



## UNIVERSITY OF CENTRAL ARKANSAS COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

### **COB Vision**

Our vision is to be a recognized leader in developing business talent and ideas that create growth and opportunity in Arkansas and globally.

### **COB Statement of Mission and Core Values**

We educate a diverse population of current and future business professionals to successfully and ethically meet the challenges of the global business environment. Through active engagement with the local, regional, national, and global communities, our faculty strive to deliver a high-quality business education via experiential education, a relevant curriculum, and scholarly contributions. We pursue continuous improvement opportunities to add value for our College and its stakeholders.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

#### **1. Intellectual Excellence.**

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

#### **2. Community.**

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.

#### **3. Diversity.**

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

#### **4. Integrity.**

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

### **Learning Goals**

*Our graduates shall possess:*

- 1. Critical Thinking & Analytical Thinking Skills;
- 2. Awareness of the Global Business Environment;
- 3. Ethical Reasoning Abilities;
- 4. Effective Communication Abilities;
- 5. Effective Collaborative Skills;
- 6. Understanding of a Broad Range of Business Disciplines.

## Course Syllabus

### Course Information

<b>Course Number:</b>	MKTG 3376
<b>Course Name:</b>	New Product Development
<b>CRN:</b>	25917
<b>Semester:</b>	Spring 2019
<b>Location:</b>	COB 317
<b>Class Hours:</b>	Tuesday & Thursday 10:50 – 12:05

### Instructor Information

<b>Name:</b>	Dr. Ron Duggins
<b>Office Location:</b>	312E
<b>Work Email:</b>	rond@uca.edu
<b>Phone:</b>	501 852-0691
<b>Office Hours:</b>	Tuesday & Thursday 9:15 to 10:30, 12:05 to 3:15, 4:00 – 5:00

### Prerequisites

MKTG 2376

### Textbook and Instructional Materials Required

Design Thinking: New Product Development By Michael G. Luchs; Wiley-Blackwell; 1st Edition, (2016), ISBN: 9781118971802

### Course Description

This course will introduce you to design thinking and many processes, methods, and tools for developing a new product or service.

### Course Objectives

1. Teach and practice the principals of design thinking, especially related to new product development.
2. Immerse students in the process of developing a new product or service.
3. Provide tools, information, and connections that will allow students to create a new product or service.
4. Provide some reality to pop culture idea of entrepreneurship.

### Course Delivery Method

The course includes discussion, guest speakers, videos, class exercises, quizzes, and tests and utilizes a text book as resources for current and future use. The course will utilize a Blackboard site for the delivery of course materials and each student will submit all of their work, including taking any quizzes and exams, in Blackboard

### Grading

Grades will be assigned according to the following scale: (Your percentage would depend upon what you do.)

- A. = 89.5
- B. >= 79.5 and < 89.5
- C. >= 69.5 and < 79.5
- D. >= 59.5 and < 69.5

F. < 59.5 |

## DESCRIPTION OF MAJOR DELIVERABLES/COURSE REQUIREMENTS

**Class Schedule:** This is a Tuesday/Thursday class that meets from 10:50 AM to 12:05 PM. Detailed schedule with due dates is attached. **Note, class schedules are subject to change**

### Evaluations (Fall & Spring)

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

## POLICIES AND PROCEDURES

1. One of the quickest ways to fail in the creation of something is to not be focused. In a university setting this partially means not being in class. You have to show up to work and in the same way you have to show up for class. The consequence of not showing up for either leads to the same unhappy place. Coming to class late also has consequences. Effort is more than just doing enough to get by. Who knows what great contact or piece of information you might miss if you are not in class that might be the spark or make the difference in your endeavor? A student who misses a class is expected to notify the Instructor via e-mail ([rond@uca.edu](mailto:rond@uca.edu)) or by phone (501-852-0691), prior to the class if possible, or within 24 hours of missing class.
2. Students are expected to be in their seats, and fully prepared to start class at the designated start time for the class. Students who do not meet this expectation, as judged by the Instructor, may have points deducted from their class attendance points.
3. Students are expected to maintain a professional and courteous demeanor at all times during class. This includes respecting your fellow classmates, staying focused on the class discussion, and not holding private conversations that are disruptive to the Instructor or fellow students.
4. Cell Phone Use – Your cell phone is not a required textbook or required piece of equipment in this class. Do not allow your phone to be a digital distraction to yourself, your classmates, guest speakers, and your professor. If I judge that your phone is a distraction or impediment to your and your classmate's attention and/or learning, I reserve the right to dismiss you from the class for that day. I do understand that an emergency might arise, and if so please leave the class and take your call in the hallway. Also, there may be times when I utilize texting programs, such as Poll Everywhere, that allow real time polling, but this is a legitimate use of the phone for instructional purposes. Checking scores, email, snapchat, etc., are not legitimate uses during class.
5. Check Blackboard often as all announcements will be pushed out through the site.

