

University of California at Berkeley, Haas School of Business

Design and Development of Web-Based Products and Services

(MBA247 | ENGIN290 Spring 2011)

Time and Location: Tue, Thu 9:30AM – 11AM | Room C210 (Cheit Hall)

Instructor: Thomas Y. Lee, F402D, **Office Hours:** Tue, Thu 11AM – 12:00PM or by appointment

Course reader (TA): tbd

Course overview:

This is an introductory course on innovation and new product development with a focus on the design and development of Web-based consumer products and services. Students will learn a process for Web-based product and service development and relate that process to the more general problem of product design. In addition, students will learn specific tools, methods and concepts specific to the Web-based design environment such as information architecture, personalization, internet marketing, and performance measurements. The course is aimed at students who have not been through a full product development cycle and assumes no prior knowledge in Web design or software development.

Term Project mission:

This is a project-oriented course where student teams will begin with idea generation and selection, extend through customer needs identification, product specification, and prototype development. Product design is an inherently interdisciplinary enterprise; project teams will include students not only from Haas but the Information School, the Engineering School, and the College of Environmental Design. For purposes of the course, the product or service should be aimed at consumers, and specifically at students and/or professionals age 25-45. (We define this target audience so that we can use classmates as preliminary subjects of interviews, testing, and surveys.) For the purposes of this course, the product or service need not have a compelling business model. The focus is on creating a product or service that users love, not necessarily creating a new business. Of course, products with solid business models are always nice. For our purposes, you could also pursue a "product/service" that is not-for profit. The definition of "web-based product or service" is broad and could include retailing, financial services, healthcare, education, information services, social networking, etc.

Course Materials:

Course website: bspace MBA247 ENGIN290

Textbook and readings:

- (TU) Terwiesch, Christian and Karl T. Ulrich, *Innovation Tournaments*, HBS Press, 2009.
- (UE) Ulrich, Karl T. and Steven D. Eppinger, *Product Design and Development*, Fourth Edition, McGraw-Hill/Irwin, 2008.
- Online readings posted on Bspace (pdf).

Both books are on reserve in the Haas library. Several copies of UE (version 2 and version 3) are available for checkout from the Haas library. Check the chapter topics in case the chapter numbers do not align with older versions. The books are also available on Amazon. Selected chapters are available in Google Books and some early chapters will be available as PDFs on Bspace.

Hardware: Having a laptop computer with wireless capabilities is not required but may prove helpful for selected activities during class.

Software:

- HTML editor. The industry standard is Adobe *Dreamweaver*. Very large, very expensive. The free, open source KompoZer is one possible alternative. www.kompozer.net (MacOS and Windows)

- Drawing/editing tool. Commercially, the standard is Adobe *Illustrator* and *Photoshop*. There are numerous open source (free) alternatives among them Gimp and Inkscape. www.gimp.org www.inkscape.org (MacOS and Windows)
- File transfer. For their basic levels of service, standard, commercial Web hosting environments require customers to use secure File Transfer Protocol (ftp) software to upload their Web files and databases. If your webhost does not itself provide file transfer through their dashboard you can try WinSCP www.winscp.org (Windows). UC Berkeley licenses commercial packages for students:
<http://software-central.berkeley.edu/software/89-HostExplorer?platform=All> (Windows)
<http://software-central.berkeley.edu/software/53-Fetch?platform=Macintosh> (Mac)

All of the Adobe software is available for registered student use in the Haas computer lab. You need not install all of this software yourself, but if you would like to experiment with it, some free, open source alternatives are listed above. Don't panic if you do not know how to use some/any of these tools. Chances are that someone on your project team will know how. This is also an opportunity for you to experiment and learn. NOTE: if you are not a Haas student, you will need to apply for temporary, Haas user access at the help desk inside the Haas computer lab. Signing-up may involve a waiting period so plan accordingly.

Grading:

This course is about the *process* of innovation and new product development as applied in the context of Web-based products and services. It is a participatory, project-based course. Students will go through the process twice, once in a mini-project as teams of two and again for the larger term project as a team of seven or eight. Grades are determined based upon a combination of individual contributions including class participation (~45%), mini-project contributions as teams of two (~13%), and term project work (~42%). **Please see the course handout on Policies and Grading** for guidelines on assignment submission, a specific enumeration of class deliverables, and other important course policies.

