COURSE DESCRIPTION
This course provides an introduction to theoretical and experiential issues in entrepreneurship including the language of entrepreneurship, creativity and innovation, lean startups, intrapreneurship, and learning from both successful and unsuccessful ventures. Readings, lectures, and live case discussions with entrepreneurs will be used to explore these and related issues.

PREREQUISITE
Sophomore Standing (30 hours). Students are encouraged to take this course in their sophomore year. This course is open to students from all majors across the university and is the first entrepreneurship class in the entrepreneurship concentration.

TEXT
- Special pack from Robert D. Hisrich, Michael P. Peters, and Dean A. Shepherd, Entrepreneurship 10th Ed, McGraw-Hill – please note that we are using a special condensed version of the book that is available for sale in the bookstore
- McGraw-Hill Connect/LearnSmart (additional fee/bundle with book in bookstore)
- Other readings posted on Oaks

COURSE OBJECTIVES
Bloom’s taxonomy level (organized from lower to higher-order thinking skills)
Upon completion of this course, students will be able to:
1. Know the context and language of entrepreneurship (Understand);
2. Identify and describe common characteristics and behaviors of ethical entrepreneurial leaders (Apply);
3. Review new business concepts that confront social, environmental and/or economic challenges at local, national and international levels (Analyze);
4. Evaluate new venture pitches (Evaluate);
5. Persuasively pitch new venture ideas via oral presentations (Create)

METHOD OF EVALUATION
Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turbo Text Presentations</td>
<td>20</td>
</tr>
<tr>
<td>Elevator Pitches &amp; Product Canvas</td>
<td>30</td>
</tr>
<tr>
<td>Learn Smart</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Learning Engagement</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>
GRADING SCALE
Late assignments will NOT be accepted. Final course grades will be determined as follows (percentages of total possible points):

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92+</td>
<td>A</td>
</tr>
<tr>
<td>90-91.9</td>
<td>A-</td>
</tr>
<tr>
<td>88-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>82-87.9</td>
<td>B</td>
</tr>
<tr>
<td>80-81.9</td>
<td>B-</td>
</tr>
<tr>
<td>78-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>72-77.9</td>
<td>C</td>
</tr>
<tr>
<td>70-71.9</td>
<td>C-</td>
</tr>
<tr>
<td>68-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>62-67.9</td>
<td>D</td>
</tr>
<tr>
<td>60-61.9</td>
<td>D-</td>
</tr>
</tbody>
</table>

SOBE LEARNING GOALS
This class addresses five Learning Goals established by the School of Business:
1. Communication skills – written assignments and multiple oral presentations
2. Quantitative fluency – portions of the course material cover financial planning for entrepreneurs
3. Global and civic responsibility – review of socially and environmentally-responsible entrepreneurship; additionally, global awareness is integrated throughout the course
4. Intellectual innovation and creativity – portions of the course material cover creativity and innovation
5. Synthesis – the final project applies the theoretical lessons learned to the live cases presented throughout the semester

DEPARTMENT STATEMENT OF EXCELLENCE
The Department of Management & Entrepreneurship believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

DEEP DIVE PRESENTATIONS – 20 POINTS
Student teams will make Deep Dive presentations from our texts – each presentation is worth 20 points. The format requires presenting a PPT slide roughly every 20 seconds. Each slide should display just one graphic and few words. Teams have 5 minutes to present (15 slides) – an intro, applied lessons from the week’s readings, and a conclusion. Presentations should be concise and moving at a rapid pace. Please load your presentation before class. All presentations start promptly at the beginning of class. Deep Dive presentations are evaluated in terms of professional graphics, time keeping, engagement of audience, innovation in presentation, and overall impact.

ELEVATOR PITCHES & PRODUCT CANVAS – 30 POINTS
An important skill for a prospective entrepreneur is the ability to pitch an idea. Over the course of the semester, you will develop this skill by giving three elevator pitches. Your task is to convince a group of potential investors to invest in your idea. The potential investors will be a mix of your classmates, your professor and (potentially) real investors. You will have just 60 seconds to make your pitch. For each business opportunity, you will submit before your pitch an elevator pitch canvas that outlines the key points surrounding your business solution. There will be three elevator pitches over the course of the semester; each is worth 10 points. Your grade is based on the originality of the product and its oral and written delivery (on a professionally formatted pitch canvas). The elevator pitch canvas is posted on Oaks.