**Academic Integrity Statement**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

**Disabilities Act Statement**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

**Sexual Harassment and Academic Policies**

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

**Title IX**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member, the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <http://uca.edu/titleix>.

**Emergency Procedures Summary (EPS)**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**Other Required Materials/Competencies/Resources:**

Faculty may add other materials as necessary for their class

**ACCREDITATION & ASSURANCE OF LEARNING****Learning Goal(s) Assessed in this Class**

☒ There is no formal assessment activity scheduled in this class.

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## Assignments & Grading

**Weekly Learning POINT:** Each Learning Point will be due by 11:59 p.m. on the Friday of the class week. Please submit your answer in the "Text Submission" box in Blackboard found by clicking the assignment link.

The Weekly Learning POINT is your chance to reflect on the material from the past week and focus on a specific area of importance to you. Use the word POINT as your guide:

- P - PERCEPTION- What this week changed your PERCEPTION of Small/Entrepreneurial Businesses and/or yourself and your thinking.
- O - OBSERVE- What did you OBSERVE in real life that was a reflection of what you studied this week.
- I - IMPACTFUL - What was the most IMPACTFUL content for you this week?
- N - NEW - What was NEW for you this week? What mindshift may have occurred?
- T - TACTIC - What TACTIC will you now pursue? What practical action will you take because of what you have learned?

You don't need to write something about each of these areas, but use the acronym (POINT) as your guide. It should be at least one paragraph with a 100-word minimum. Write a meaningful paragraph that shows a depth of thought and clear self-analysis. What I do not want to see is the following: "This week I read about X and Y and this and that..." I know what you read so there is no need to only remind me of what I assigned you to do. What I do want to see is more specific information that you can dig a little deeper into and explain how it applies to you or the impact the idea or concept might have. Here is an example. Each of these two responses were discussing the same content. The first is one that is lacking in depth and the second is a strong submission.

- Submission #1 – Needs Work  
"This chapter is tied in real well with last weeks lesson. What this chapter did was review what was taught in class. Innovation is not simple. Reading this chapter has made me rethink everything. There was alot of managment and group projects tips and to dos. Pretty much it talks about a way of thinking about managing innovation."

Problems: This paragraph is too general. The writer says the chapter make him/her rethink everything. What does that mean? Can the student provide an example of something that was rethought? The student mentions the tips and to-dos. The student could have highlighted a few and explained how they might have an impact. The last sentence should be more specific and explanatory in terms of the "way of thinking about managing innovation." Also, the word "weeks" should have been spelled "week's" and the word "management" is misspelled.

- Submission #2 – Strong Submission  
"What I found most interesting this week was our discussion about the different types of innovation. There are three different "medians" of innovation: Lifestyle, entrepreneurship, and corporate. The latter two I was well aware of, but I had never considered innovating in my day to day life. We learned last semester that innovation can be stifled by putting parameters around the way we think. In my case, I normally look at creativity and innovation in the parameters of entrepreneurship. This means that I'm missing out on tons of opportunities to innovate in my daily life. You also gave us real examples in your own life of ways that you've used your interests and creativity to make some extra cash on the side. Seeing your success and how simple

innovation can be encourages me to turn my ideas into reality. I also found the Ted talk we watched on design thinking to be extremely informative. The most beneficial, paradigm shifting point made in the video is that design thinking starts with people. At a fundamental level this is humanitarian design. It is grounded in the needs of others, making it a pragmatic way of thinking that isn't so much concerned with making money as it is with helping others."

This submission goes into more depth about some of the topics and even reaches into past courses to draw a link to the new content. It is certainly longer than 100 words (208 to be exact), but one can do similar work with fewer words with practice and skill. I am not looking for only words, but for something that has impact or interest for you.

There will be three possible grades for your Reflections.

3 Points	You will earn 3 points with a submission that does not meet the technical specs and lacks a depth of analysis.
6 Points	You meet all the technical specs but don't show a depth of analysis or thinking. Also, all late submission will automatically be dropped to at least a 6.
10 Points	You meet all the technical specs of the assignment and provide clear self-analysis and depth (like the example above).