Due Dates: All assignments are due to your assignment folder on Bspace by 9AM on the same day in which they are listed on the course schedule unless a different date/time is explicitly given.

Intellectual Property Considerations:

The process of innovation and product development involves the generation and evaluation of many ideas. Ideas generated and evaluated as part of the course are assumed to be the property of the submitter. Students are expected to be respectful of the intellectual property of their classmates. Unless derived from sponsored research or other significant University-funded activities, any intellectual property created as a part of this course is assumed to belong to the student(s) that created it.

The course will culminate in a virtual design fair. Projects will be marketed to the broader Internet community for the purpose of soliciting and analyzing customer feedback. In general, the insights you will get from this exposure dramatically outweigh any risks of leaking proprietary information. However, if you are anxious about this publicity for one or more of the opportunities that interest you, then you should not consider those opportunities as potential course projects. We encourage you to pursue some of the course projects beyond the course. However, please do not do so without explicitly discussing your plans with the other members of your team.

**WORKING DRAFT AND SUBJECT TO CHANGE.
CHECK BSPACE FOR UPDATES.**

Course Schedule

Reminder: Unless otherwise noted, all assignments are due in your Bspace folder by 9AM on the same day the assignment is listed in the course schedule. See the document on Course Policies and Grading for clarification and important submission instructions.

T	Jan	18	<p>Introduction, product design process, and opportunity identification</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>TU</i> Chapters 2-3 (pdf) <p>Optional reading:</p> <ul style="list-style-type: none"> • <i>UE</i> Chapter 2 Development Processes and Organizations
R	Jan	20	<p>Opportunity identification and selection</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Identify a well executed Web-based promotional site, product or service that your classmates probably have not visited. Add your site to the Bspace Forum "Good/Bad Sites" under the Topic "Good sites." • Identify a poorly executed site that your classmates might not have visited and add it to the same Forum under the Topic "Bad sites." • Generate at least ten opportunities that are consistent with the Term Project mission (see course syllabus for details). List your ten opportunities to print on <u>one</u> page and submit that page to your folder on Bspace. In addition to the chapters on opportunity identification, you might also read through the following websites to help spark your thought process: <ul style="list-style-type: none"> ○ Why Not (http://www.whynot.net) ○ Half Bakery (http://halfbakery.com) ○ Amazon Startup Challenge (http://aws.amazon.com/startupchallenge) <p>NOTE: If you do not yet have access to the Bspace (registration status, etc.) you can email your one page as an attachment directly to me (thomasyl@haas). List your Good site and Bad site in the body of your email message.</p> <p>Reading: <i>TU</i> Chapter 4 (pdf)</p> <p>Optional reading just for fun:</p> <ul style="list-style-type: none"> • Book excerpt – James Surowiecki, "The Wisdom of Crowds." (pdf) • Inc Magazine – David H. Freeman, "Idiocy of Crowds." (pdf)
T	Jan	25	<p>Customer needs</p> <p>Assignment:</p> <p>Revisit the ten ideas that you submitted last week. Select the five that most interest or engage you. Go to www.darwinator.com Create an account using your full name as it appears on your CalNet ID and course registration (this is so that we can attribute submissions for grading). When you create your account, you will be asked for a Registration Code: <i>MBA247_S2011</i> Input the five ideas that you selected. NOTE: www.darwinator.com response times suffer dramatically under congestion. Do not wait until Monday afternoon, Jan 24 to do this.</p>