WILD PITCH FINALE – $1,000
In collaboration with the D.E.M.O.S. (Disability and Entrepreneurship: Models of Success), we will be hosting an all-ENTR 200-classes Wild Pitch competition where up to 8 finalists will present. The finalists
will present product concepts that specifically incorporate Universal Design. The winners of the competition will share a $1,000 prize.

LEARNSMART – 10 POINTS
Students are required to complete by the stated deadline the Application of Learning for each chapter from the book. These applications of learning are required to guarantee that you have understood the chapter content (readings) and can apply the content/elements (comprehension). The LearnSmart concepts are questions you must answer to show your understanding of the materials (self-graded) and if you answer any of them wrong you will be asked subsequently to answer the question or related question later until you get all of them correct. You will receive 100% if you complete them by the posted deadline (no exception on the deadline).

QUIZZES – 100 POINTS
There will be a number of quizzes during the semester. The quizzes will be based on prior readings including articles, speakers and even this syllabus. Quizzes test your knowledge, understanding and application (i.e., not just regurgitation of definitions) of entrepreneurial concepts covered in the readings and in class. Questions will be a mix of multiple choice, short answer and essay. You must be present to take the quiz. There will be no make-ups – if you miss class you receive a zero for the quiz. The value of the quizzes may vary, but will add up to 100 points.

Please note that the final quiz will be verification that you have completed the Course-Instructor Evaluations. Use “print screen” or copy to paste verification that you have completed it and post the verification in the Course-Instructor Evaluation folder on Dropbox folder. We will have an opportunity in class to complete them.

LEARNING ENGAGEMENT – 10 POINTS
Class attendance is essential for learning engagement. You will need to come to class prepared, having read the required materials or completed the expected assignment. As this course is taught in a studio format, there are few lectures from the readings. Most of the benefits of this course will only occur when students undertake the effort to engage in the many exercises and activities scheduled each week. This is a “hands on” course, where the learning and insights gained about the process of new venture creation are in direct proportion to the time devoted to these efforts. Showing up for each class session is a necessary, but insufficient condition for meeting the course requirements. Students are expected to participate actively and thoughtfully. The policy on missed classes is to allow each student one absence, no questions asked, no penalty. All further absences over this limit will reduce the student’s grade on a sliding scale of points thereafter:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Free</td>
</tr>
<tr>
<td>2</td>
<td>-3 Points</td>
</tr>
<tr>
<td>3</td>
<td>-10 Points</td>
</tr>
<tr>
<td>4</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Four unexcused “absences” and the student will receive a final grade of F.

To be eligible for an excused absence, the student must inform the instructor by email prior to class. Participation in college-sponsored activities, where students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) will be excused. In such instances, “reasonable accommodations” will be made to allow the student to make up assignments. Students are required to
submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor.

Habitual lateness (and leaving class early) will be noted as evidence of low course engagement and will incur a 1-point penalty for each occurrence.

**FINAL EXAM – 100 POINTS – THE LAST LECTURE**

Please watch “The Last Lecture” by Randy Pausch: [http://www.youtube.com/watch?v=ji5_MqicxSo](http://www.youtube.com/watch?v=ji5_MqicxSo). Indulge in contemplative retrospection. Think about this semester — lessons from the classroom, books you have read, teams that you have worked on, guest speakers you have interviewed, etc. Please present your last lecture as a potential book — what are the key lessons that you have learned in our class and would like to pass on as a legacy. Please outline 4 pages of your book as follows:

a. Title page – Present the front page of your book. Include the title of your book and your name as author. Be creative in your presentation!

b. Second and third pages – a summary of the seven key entrepreneurial leadership lessons you would like to share. Please cite at least one different entrepreneur for each lesson and integrate theory with practice.

b) Fourth page – “Tombstone” – please design an inscription for your tombstone in less than 25 words. Do not go beyond four pages.

The final is due in PDF format in Dropbox on Oaks on the exam date and time as specified in the College calendar. Books will be graded on being professional, innovative, engaging the audience, and having a meaningful impact.

Please single space in Time New Roman or Calibri font size 11 and skip a line between paragraphs. Do not indent paragraphs (similar format to this syllabus).

