## Assignment Scoring

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Max. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[I] Stage 1 Market Report</td>
<td>100 pts</td>
</tr>
<tr>
<td>2</td>
<td>[T] Stage 1 Presentation</td>
<td>150 pts</td>
</tr>
<tr>
<td>3</td>
<td>[T] Stage 2 Presentation</td>
<td>200 pts</td>
</tr>
<tr>
<td>4</td>
<td>[T] Stage 2 Final Report</td>
<td>200 pts</td>
</tr>
<tr>
<td>5</td>
<td>[I] Participation/Commitment</td>
<td>250 pts</td>
</tr>
<tr>
<td>6</td>
<td>[T] Score from UNDER ARMOUR</td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>Max. Total Score</td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

- [I] indicates grade component indicate individual grades that are received via the instructors evaluation and the peer review by teammates in both two stages.
- [T] indicates grades that are being received by the whole team.

## Course Grading Policy

As a general rule, no individual 'extra-credit' work will be offered, assigned, or accepted in consideration of improving the final grade or as a substitute for any of the course assignments. There will be no “curve” in determining final grades and rounding will not be used. Final grades will be based on a percentage of possible points earned.

However, there will be extra points available for teams who go beyond the course expectations, e.g. get into pre-production of the product, complete a provisional patent application, sell the product or deeply interact with commercial entities.

## Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>≥ 97%</td>
</tr>
<tr>
<td>A</td>
<td>≥ 94%</td>
</tr>
<tr>
<td>A-</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>B+</td>
<td>≥ 87%</td>
</tr>
<tr>
<td>B</td>
<td>≥ 84%</td>
</tr>
<tr>
<td>B-</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>C+</td>
<td>≥ 77%</td>
</tr>
<tr>
<td>C</td>
<td>≥ 74%</td>
</tr>
<tr>
<td>C-</td>
<td>≥ 70%</td>
</tr>
<tr>
<td>D+</td>
<td>≥ 67%</td>
</tr>
<tr>
<td>D</td>
<td>≥ 64%</td>
</tr>
<tr>
<td>D-</td>
<td>≥ 60%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 60%</td>
</tr>
</tbody>
</table>

## Grade Definition

- **A** Outstanding achievement reserved for only the best students, where the student’s work is of truly superior graduate quality and all major and minor learning outcomes have been achieved at the highest level. The student demonstrates not only a mastery of all course learning outcomes, but also an excellence in the application of the course skills to one’s professional and personal life.

- **B** Commendable achievement where the student’s work is performed with the quality expected of graduate students and all major and most minor learning outcomes have been achieved. The student demonstrates a mastery of all course learning outcomes.

- **C** Minimally acceptable, where the major learning outcomes are just barely achieved. The student demonstrates a basic knowledge and comprehension of the course learning outcomes.

## Academic Integrity

Academic integrity is expected in this class. Academic dishonesty will not be tolerated in any form. According to university policy, activities that constitute academic dishonesty include: (1) using ma-
terials published in print or over the Internet in your papers without proper reference to the original source; (2) consulting students who have already taken the course about analysis and answers to cases or assignments prior to their due date; (3) working with others on individual assignments; and (4) working with non-group members on group assignments.

I encourage you to work with others when preparing for class discussions and in “brainstorming” ideas for written analyses. However, written case analyses must ultimately represent your own work, in your own words (or your group’s work, in the group’s words). Therefore, it is not wise to share written or electronic notes, outlines, or “key points” with others when preparing written analyses, because papers that are judged to be substantially similar in content must be submitted to the university committee for academic integrity. University procedures will be used to investigate any potential instances of academic dishonesty.

Academic dishonesty cheapens the value of your degree and undermines the quality of your education. Please visit the following website for more information on the University’s Code of Academic Integrity at this address: http://www.shc.umd.edu. On each assignment you will be asked to write out and sign the following pledge. “I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment.”

**CLASS COMMUNICATION**

You are welcome and encouraged to interrupt me to ask questions and add worthwhile comments and anecdotes. However, please do not interrupt your classmates and be patient with those who use English as their second language (remember, people who speak with an accent do not think with an accent).

**PRIVATE ACTIVITIES**

Please avoid private conversations; they distract you and others. If the conversation is topic related, don’t hold back and share it with the class. Turn off your cellphones and blackberries during the lecture portion of the class. You may use a laptop in the class only if you use it for the purpose of enhancing your learning by viewing the slides on the laptop or researching the topic during lecture. Other than that, please power down and focus on the lecture or discussion. We will always turn off all laptops when other students present.