			<p>Reading: <i>UE</i> Chapter 4 Identifying Customer Needs (pdf)</p> <p>Optional reading:</p> <ul style="list-style-type: none"> • Zezima, K., "Experiencing Life, Briefly, Inside a Nursing Home," <i>NYT</i>, Aug 24, 2009 (pdf)
R	Jan	27	<p>Concept generation</p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>UE</i> Chapters 5-6 Specifications and Concept Generation • Excerpts from Chapter 2 Designing the Functional Model – Dan R. Olsen, Jr. "Developing User Interfaces" (search Google Books) <p>Optional reading:</p> <ul style="list-style-type: none"> • Skim the first part of: Andersson, E., P. Greenspun, and A. Grumet, "Chapter 3 Planning," <i>Software Engineering for Internet Applications</i>. MIT Press 2006 (http://philip.greenspun.com/seia/planning) • See the Yahoo Design Pattern Library (http://developer.yahoo.com/ypatterns/) and, more generally, the Yahoo User Interface Library (http://developer.yahoo.com/yui).
T	Feb	1	<p>Web usability</p> <p>Preparation for class:</p> <ul style="list-style-type: none"> • Having a network-enabled laptop computer in class would be helpful for this session. • Before class, plan a trip using the official Bay Area public transit website(s) (e.g. BART-Bay Area Rapid Transit, Muni-San Francisco Municipal Transit Authority, AC Transit-Alameda County Transit, etc.). You want to go FROM the Haas campus at: 2220 Piedmont Avenue, Berkeley, CA 94720 TO Two Folsom Street, San Francisco, CA 94105. Plan your trip for February 1 to arrive at your destination at 1PM. • When must you leave in order to arrive on time? • Now, plan a trip FROM New York's Penn Station TO the Stern School of Business at NYU: 44 West 4th Street (at Greene Street), New York, NY 10012. Plan your trip for February 1 to arrive on the campus by 10:00AM local time. As before, use the official public transit website(s) (MTA-Metropolitan Transit Authority). • How much does this trip cost? <p>Assignments:</p> <ul style="list-style-type: none"> • Using the interviewing guidelines in the Chapter 4 reading, pick one of <u>your</u> opportunities and interview at least one "customer" about their "customer needs" for your opportunity. Do not use someone else's opportunity unless you obtain their permission first. Translate your interview notes into "needs" statements using the process and rules in the Chapter 4 reading. Identify at least ten needs. You need not order them hierarchically. List your ten needs to print on <u>one</u> page and submit that page to your folder on Bspace. • Return to the Darwinator and rate at least 50 opportunities submitted by your peers. This should take at least an hour. The Darwinator will allow you to rate all of the opportunities submitted in the class (300+), but you are only required to evaluate 50. Warning: Darwinator response times slow dramatically under congestion. Plan accordingly so that you are not trying to do this at the same time as everyone else. <p>Reading: Notes on Usability (pdf)</p>
R	Feb	3	<p>Information architecture</p>

			Reading: Notes on Information Architecture (pdf)
T	Feb	8	<p>Opportunity pitches</p> <p>Class preparation: You will be presenting in class today. Practice your pitch. You have exactly one slide and 60 seconds. Really. You will only have 60 seconds before being cut-off. Practice ten times. It will only take ten minutes.</p> <p>Assignment (SPECIAL DUE DATE Monday, Feb 7 at 5PM):</p> <ul style="list-style-type: none"> • If you cannot submit your slide by 5PM on Monday because of class or other commitments, then submit by Sunday night! • Review the Darwinator feedback for the ideas that you submitted. • Select the one idea that you are most passionate about (you are free to ignore the Darwinator feedback from your peers). • Prepare a <u>one-slide powerpoint</u> pitch articulating this opportunity. Please see the Course Policies and Grading sheet for specific submission instructions. • Describe <u>what</u> the opportunity is, not <u>how</u> you would address it. No product concepts right now. • Both the slide itself AND the filename <u>must</u> include your NAME. Include a descriptive TITLE in the slide. • Do not rely upon color – the slide must print in black-and-white. • Clearly articulate the need addressed in the slide. • Save your file as .PPT or .PPTX. The Computer Lab has Powerpoint if you do not. • Avoid non-standard templates and backgrounds. • We will create a single deck from all slides. <p>Assignment:</p> <ul style="list-style-type: none"> • Review the Darwinator feedback for the ideas that you submitted or think of a new idea altogether that satisfies the original project guidelines and meets the <u>additional</u> specifications: <ul style="list-style-type: none"> ○ All content conforms to a maximum of two page-templates. ○ Neither collects nor retains any personal or otherwise individually identifiable information about the user (e.g. no cookies, user registration, etc.) ○ No need for proprietary algorithms (e.g. search, customized matching, etc. whether implemented or not) • To the degree practicable, avoid direct conversation with classmates about your Mini-project selection. As an experiment, we will attempt to mediate the information filtering function of a tournament entirely through an online Wiki. • Submit a <u>one-slide powerpoint</u> pitch articulating this opportunity. This should be different from your Term project opportunity. Please see the Course Policies and Grading sheet for specific submission instructions. <ul style="list-style-type: none"> ○ Both the slide itself AND the filename <u>must</u> include your NAME. Include a descriptive TITLE in the slide. ○ Clearly articulate the need addressed <u>in the slide</u>. ○ IMPORTANT: Using Microsoft Powerpoint, save this file (one slide only) as a .GIF image file. Use the Haas Lab computers if your personal version of Powerpoint does not support this feature. The unique file extension (.GIF vs. .PPT) will differentiate your Project and Mini-project proposal. • Submit a one page context document for your Mini-project proposal consisting of two paragraphs: <ul style="list-style-type: none"> ○ Describe your prototypical user. The project guidelines already provide

