusion” and “High-Tech Marketing Enlightenment” Moore (2014: 7-43).

- Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] Submit team selections for third group assignment.

Class 9 (March 25th): BUSINESS MODELS

Questions: How does one understand what a business does and how it makes money?

Topics: Refining a Business Model
Breakeven Analysis

Readings: CASE - DateMySchool 2012: A Venture in Transition. (Phillips 2013: 1-16).

[Part 7: Why a startup's initial business plan doesn't matter that much](#)
(Andreessen 2007).

Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] Start thinking about group for assignment 4.

Class 10 (April 1st): CHANGING THE BUSINESS MODEL (“PIVOTS”)

Questions: How do we change business models?

Topics: Business Models and the Startup as Dynamic
Learning from Change and Failure

Readings: CASE - Zipcar: Refining the Business Model (Hart, Roberts, and Stevens 2005:
1-20).

Eric Ries Explains the “Pivot” <http://ed.ted.com/on/7qLF8601>

Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] GROUP ASSIGNMENT 3 DUE
[4] Submit groups for assignment 4.

MODULE III: ENTREPRENEURIAL DOING (CLASSES 11 - 14)

Class 11 (April 8th): THE RELATIONSHIP BETWEEN FOUNDERS and EMPLOYEES

Questions: How should one think about co-founders, executives, and employees when it
comes to the new venture?

Topics: The Relationship between Founders, Employees, and Investors

Readings: “How to pick a co-founder” (Venture Hacks 2009).

[“How to hire the best people you've ever worked with”](#) from *Other Startup
Essentials* (Andreessen 2007).

“We don't pay you to work here (Venture Hacks 2009).

“Take Care of the People” from *The Hard Thing About Hard Things* (Horowitz 2014: 93-142).

- Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.
[3] Submit team selections for final group assignment.

Class 12 (April 15th: FINANCING THE VENTURE

Questions: What are the options available to finance a venture? How should we think about the relationship between founders and investors?

Topics: Different Types of Funding
Relationship between Entrepreneur and Investor

Readings: The Most Common Types of Funding for Startups, Explained. (Ehrenberg)
<https://smallbusiness.yahoo.com/advisor/blogs/young-entrepreneurs/most-common-funding-types-young-startups-explained-180127980.html>

Pros and Cons of VC and Angel Investing. (O'Connell 2015).
<http://www.entrepreneurship.org/emed/pros-and-cons-of-venture-and-angel-investing.aspx>

Crowdfunding of Small Entrepreneurial Ventures (Schwienbacher & Larralde 2010: 1-23).
http://www.em-a.eu/fileadmin/content/REALISE_IT_2/REALISE_IT_3/CROWD_OUP_Final_Version.pdf

- Before Class: [1] Read.
[2] Submit Weekly Discussion Questions.

Class 13 (April 22nd): STORYTELLING AS A CRITICAL TOOL (PITCHES)

Questions: What is the role of storytelling in the venturing process. How do I tell a good story? What does it mean to have a good story?

Topics: The Value of Storytelling in Entrepreneurship

Readings: Storytelling for Startups. (Peper 2014).
<https://medium.com/startup-lesson-learned/storytelling-for-startups-794381c2dd3c>

Once Upon A Startup: Storytelling and Startup Pitches (Esqueda 2013).
<http://www.slideshare.net/esqueda61/once-upon-a-start-up-18424322>

Numbers and Narrative: Modeling, Story Telling and Investing (Damodaran 2014).
<http://aswathdamodaran.blogspot.com/2014/06/numbers-and-narrative-modeling-story.html>

- Before Class: [1] Read.

[2] Submit Weekly Discussion Questions.

Class 14 (April 29th): COURSE REVIEW AND FINAL PROJECT PRESENTATIONS

Questions: What are the key takeaways from the course? How does this all fit together?

Topics: Course Review
Student Startup Pitches

Before Class: [1] GROUP ASSIGNMENT 4 DUE