**ATTENDANCE**

Attendance at all class sessions is mandatory. If you are not present for a class, then you cannot participate in it. Each and every student’s participation and contribution to the learning process is critical. Accordingly, attendance is required. A roster will be circulated at the beginning of class. If you are not present to sign the roster, you will be marked absent. If you are unable, or foresee that you will be unable to fulfill a requirement of the course, please contact me to discuss. There will be no opportunities for you to make up absences.

**DISABILITY POLICY**

If you have a documented disability or other special needs and wish to discuss appropriate academic accommodations, please contact me as soon as possible.
TEAM ASSIGNMENT

STAGE 1 REPORT

**DELIBERABLES**

- Short description of the initial 2 ideas pitched by the team
- Description of the problem you are trying to solve, including some commentary why current solutions are insufficient
- Testing protocol for Field Day 1 (What was tested, how was it tested, who tested it)
- Analog notes and documentation created during Field Day 1 (Authenticity is key, recreating the notes after the fact is not accepted)
- Description and functionality of the prototypes created and tested. Include photos, sketches, etc.
- Team report (6 pages written, additional pages for the above items as attachments)
- The report should include considerations regarding customer needs, market trends and how the ideas fit into the requirements issued by the corporate partner company

**DUE DATE**

- The project report is due 7 days after the last session in digital form (pdf) via CANVAS.

**MY TAKE - STAGE 1**

Stage 1 will allow small teams to create ideas swiftly and play with different concepts. Each team should try to come up with as many good ideas as possible. We will reduce the number of teams to four after choosing which ideas are worth while pursuing. Stage 1 is a concerted effort to find the most promising ideas to be continued in Stage 2.

Not having your idea making it to the next stage is not as critical as it may seem. In product development, many ideas never make it to production, but serve a vital function in the development process. Almost all ideas have some unique feature that we can use as we move forward.

Furthermore, none of the stages is about competition among the teams. I want to create an environment of mutual sharing of insight, resources and ideas. Given the fact that we have an industry partner, it is vital that the OVERALL outcome of our class leads to something viable. For that goal, we all should work.

If at some time during the process we see a particular idea proven to be the hit, we can even change to process and put all our efforts on that idea to really move it into reality. Nothing should be chiseled in stone.
TEAM ASSIGNMENT
STAGE 1 PRESENTATION

>> DELIVERABLES

1) 10 min. presentation of the teams product idea.
2) A short video should explain the idea - this could include using material produced during the outdoor session. The video should be between 3-5 min. with a voiceover that explains the functionality of the prototype.
3) Include photos, sketches, etc. in the video. Make sure you have the necessary skills for excellent video production - you may engage students outside the class for the final production, but please indicate their contribution.
4) Towards the end of the presentation, each team must showcase their prototype.
5) All teams are expected to be prepared and fully rehearsed. Team members must know their role during the presentation.
6) Each team should be prepared for 5 min. of critical Q&A from the audience.

>> DUE DATE

1) The presentation is due on the Stage 1 presentation date. This date will be firmed up during class.
2) After the presentation, one member of the team must post all components of the presentation onto CANVAS.
3) There is a potential for member of the corporate partner to be present during the presentation or that the presentation is taking place at the corporate partner’s headquarter. Detailed announcement will happen via mail and during class.

>> MY TAKE - PRESENTATION

After the Stage 1 presentation, all teams will be rated by three different groups: Peers, Corporate Partners and me (a detailed score sheet will be given in advance).

Ideas with the highest overall score will advance to Stage 2. The teams with the chosen idea have the first right to join the new, larger teams. In reality, most of the progressing teams stay together. Students from the teams with ideas that don’t continue have the opportunity to choose a new team.

Keep in mind that all ideas are valid. Since all teams are working on similar product categories, it is highly likely that ideas that did not make the cut can be incorporated in the final product. Therefore, don't discard ideas too early. At GOOGLE, no ideas is wasted, but instead "merged" into a new project. This way, people at GOOGLE aren't afraid to experiment.

In Stage 2 we have of course teams that have doubled in size. This is of critical importance as the requirements of this phase move from mere ideas towards true implementation, detailed customer and market research and advanced and functional prototypes.