			<p>the basic market parameters; use this paragraph to clarify the user context and/or sub-population as appropriate (e.g. students in graduate school or single adults moving to a new city for their first job).</p> <ul style="list-style-type: none"> ○ Describe a use-scenario for the proposed product or service solution. In conjunction with your slide and the persona, this scenario should help illustrate the need and resonate with the audience.
R	Feb	10	<p>Concept selection</p> <p>Assignment: Visit the newly created course Wiki in the Bspace. There is a page for each student that includes a pitch slide and the corresponding two paragraph persona and scenario. Use the Discussion feature of the Wiki to begin/continue a dialog with your classmates in order to clarify each Mini-project opportunity. The discussion period is one week long.</p> <p>Reading: <i>UE</i> Chapter 7 Concept selection</p>
T	Feb	15	<p>Mini-project Workshop: Needs speed-dating</p> <p>Preparation for class: It would be helpful to have a laptop computer in class for this workshop session.</p> <p>Assignment (SPECIAL DUE DATE: Sunday, Feb 13 by midnight): The online discussion period for Mini-project opportunities ends at this time.</p> <p>Assignment (SPECIAL DUE DATE: Monday, Feb 14 by 12 midnight): Go to the newly created survey on Bspace where you will enter your votes for Mini-project ideas. You will have a total of six votes. You <u>may</u> vote for your own opportunity. You may only vote once for any one opportunity.</p>
R	Feb	17	<p>Mini-project Workshop: Paper prototyping</p> <p>Preparation for class: It would be helpful to have a laptop computer in class for this workshop session.</p> <p>Assignment: As a team of two, submit a document that is two pages or less that consists of the following:</p> <ul style="list-style-type: none"> • Summarize and hierarchically order the Needs discovered during your speed-dating round. • Detail two Mini-project use-case scenarios consistent with the discovered Needs. <p>Only submit one copy of your assignment to the Bspace folder of one teammate. NOTE: ideally, you would complete this assignment during the first Mini-project Workshop session on Needs speed-dating.</p>
T	Feb	22	<p>Concept pitch (in teams of two)</p> <p>Class preparation: You will be presenting in class today. Practice your pitch. You have exactly two slides and 120 seconds. You know the drill. Practicing five times will only take ten minutes.</p> <p>Assignment (SPECIAL DUE DATE Monday, Feb 21 by 5PM): As a team of two:</p> <ul style="list-style-type: none"> • If you cannot submit your Powerpoint deck by Monday evening due to class or other commitments, please submit this on <u>Sunday</u> night. Prepare a two-slide

