

INNO6318 Course Syllabus

Instructor Information

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Course Description

This course introduces a number of entrepreneurship and innovation topics, including innovation and entrepreneurship as a value-creating activity for economies and firms; types of innovation (technological, process, products, business models); fundamentals of product development (design thinking, rapid prototyping, ethnography); startup creation and articulating a value proposition; the role and traits of the entrepreneur; maximizing odds of success and minimizing odds of failure; growing the startup and creating a market; finding or creating the right niche; pivoting and judo strategy; lean startup approach; innovation in established firms and resistance to change; organizational inertia; business model change; and technological discontinuities.

Course Outcomes

This course provides you the opportunity to:

- Explain the important roles that entrepreneurs and innovators play in our organizations and in the economy at large.
- Explain how industries are born and how they can be later disrupted, both through changing patterns of technological innovation.
- Analyze the traits that entrepreneurs and innovators need to be successful and the best strategies to raise funds and scale their businesses.
- Apply the scientific method of entrepreneurship such as Lean startup to design a go to market strategy for products or services.
- Experiment with intellectual property strategies for how and when to protect an innovation.
- Analyze alternative entry timing strategies, including which variables startups and firms should consider when deciding when to enter new industries or market segments.
- Analyze how established companies can best deal with industry disruptions using the hybrid trap framework.
- Examine the key elements and business models of firms that follow a platform strategy and apply the learning to a different context.
- Analyze the opportunities and challenges brought about by nascent industries such as the space industry.

Required Course Materials

Course Pack

The course pack readings are essential for your learning in this course and are required. However, if you already have access to some of these readings, you may purchase only those materials you do not have access to.

1. Readings not in the course pack will be uploaded to Canvas.
2. Two articles appear in the syllabus but are not in the course pack because they are available for free download:
 - **[FREE ONLINE]** Mix Novelty and Familiarity to Cross the Chasm, IESE Insight, [ISUU.com](https://www.isuu.com).
 - **[FREE ONLINE]** The New Yorker, 1993, "Flash of Genius": [newyorker.com](https://www.newyorker.com)

Course Structure and Activities

There are 7 Modules in a course and each Module represents 1 week of learning. Assignments are generally due at the end of the week unless otherwise noted. Be sure to check the syllabus and assignment pages for due dates. Learners will have the opportunity to, and are encouraged, to look ahead at the final assignments in order to best prepare their time.

This course includes the following required activities:

- **Individual Participation through Discussion Boards:** Discussion boards are open threads of conversation around a particular topic, article, or case. Every student is expected to contribute with his/her perspective to the collective discussion. Unless otherwise specified, students are expected to make one initial post in direct response to the discussion board topic and post at least one response to a classmate comment. Comments should be self-contained and substantial. You will receive individual grades for your term contributions to our discussion boards in Canvas, assessed using a rubric.
- **Individual Case Write ups on Class Material:** Individual assignments are short tasks mainly designed to give you an opportunity to deepen your understanding of the readings for the week. You will receive individual grades for each of them. Write ups are expected to be double spaced, and any sources used should be cited in APA. You are encouraged to use A.I to do research on your assignments, but must indicate the AI platform you used, and the prompts you typed to do your research. Your assignment should also highlight anything that you found important to include but that was not mentioned in the AI searches you did. The assignment will be assessed using a provided rubric.

While the Module 4 Individual Assignment - Dethroning a Platform - is not required, those who choose to complete it can have it counted towards their final grade. If you choose to submit this optional assignment, at the end of the term, we will drop your lowest assignment grade to calculate your average in this grade component.

- **Team-Based Project: Products to Platforms (“P2P”):** You will earn an overall grade for your participation in a team-based project to design a strategy for a products company to transition to a platform business model. Your team will be assigned to a real product firm but your team can suggest another product company for your work, subject to instructor approval to minimize overlaps across teams (team requests for a company change must have a supermajority: at least 2/3 of the members agreeing to the change). Based on the readings for Week 4 (The Dynamics of Platform Markets) and additional insights from the Faculty Connect session on this topic, your team will develop an analysis and recommendation in the form of an 8-page document that you will post on Canvas before the start of Week 7, the last week of the course. Your team will be allowed and expected to use A.I. in crafting your analysis, but will have to follow the specific instructions that will be posted on Canvas on how to structure your AI search. Team reports are expected to critically discuss the AI-assisted research, and particularly state what the team did, beyond what the AI output suggested, to enhance the quality of the team’s report. In addition to the team project submission, each member of the team will submit a video or voice recording (individual assignment) in which she/he/they will discuss their personal learning from the team assignment. This individual assignment can discuss personal learnings not only on the subject matter of the assignment, but could also discuss broader learning aspects such as AI-assisted research or teamwork dynamics.
- **Non-graded Learning Activities:** These will consist of Check Your Knowledge quizzes and interactive activities based around assigned case studies.