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**Weekly Reading Quizzes:** There will be weekly quizzes over the assigned readings. They are open resource quizzes.

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**New Product Introduction:** You will search and discover a real new product that you believe to be "innovative" or "game changing" and present it to the class in a 5 to 7 -minute presentation. In your presentation, you should address the 5Ws & 1H:

- What – What is it?
  - Who – Who created it?
  - Why – Why did they create it? What problem are they addressing?
  - When – When was it developed? When did they get the idea?
  - Where – Where will it be sold? Where is the market for this idea?
  - How – How did they go about creating/building/prototyping the product?
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**Maker Space Product:**

Each student will go through the Makerspace training, then design, create a product, and present that product in class.

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**New Product Journal:**

Each student will keep a New Product Idea/Design Journal throughout the semester. It should have no less than 10 entries and is due Thursday of Week 15 of class. The journal should include your thinking and ideas in both words and images about a new product idea for each entry. You are free to write more than 10 as well. Journals assist with idea inspiration and inventory, best practices, lessons learned, historical documentation, soft accountability, etc.

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**\$20 Business – Paper & Presentation**

Students will engage in a \$20 Business Activity in which they will start a business with only \$20 to discover, build, and market an idea in just one-month.

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**\$20 Business – COB Presentation Day**

You will enter and present your \$20 Business at the COB Research & Project Presentation Day that usually occurs in April.

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**Attendance:** I expect to see you in class. Much of our learning comes through class discussions, interactions with classmates, and guest speakers. When you miss you cannot make up that missed interaction and comments from your fellow students or guest speakers. You will receive a grade for attendance. Excused absences due to official university activity or illness (sports, class trips, illnesses, etc.) will not count as an absence for the sake of your grade. If you know you will be gone or have an emergency, please visit with me as soon as possible. I am glad to work with anyone given enough time. There are 3 possible attendance grades.

0 to 3 unexcused misses (3 misses is 10% of the class periods)	100 points
4 to 5 unexcused misses (5 misses is 17% of the class periods)	60 points
6 or more unexcused (21% of the class periods) with possibility of being dropped from the class	0 points

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**Grading Scale**

Assignments	Points Possible	
Weekly Learning POINT (12 @ 10 pts.)	120	20%
Reading Quizzes (12 @ 5 pts each)	60	10%
New Product Design/Idea Journal (10 entries @ 5 pts. Each)	50	9%
Makerspace Training & Product	50	9%
New Product Introduction	50	9%
\$20 Business Assignment	100	17%
\$20 Business Survey Completion	50	9%
Attendance (100 or 60 or 0)	100	17%
<b>Total</b>	<b>580</b>	<b>100%</b>
522 – 580 - A		
464 – 521 - B		
406 – 463 - C		
348 – 405 - D		
404 & below - F		

**Course Schedule**

Class Days & Topics		Reading & Assignments
<b><u>Week 1 – January 10</u></b>		
Tue	No Class	
Thur	Class Introduction	<ul style="list-style-type: none"> <li>First Day of Class - Discussion of Syllabus, Course Expectations, etc.</li> </ul>
<b><u>Week 2 – January 15 &amp; 17 – Design Thinking</u></b>		
Tue	Makerspace Training	<ul style="list-style-type: none"> <li>ATTEND MAKERSPACE TRAINING</li> </ul>
Thur	Design Thinking	<ul style="list-style-type: none"> <li>Chapter 1: A Brief Introduction to Design Thinking (Read before coming to Class)</li> <li>Complete Chapter 1 Reading Quiz (Before Coming To Class)</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 3 – January 22 &amp; 24 – Problem Definition</u></b>		
Tue	Problem Definition	<ul style="list-style-type: none"> <li>New Product Introduction #1 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Read Material Provided in Blackboard Folder (Read before coming to Class)</li> <li>Complete Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Problem Definition	<ul style="list-style-type: none"> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 4 – January 29 &amp; 31 – Design Brief</u></b>		
Tue	Design Briefs	<ul style="list-style-type: none"> <li>New Product Introduction #2 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Chapter 2 – Inspirational Design Briefing (Read before coming to Class)</li> <li>Complete Chapter 2 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Design Briefs	<ul style="list-style-type: none"> <li>New Product Introduction #3 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Bring Completed Design Brief To Class</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 5 – February 5 &amp; 7 – Personas</u></b>		
Tue	Personas	<ul style="list-style-type: none"> <li>New Product Introduction #4 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Chapter 3 – Personas: Powerful Tool for Designers (Read before coming to Class)</li> <li>Complete Chapter 3 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Personas	<ul style="list-style-type: none"> <li>New Product Introduction #5 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Bring Completed Persona to Class</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 6 February 12 &amp; 14 – Customer Experience</u></b>		
Tue	Customer Experience	<ul style="list-style-type: none"> <li>New Product Introduction #6 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Chapter 4 – Customer Experience Mapping: The Springboard To Innovate Solutions (Read before coming to Class)</li> </ul>