			<p>Powerpoint such that:</p> <ul style="list-style-type: none"> ○ Slide 1 articulates the needs and opportunity that your team has selected (this does <u>not</u> need to be the concept that you originally identified) ○ Slide 2 describes your solution concept. This could be a screen snapshot, a single-slide storyboard, etc. ○ As in the Course Policies and Grading instructions, your first slide <u>must</u> include the NAME of all team members somewhere on it and a descriptive TITLE. ○ Do not rely upon color – the slide must print in black-and-white. ○ Avoid non-standard templates and backgrounds. ○ We will create a single deck from all slides. ● Submit a Needs assessment that is no more than two pages and consists of: <ul style="list-style-type: none"> ○ Market-segmentation characteristics of 10 potential customers whom you interviewed. ○ Hierarchical ordering of the "Need" statements from these interviews ○ Identification of any latent needs
R	Feb	24	<p>Course infrastructure and Web basics</p> <p>Assignment: Mini-project concept selection exercise. Submit a document no longer than three pages that includes sketches for three concepts associated with your mini-project scenario and the associated function diagram and concept selection matrix (screening or scoring) that resulted in your paper/powerpoint prototype. NOTE: ideally, you would complete this assignment during the second Mini-project Workshop session on paper prototyping.</p> <p>Reading: If you are not familiar with HTML, URLs, and how Web browsers work,</p> <ul style="list-style-type: none"> ● see the Wikipedia entry on "WWW" ● If you want a little more detail and can stand reading "engineering-speak", see: Andersson, E., P. Greenspun, and A. Grumet, "Chapter 2 Basics," <i>Software Engineering for Internet Applications</i>. MIT Press 2006 (http://philip.greenspun.com/seia/basics)
T	Mar	1	<p>Open innovation and outsourcing</p> <p>Reading: <i>TU</i> Chapter 3</p> <p>Optional reading: Lohr, S., "The Crowd is Wise (When It's Focused)," <i>NYT</i>, Jul 19, 2009 (pdf) Needleman, S., "Slim Odds for Inventors," <i>WSJ</i>, Oct 6, 2010 (pdf)</p>
R	Mar	3	<p>Mini-project bake-off (teams of two)</p> <p>Class preparation: You will be presenting in class today. Practice your pitch. You have exactly 120 seconds to present a two-slide Powerpoint prototype of your Mini-project.</p> <p>Assignment (SPECIAL DUE DATE Wednesday, Mar 2 by 5PM): Submit a two-slide Powerpoint prototype of your Mini-project.</p> <ul style="list-style-type: none"> ● Follow the course convention on file naming and the inclusion of student names. ● We will not be printing these files or generating a single, common Powerpoint deck. However, please do continue to use Powerpoint to streamline file management as we open files for the mini-project pitches.
T	Mar	8	<p>(Powerpoint) Prototype pitches (in teams of four)</p>

			<p>Class preparation: You will be presenting in class today. Practice your pitch. You will have four minutes to present a Powerpoint prototype of your project concept.</p> <p>Assignment (SPECIAL DUE DATE Monday, Mar 7 by 5PM): Submit a Powerpoint prototype of your project concept.</p> <ul style="list-style-type: none"> • Follow the course convention on file naming. • We will not be printing these files or generating a single, common Powerpoint deck. However, please do continue to use Powerpoint to streamline file management as we open files for the pitches.
R	Mar	10	<p>Project management</p> <p>Reading: <i>UE</i> Chapter 16</p>
T	Mar	15	<p>Naming</p> <p>Class preparation: It would be helpful to have a network-enabled laptop computer for this session.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Notes on naming (pdf) <p>Optional reading:</p> <ul style="list-style-type: none"> • The Igor Naming Guide Short (short version 1.2) (pdf)
R	Mar	17	<p>Internet marketing</p> <p>Class preparation: It would be helpful to have a network-enabled laptop computer for this session.</p> <p>Reading: SEO Cheat sheet (pdf)</p>
T	Mar	22	Spring Break
R	Mar	24	Spring Break
T	Mar	29	<p>Infrastructure and hosting</p> <p>After class: Be sure to pick-up your Xpult kit. See the assignment due next Tuesday.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Karr, D., "What's a CDN? Content Delivery Network," <i>Marketing Technology Blog</i>, Nov 23, 2010 (pdf) • Amazon Web Services, "The Economics of the AWS Cloud vs. Owned IT Infrastructure," Dec 7, 2009 (pdf) <p>Optional reading: Armbrust, M, A. Fox, R. Griffith, et al., "Above the Clouds: A Berkeley View of Cloud Computing," Feb 10, 2009 (pdf)</p>
R	Mar	31	<p>Design for Manufacturing: Platforms and ecosystems</p> <p>Reading: <i>UE</i> Chapter 11 Design for Manufacturing</p>