Discussion Board Guidelines

This course incorporates discussion board assignments which provide opportunities to engage with your peers in discussions around weekly themes and topics.

Discussion boards are open threads of conversation around a particular topic, article, or case. Every student is expected to contribute with their perspective to the collective discussion. Unless otherwise specified, students are expected to make one initial post in direct response to the discussion board topic and post at least one response to a classmate's comment. Comments should be self-contained and substantial. You will receive individual grades for your term contributions to our discussion boards in Canvas from the provided rubric.

When you post, think of a thesis and how best to support it. If you are the first to post, be sure to provide a careful analysis, strong (bold) argument (thesis), and open-ended questions that invite dialogue. Be sure to check back to see if anybody

has responded to you. Does someone's comment make you think twice about your view? Help keep the conversation going and move the dialogue along. Introduce new ideas, but also build on what others have said.

When responding to others, look for posts that contradict or support your own thoughts, or posts that seem to fall short on an aspect that is important to you. In your response, you can also turn your own thoughts into questions, offer your position, or play the devil's advocate.

Class Schedule and Grade Distribution

Please note: For more information about specific assignments, see assignment pages in Canvas, and refer to the Course Summary below for exact due dates.

Activity	% of Grade	Due
Individual Case Write ups on Class Material	20%	All weeks
Individual contribution through Discussion Boards	35%	All weeks
Team-Based Project Written Assignment: Products to Platforms	35%	Weeks 2, 3, 4, & 5
Team-Based Project Video Assignment: Products to Platforms	10%	
Practice Activities	0%	Open Practice

Grading Scale

At the discretion of the instructor, a weighted average across graded components may be calculated at the end of the course to determine the final grade earned. The standard Northeastern University grading system, with numeric GPA and the final letter grade correspondence, is as follows:

Grading Scale

Grade	Range	GPA
A	100-93.0%	4.000
A-	92.9-90%	3.667
B+	89.9-87%	3.333
B	86.9-83%	3.000
B-	82.9-80%	2.667
C+	79.9-77%	2.333
C	76.9-73%	2.000
C-	72.9-70%	1.667
F	Below 69.9%	0.000

Late Policy

Students are responsible for submitting assignments by posted deadlines. Deductions will be automatically applied to late submissions based on the time elapsed after the deadline:

1. 10% deduction within 24 hours
2. 25% deduction within 24-48 hours
3. 50% deduction within 48-72 hours
4. Zero credit if submitted more than 72 hours after the deadline

Exceptions to the late policy will be considered only in the event of an approved extension request.

Important: There are no exceptions or extensions for the final **week** project/assignment deadlines in a course. They must be turned in by the deadline to receive a grade, due to the nature of the final grade entry deadlines enforced by Northeastern University.

Extension Request Policy

Students should only request an extension in the event of an emergency or other extenuating circumstance that impacts academic progress. When foreseeable, requests should occur before the assignment deadline. Requests received more than 24 hours after the deadline will not be considered. Extension requests will be considered by the faculty member on a case-by-case basis. If approved by the faculty member, it is at the discretion of the faculty member to determine the extended deadline and any associated penalties.

Extension Request Monitoring and Accountability

The program team tracks and monitors all extension requests. Repeated requests for extensions across multiple courses may raise concerns regarding a student's overall academic progress and time management skills. Such patterns will be reviewed, and interventions may be implemented to provide support and address underlying issues. Students are encouraged to manage their time effectively and seek help proactively to avoid frequent extension requests.

Course Communication and Support

We have established three official communication channels, including Course Announcements, Discussions QA Forum, and onlinemba@northeastern.edu program email, to provide standardized and efficient communication. Regularly checking these platforms will keep you abreast of updates and announcements crucial to your academic journey.