Stage 1 includes a peer review to determine the contribution level of each team members. Ideally, team members contribute equally.
**TEAM ASSIGNMENT**

**STAGE 2 FINAL REPORT**

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**DELIVERABLES**

- Full project report, may include components from Stage 1 report
- Names and roles of team members
- Documentation of experts recruitment process, interactions and their endorsements
- In-depth description of the product, its unique features and capabilities
- Documentation of the advanced prototypes, with field test results and functional test
- Link to the final posting on crowd-funding site (or, if site didn’t accept the proposal, the write up of it and the added material (video, sketches, etc.)
- Description of manufacturing options
- Ideas for a go-to-market strategy: How can this product be introduced into the market
- Description of the target market, including trends and competing products
- Overview of consumer needs and wants regarding the product
- A completed Business Model Canvas explaining all key elements (bullet points inside the Canvas are sufficient)

**DUE DATE**

- The project report is due 7 days after the last session in digital form (pdf) via CANVAS.

**EXTRA NOTES**

- Each team must determine the length of the report. Information contained in the video or other media doesn’t need to be included in the report.

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**MY TAKE - PEER REVIEW**

Great teams don’t need peer reviews - they just enjoy the fruits of their hard collaborative labor. When all members of a team click, push as hard as they can, and nobody asks “who gets the credit”, then working in a team is a very satisfying experience.

Unfortunately, reality shows sometimes that this is not the case. And, on a positive note, there are sometimes students who just put extra effort into a project that they should be rewarded for going beyond the call of duty.

I hope that the peer reviews follow the later pattern.

Still, each team will perform an anonymous peer review after each stage of the process that will result in an overall score for the individuals on the team. If the scores are inconclusive, I will call a meeting with the team to work things out.

Please make sure early in the process that the teams function - this can be best done by clear and frequent communication, joint commitment and a distribution of work that is fair and based on individual’s skill sets.
**DELIVERABLES**

- Presentation lasting a total of max. 25 min.
- Include at least 5 min. for product demonstration (live demonstration preferred).
- Each time is expected to show a 3-5 min. pitch video (such as seen on Kickstarter, Indiegogo).
- Allow for about 10 min. of Q&A and feedback from the audience. Prepare to moderate the session.
- Involve as many team members as possible in a meaningful way.
- Post all digitized material (Video, PowerPoint, Audio, Images, etc.) on CANVAS prior to the presentation.

**SUGGESTIONS**

- The teams are encouraged to invite their expert endorsers to the presentation or - if they can't come in person - find another creative way to involved them with the presentation.
- The teams are encouraged to think out-of-the box for their presentation. Don't just do a bullet-pointed presentation.
- Digital copy of presentation material (PowerPoint Slides, PreziLink, etc.).

**CRITERIA FOR EVALUATION**

- Ability of the team to make the ideas “stick”.
- Overall creativity of the presentation.
- Involvement of all members of the group in a meaningful way, including ideas for including the expert endorser into the presentation.
- Flow and professionalism in demonstrating the product, including showing or the prototype.
- Inclusion of innovative and advanced media (video, animations, social media skits).
- Feedback from experts and endorser.

**MY TAKE - COMMITMENT**

This class requires a special attitude from each student to succeed in the way it is intended. It is not the “easy 3 credits” that you can score. But if one offers commitment and some extra - often unusual effort - this can be one of the most interesting and lasting learning experiences.

In the end, I hope that the grade will matter much less than the journey each student has taken. I will use the following criteria when determining class contribution:

- Has the student attended and made significant contributions to each class session?
- Is the student a good listener?
- Does the student take charge when needed and step back when appropriate?
- Are the points made relevant to the current discussion? Are they linked to the comments of others?
- Do the comments add to our understanding of the situation?
- Does the student act in an optimistic and supportive manner (e.g. does she support the creative process or block the process)?
- Is there evidence of a willingness to test new ideas, or are all comments “safe”?
- Did the student come prepared to the field trip?
- Does the student go “the extra mile”?
THE GOOD

Create a group collaboration environment for your team: establish a communication routine (file sharing, backup, joint emails, instant messaging, text messaging, etc.). Communicate often.

Start immediately and develop a plan working backwards from the final presentation day. This is a fast-paced class that will wrap up quickly.

When you work with an external client, remember Quid pro quo: What can you give the client in return for the time spent with you!

Push hard early during the team project. This is where the most important decisions are being made and the workload for the course is considerably lower if we start right.

As a deadline, use a day earlier prior to the actual deadline. You will need the extra week to prepare the final documents and rehearse the presentation.