T	Apr	5	<p>Robust design; Measuring usability</p> <p>Assignment: As a team, follow the instructions for the XPULT catapult exercise and come to class with your recommendation for the values of (a) ball type, (b) number of rubber bands, (c) launch angle, and (d) pull-back angle in order to reliably achieve a launch distance of 96 inches. (Please write these recommendations on the board when you arrive to class.)</p> <ul style="list-style-type: none"> • Xpult-Instructions-V2.pdf (pdf) • To complete this assignment you do not need to follow the "robust design" methods in Chapter 13, and please do not spend more than an hour on this task. We will apply the robust design methods in class. <p>Reading: <i>UE</i> Chapter 13 Robust Design</p>
R	Apr	7	<p>Guest speaker: Phil Mui, PhD, Senior Product Manager, Google Analytics</p>
T	Apr	12	<p>Mobile v. Web</p> <p>Assignment: Design of your ad for the course splash page (exactly 240 px wide by 300 px high). Upload the file splash-ad.gif to your team home directory on the course server. Verify that your ad is rendered correctly on the course splash page (www.berkeleynpd.com).</p> <p>Reading:</p> <ul style="list-style-type: none"> • Anderson, C. and M. Wolff, "The Web is Dead," <i>Wired</i>, Sep 10 (pdf) • Calore, M, "How Do Native Apps and Web Apps Compare," <i>Wired</i>, Aug 17, 2010 (pdf)
R	Apr	14	<p>Guest speaker (tba)</p>
T	Apr	19	<p>Pre-release pitches</p> <p>Class preparation: You will be presenting in class today. You will have eight minutes to present your project for peer evaluation.</p> <p>Assignment (SPECIAL DUE DATE Monday, Apr 18 by 5PM): Submit your project presentation to Bspace.</p> <ul style="list-style-type: none"> • Follow the course convention on file naming. • We will not be printing these files or generating a single, common Powerpoint deck. However, please do continue to use Powerpoint to streamline file management as we open files for the pitches. • Your project site should be live and linked to the course splash page through your ad. • The course Google Analytics Tracking Code must be on all project pages.
R	Apr	21	<p>Guest speaker: Tim Tuttle, PhD, Co-founder Bang Networks, Co-founder Truveo (acquired by AOL), named one of the 100 Top Young Innovators by <i>MIT Technology Review</i></p>
T	Apr	26	<p>New category products</p> <p>Assignment: For purposes of site analysis in your final project submission, assume that Google Analytics usage data stops on Tuesday, April 26 at 12 noon (one week after our go-live date).</p> <p>Reading: <i>TU</i> Chapter 8</p>

			Optional reading: Lieberman, M., "Did First Mover Advantage Survive the Dot-Com Crash?" <i>Anderson UCLA</i> , Dec 2, 2007 (pdf)
R	Apr	28	<p>Wrap-up</p> <p>Assignment (SPECIAL DUE DATE R, Apr 28 9:30AM): Final project report. A Powerpoint deck including:</p> <ul style="list-style-type: none"> • Hierarchical needs assessment • Concept selection (at least 2 scenarios, 3 distinct concepts, and the corresponding selection/scoring matrix) • SEM Marketing keyword analysis • Site evaluation including (but not limited to): <ul style="list-style-type: none"> ○ SEO inventory of your splash page ○ Google Analytics analysis ○ At least one possible A/B test and discussion of your associated hypotheses • Lessons learned (at least five memorable points from this course)

(M = Monday, T = Tuesday, W= Wednesday, R = Thursday, *TU* = Terwiesch and Ulrich, *UE* = Ulrich and Eppinger)

Course Policies and Grading

Some policies may come across as petty or overly strict. I intend only to be extremely clear so that you understand my expectations. If any of these policies seem unreasonable, please send me a note to that effect and I'll consider your concerns carefully.

Grading:

Grading serves only one pedagogical function: students are much more likely to complete the readings, preparation questions, and project work if this work is graded. Students who prepare better, learn better.

Your final grade is based on the following elements. The point value in parentheses is the approximate "importance weight" of the element.

Individual deliverables:

- Attendance for entire duration of each class session including guest speakers and exercises (26 pts)
- Post websites (good and bad on time) (1 pt)
- 10 opportunities (3 pts)
- 5 opportunities submitted on the website (on time) (5 pts)
- Individual needs exercise (3 pts)
- 50 opportunities submitted by your peers evaluated by you (on time) (3 pts)
- Quality of your "best" idea (as scored by peers) (3 pts)
- Opportunity pitch slide (following instructions and on time) (3 pts)
- Quality of your opportunity (as scored by peers) (3 pts)
- Mini-project pitch slide (following instructions and on time) (3 pts)
- Quality of mini-project pitch slide (as scored by peers) (3 pts)
- Mini-project online discussion (3 pts)
- Mini-project voting (3 pts)