Adherence to communication guidelines is vital for fostering a positive and collaborative learning environment. Please maintain a respectful tone in all interactions, utilize official channels exclusively, and exercise patience as our support staff ensures accurate and comprehensive responses.

There are many people who will support you throughout your time at Northeastern. Within this course you will have faculty, teaching assistants (TA), and a success manager. Their commitment is to provide you with unwavering support, ensuring your success both inside and outside the academic realm at Northeastern.

For more information on the types of questions suitable for each channel, communication guidelines, and the roles and responsibilities of the course team, please visit the Course Communication and Support page.

To access 24-hour Canvas support, click on the Help icon in the Canvas menu (the menu in black and red) and on the far left of any Canvas screen. For more detailed information regarding course navigation, please review the program onboarding course.

Live Sessions

Distinctly different from lecture-style synchronous sessions, Northeastern University focuses on offering you unique opportunities to interact with academic, industry, and thought leaders in your field, which cultivates your virtual community and expands your professional network. There are three types of live sessions to look forward to throughout the course: Faculty Connect Sessions, Faculty Office Hours, and TA Office Hours.

Faculty Connect:

Faculty Connect Sessions are scheduled virtual meetings that give you the opportunity to interact with faculty and peers to build a virtual community. These sessions are designed to offer a deeper understanding of the subject matter and bring clarity to project requirements. **Please note, these sessions are not traditional lectures and while not required are heavily encouraged for students to attend to boost comprehension of module content.**

Office Hours:

Every week, instructors and teaching assistants will have dedicated scheduled office hours — a virtual open door that gives you the ability to connect directly with them in a meeting. You are encouraged to submit questions in advance of the session to allow the faculty time to prepare responses.

The live session recordings will be posted every week for your review. The live session recordings will be posted every week for your review. Click on the Faculty Connect button on the home page.

Course Tools

Canvas

Canvas is where academic discussions (if applicable) will take place and where course assignments are submitted.

To access 24-hour Canvas support, click on the **Help icon** in the menu (in black and red) and on the far left of any Canvas screen. Below are some guides you might find useful as you progress through the course.

- [Canvas Student Guides](#): This page contains a list of all the student help guides.
- **Question and Answer Discussion**: Use this discussion for all course related questions. Access this discussion from the button on the homepage or the left navigation menu.

Zoom

The Faculty Connect Live Sessions and Office Hours will be conducted using this synchronous meeting tool. This provides you with opportunities for face-to-face interactions with faculty, peers, and industry professionals.

Your faculty may also incorporate the following in your Zoom Faculty Connect Live Sessions:

- Breakout rooms may provide opportunities for teamwork and problem solving
- Polling may be used as knowledge checks or to help your faculty determine how well students are comprehending the course material

Special Accommodations/ADA

In accordance with the Americans with Disabilities Act (ADA 1990), Northeastern University seeks to provide equal access to its programs, services, and activities. If you will need accommodations in this class, please contact [Disability Access Services](#) as soon as possible to make appropriate arrangements, and please provide the course instructors with any necessary documentation. The University requires that you provide documentation of your disabilities to the DRC so that they may identify what accommodations are required, and arrange with the instructor to provide those on your behalf, as needed.

Academic Integrity and the Use of AI

All students must adhere to the university's [Academic Integrity Policy](#), which is available on the website of the Office of Student Conduct and Conflict Resolution (OSCCR). It is your responsibility, as the learner, to know these policies.

Please be particularly aware of the policy regarding plagiarism. Plagiarism involves representing anyone else's words or ideas as your own. It doesn't matter where you got these ideas—from a printed article or book, on the web, AI Chat, and related tools. In any of these cases, you must cite clearly and specifically the origin of this content.

Please consult an instructor if you have any confusion or concerns when preparing any of the assignments. You can also consult the [Avoiding Plagiarism guide](#) on the Northeastern University Library Website. If an academic integrity concern arises, one of the instructors will speak with you about it; if the discussion does not resolve the concern, we will refer the matter to OSCCR.

AI is an important part of the innovation landscape. We encourage you to use such tools when appropriate, but in no case, can you allow an AI Chatbot or related tool

to do your writing for you, whether it is for an individual assignment or a group project. If you use AI tools of any kind, cite them appropriately. Please reference the [Northeastern Insider's Guide to Learning with AI](#) for more information on best practices.

All learners will be asked to complete an academic integrity & AI attestation at the beginning of the course in order to access weekly module content.

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