Prepare a list with all meetings your group wants to hold. A regular schedule is recommended. Teams that meet regularly outperform “virtual teams”.

Read ahead as much as you can. Even if you only find time to scan some articles at first, it will give you an overview of the scope and direction of the class.

Network with your peers. By the end of the class, you should know their names and understand their personality. Please make an effort to connect your peers to members of your network.

If you like to talk to me in person, the best time is prior or after class. I usually arrive an hour before. Please let me know in advance if you need to talk with me for more than 15 minutes. There is always time for short conversations before class and during breaks.

This class is the first of its kind at UMD. We are the prototype and the trailblazers. Let’s make it great.

THE BAD

If you miss a class, it is mandatory to consult with your teammates for an update on what you missed during class. I can’t spend time to summarize the class in an email. Even if you miss a class, you have to turn in your assignment on time.

You may use a laptop during class and during my lectures to take notes (silent keyboard required). But when your peers “power up” for a presentation, we all “power down” to spend our full attention to the speaker.

I will take great effort in assigning your final grade, but ultimately your grade is non-negotiable. I will give feedback on your performance upon request. You will not keep your midterm or final exams. A review of your final exam is possible during my office hours. I will always adjust a grade to a student’s favor if there has been a mistake on my behalf.

I will not sign any kind of non-disclosure agreements regarding proprietary information contained in your work. If you consider parts of your research or information proprietary, please don’t include it in your written work. In general, I keep student papers to myself and will ask for permission in writing to include student’s work in my research or share it with third parties.

AND THE UGLY

Please review the syllabus and the dates. Under no circumstances should you miss the final presentation class, even if you are not presenting on that particular day. This is a courtesy towards your classmates and to your team. You are also required to attend all field days and field trips.

There will be no work offered for extra credit. Extra credit may be given for extraordinary performance or service of individuals or teams.
Writing is one of the most important skills that professionals need to communicate effectively in the workplace. Creative and critical writing is even more significant because people need to identify what they think and believe. In writing your reports based upon your group discussions, research and work as a team, the following serve as guidelines.

>> DESCRIPTIVE WRITING - C-LEVEL WORK

Good writing requires researching your topic to discover what others have said or written relevant to your subject. To put your ideas in perspective, it is important to reflect on what is already known about the subject. Learners need to identify specific ideas presented by other authors, and clearly give credit to these individuals when describing what they have written. Authors need to be referenced both in the text of your writing and at the end of your report, as well as in your presentation. Beyond quoting an author's ideas, learners also need to describe these ideas in their own words and explain them in clearer and more relevant terms, especially as they apply to a particular situation or experience.

>> ANALYTICAL WRITING - B-LEVEL WORK

Beyond describing the ideas of others is the need to analyze what has been presented and written. Learners need to break down ideas into specific components, compare one point to another, and distinguish these ideas from those of other authors. Analysis can include identifying the advantages and disadvantages of particular ideas, classifying ideas according to some framework or system, ordering ideas in some sense of importance and value, accessing the evidence for these ideas, and drawing specific conclusions relative to these ideas. In this analysis process, it is beneficial to use anecdotes, examples, illustrations, personal experiences and stories in presenting your ideas. You also need to be able to tell your readers something they don’t already know or can learn from reading other author’s writings.

>> EVALUATIVE WRITING - A-LEVEL WORK

Critical writing requires that the learner make judgments about what s/he has researched and reflected upon. Judging involves presenting your opinion, supporting your argument (often with data and facts), and identifying your reasons for your judgment. In evaluating ideas you need to measure their influence and impact, check their validity, and verify their effectiveness. Your conclusions need to be good enough to change people's minds, to convince them to make your ideas their own beliefs, to lead them to sharing their thought with others.

>> SUGGESTIONS TO IMPROVE

• Use specific headings to identify each key idea
• Develop an outline and/or table of contents
• Separate different ideas by paragraphs
• Include an executive summary
• Where relevant, describe your own experience
• Use references, giving proper credit to each author.
• Clearly mark text taken from sources, not just mention the source.

>> CRITERIA FOR GRADING REPORTS

• Depth of investigation (covering the major aspects and issues)
• Depth of diagnosis (examining the “real problem areas” rather than superficial issues)
• Depth and appropriateness of recommendations
• Appropriate incorporation of course material
• Inclusion of unique and original visualization
• Writing clarity, organization and conciseness
• Evidence of real-life content or real-life interaction with relevant stakeholders (if applicable)