Mini-project (team deliverables):

- In-class needs analysis (3 pts)
- In-class concept selection/paper prototyping (scenarios and concept) (3 pts)
- Web posting (following instructions and on time) (3 pts)
- Quality of mini-project (as scored by peers) (3 pts)
- Mini-project (instructor evaluation) (3 pts)

Term project (team deliverables):

- Concept selection (2 scenarios, 3 distinct concepts, selection/scoring matrix, analysis) (5 pts)
- Concept pitch (following instructions and on time) (3 pts)
- Quality of concept pitch (as scored by peers) (3 pts)
- Prototype pitch (following instructions and on time) (3 pts)
- Quality of prototype pitch (as scored by peers) (5 pts)
- Pre-release pitch (following instructions and on time) (3 pts)
- Hierarchical needs assessment (3 pts)
- Marketing keyword analysis (5 pts)
- Site evaluation (5 pts)
- Splash page ad (following instructions and on time) (1 pts)
- Virtual design fair (10 pts)
- Prototype instructor evaluation (5 pts)
- Xpult (2 pts)

Let me respond in advance to common questions after grades are posted:

- Effort is not a consideration in determining your grade. Grading only considers the quality of the results as reflected in the specified metrics.
- It is unlikely that all members of a project team will receive the same course grade because there are several elements of your grade that are based on individual contributions.

Assignment Submission Guidelines:

File naming: Your assignments should all be submitted electronically via Bspace. Name your file using the following convention; use your name as it appears on your CalNet ID:

<Last Name>_<First Name>_<last four digits of CalNetID>_< MonthDayYear in two digit format>

Example: For a student named Anthony Bourdain, an assignment due: January 23, 2011 would be named:

Bourdain_Anthony_012311

For team submissions, submit only one copy to one student's Bspace folder using the name of one that student in the filename.

Student names inside the file:

- For written assignments (i.e. everything except your pitch slides) be sure that the CalNet name (first and last) of each team member appears in the upper right corner of the page (upper right with respect to whichever page orientation you use: landscape or portrait).
- For your pitch slides, be sure that the names of all team members appear somewhere on your first slide.

Pagination and formatting:

- For written assignments (i.e. everything except your pitch slides) PDF is preferred. In practice, any Microsoft Office or Open Document format is fine provided that you are careful with formatting and do not use templates etc. If the assignment specifies a page limit, be sure to format your submission accordingly. Use "print preview" to check that you have the correct number of pages. Please do *not* include any cover sheets or any other cosmetic elements.
- For your pitch slides, please use Powerpoint and remove any templates or custom formatting (e.g. headers, footers, etc.). I appreciate that many abominations to good design are credited to (or at least rendered in) Powerpoint. Setting aside any moral objections, let's accept that Powerpoint is an industry standard and use it for convenience sake. The Haas computer lab has Powerpoint software if you do not.

Due Dates: All assignments are due to your assignment folder on Bspace by 9AM on the day of the session in which they are listed unless a different date/time is explicitly given.

Make-Up Work:

All deadlines are strict and each course deliverable builds upon previous efforts. There is no way to make-up missed work. Please do not ask about making up missed work. Please do contact me in the event of emergency hospitalization or other serious medical emergencies documented by your physician or University health services.

Attendance:

- Attendance is a key part of the class experience.
- We all face various trade-offs in life, including the costs and benefits of attending this class.
- Although I appreciate your desire to be polite, you do not need to tell me in advance if you will miss class.
- Please do not ask me if it is ok if you miss class or leave class early. Both attending and missing class carry opportunity costs. Missing class is not "ok" in any absolute sense. However, attending class should probably not be as important to you as, for example, attending your wedding.

- Please do not ask me how to deal with your in-class responsibilities during an absence (e.g., forming a project team or giving a presentation). These tasks are your responsibility.
- Much worse than missing class is asking me if you missed anything important (answer: yes) and/or if you can make up for missing class (answer: no).

Class Participation:

- Class participation is your responsibility. Prepare for class. Sit in your assigned seat (after the first week). Use a name card if you have one. Raise your hand.
- Merely making yourself heard without demonstrating preparation, analysis, and thoughtfulness does not contribute to your class participation performance.