		<ul style="list-style-type: none"> <li>Complete Chapter 4 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Customer Experience	<ul style="list-style-type: none"> <li>New Product Introduction #7 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Bring Completed Customer Experience Map to Class.</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 7 – February 19 &amp; 21 – Idea Generation</u></b>		
Tue	Idea Generation	<ul style="list-style-type: none"> <li>New Product Introduction #8 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Chapter 6 – Boosting Creativity in Idea Generation Using Design Heuristics (Read before coming to Class)</li> <li>Complete Chapter 6 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Idea Generation Heuristics Activity	<ul style="list-style-type: none"> <li>New Product Introduction #9 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 8 – February 26 &amp; 28 – Design in Early Stage Venture</u></b>		
Tue	Early Stage Design & Prototyping	<ul style="list-style-type: none"> <li>New Product Introduction #10 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Chapter 9 – The Role of Design In Early Stage Ventures (Read before coming to Class)</li> <li>Complete Chapter 9 Reading Quiz (Before Coming To Class)</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
Thur		<ul style="list-style-type: none"> <li></li> </ul>
<b><u>Week 9 – March 5 &amp; 7 – Designing Services</u></b>		
Tue	Service Design	<ul style="list-style-type: none"> <li>New Product Introduction #11 Presentation (Turn in Presentation in Blackboard by Start of Class)</li> <li>Chapter 15 – Designing Services That Sing &amp; Dance (Read before coming to Class)</li> <li>Complete Chapter 15 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Service Design Activity	<ul style="list-style-type: none"> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 10 – March 12 &amp; 14 – Lean Startup</u></b>		
Tue	Business Models	<ul style="list-style-type: none"> <li>Chapter 19 – Lean Start-up (Read before coming to Class)</li> <li>Complete Chapter 19 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	Business Model Practice & \$20 Business Intro	<ul style="list-style-type: none"> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>SPRING BREAK – March 18 - 22</u></b>		
<b><u>Week 11 – March 26 &amp; 28 – Future Friendly Design</u></b>		
Tue	Design For The Future	<ul style="list-style-type: none"> <li>Chapter 22 – Future-Friendly Design (Read before coming to Class)</li> <li>Complete Chapter 22 Reading Quiz (Before Coming To Class)</li> </ul>
Thur		<ul style="list-style-type: none"> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 12 – April 2 &amp; 4 – Intellectual Property</u></b>		

Tue	Intellectual Property	<ul style="list-style-type: none"> <li>Chapter 24 – Intellectual Property (Read before coming to Class)</li> <li>Complete Chapter 24 Reading Quiz (Before Coming To Class)</li> </ul>
Thur	IP Guest Speaker	<ul style="list-style-type: none"> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 13 – April 9 &amp; 11 – Designing Intelligent Products</u></b>		
Tue	Intelligent Products	<ul style="list-style-type: none"> <li>Read Material Provided in Blackboard Folder for this week. (Read before coming to Class)</li> <li>Complete Reading Quiz (Before Coming To Class)</li> <li>Makerspace Product Presentations</li> </ul>
Thur		<ul style="list-style-type: none"> <li>Makerspace Product Presentations</li> <li>Complete Weekly Learning POINT by 11:59 p.m. of Friday of this week.</li> </ul>
<b><u>Week 14 – April 16 &amp; 18</u></b>		
Tue		<ul style="list-style-type: none"> <li>\$20 Business Pitches</li> </ul>
Thur		<ul style="list-style-type: none"> <li>\$20 Business Pitches</li> <li>New Product Idea Journal due at the beginning of class today.</li> </ul>
<b><u>Week 15 – April 23 &amp; 25</u></b>		
Tue		<ul style="list-style-type: none"> <li>\$20 Business Pitches</li> </ul>
Thur		<ul style="list-style-type: none"> <li>\$20 Business Pitches</li> </ul>
<b><u>Week 16 – Finals Week</u></b>		
		<ul style="list-style-type: none"> <li>Finals Week</li> </ul>