**USE of PDA DEVICES**

The use of all PDA devices, including cell phones and laptop computers, pads and pods is expressly forbidden in the classroom during lectures and class discussions. Texting, receiving or sending messages, cell phone use, or the use of laptop computers during these times will result in immediate dismissal and a 2-point grade penalty. Students must keep these devices turned off and out of sight during class. It is a violation of this policy to keep such devices on your lap. Of course, the use of these devices during team meetings in class to prepare cases or assignments is not prohibited.

**ASSIGNMENT EXPECTATIONS**

Expectations for written work: Following the School of Business learning goal of effective communications, all written work (including presentation canvases) must follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

**ACADEMIC INTEGRITY POLICY**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the
student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

DISABILITY STATEMENT
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

ENTREPRENEURSHIP MINOR or CONCENTRATION
The entrepreneurship minor or concentration are ideal for anyone that plans to eventually own their own business, work for/with someone else starting a new business, work at a small or large entrepreneurial company or in any job that requires a combination of business skills and creative thinking.

ENACTUS
Enactus is the largest student organization in the world, dedicated to teaching others concepts such as social entrepreneurship and business ethics. Enactus is a great networking opportunity and resume builder. Enactus is a global non-profit organization.

CELEBRATING WOMEN ENTREPRENEURS SUMMIT
The Center for Entrepreneurship celebrates and promotes women starting their own businesses. In association with the Coastal Wealth Management and the Women Entrepreneurs of Charleston (WEofC), the Celebrating Women Entrepreneurs Summit will be held on October 17th at 5:30 in the Wells Fargo Auditorium. More details will be provided closer to the date. We encourage ENTR 200 students to join us.
ENTR 200
Tentative Class Schedule

“One person with passion is better than forty people merely interested.” – E.M. Forster

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Quizzes</th>
<th>Guest Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>2</td>
<td>August 27</td>
<td>Entrepreneurial Mindset</td>
<td>Ch. 1</td>
<td></td>
<td>Mark Volkmann</td>
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<td></td>
<td>August 29</td>
<td></td>
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<tr>
<td>3</td>
<td>Sept 3</td>
<td>Creativity and Business Ideas</td>
<td>Ch. 4</td>
<td>Quiz 1</td>
<td>Anita Zucker</td>
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<td></td>
<td>Sept 5</td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>Sept 10</td>
<td>Design Thinking – Wallet Project</td>
<td>PDF</td>
<td></td>
<td>Elevator Pitch I</td>
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<tr>
<td></td>
<td>Sept 12</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Sept 17</td>
<td>Lean Start Up</td>
<td>PDF</td>
<td>Quiz 2</td>
<td>Krissa Watry</td>
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<tr>
<td></td>
<td>Sept 19</td>
<td></td>
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<tr>
<td>6</td>
<td>Sept 24</td>
<td>Level 5 Leadership</td>
<td>PDF</td>
<td>Quiz 3</td>
<td>Troy Hall</td>
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<tr>
<td></td>
<td>Sept 26</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Oct 1</td>
<td>Business Plan</td>
<td>Ch. 7</td>
<td>Quiz 4</td>
<td>Stuart Williams</td>
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<td></td>
<td>Oct 3</td>
<td></td>
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<tr>
<td>8</td>
<td>Oct 8</td>
<td>Marketing Plan</td>
<td>Ch. 8</td>
<td>Quiz 5</td>
<td>Christine Osborne</td>
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<tr>
<td></td>
<td>Oct 10</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Oct 15</td>
<td>IP and Legal Issues</td>
<td>Ch. 6</td>
<td>Quiz 6</td>
<td>Same</td>
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<tr>
<td></td>
<td>Oct 17</td>
<td></td>
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<tr>
<td>10</td>
<td>Oct 22</td>
<td>Financial Plan</td>
<td>Ch. 10</td>
<td>Quiz 7</td>
<td>Elevator Pitch II</td>
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<td></td>
<td>Oct 25</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Oct 29</td>
<td>Sources of Capital</td>
<td>Ch. 11</td>
<td>Quiz 8</td>
<td>Mark Richards</td>
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<td>Oct 31</td>
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<tr>
<td>12</td>
<td>Nov 5</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td></td>
<td>Nov 7</td>
<td>DEMOS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 12</td>
<td>Global Entrepreneurship Week</td>
<td></td>
<td></td>
<td>Panel, Tate 202; 5:30</td>
</tr>
<tr>
<td></td>
<td>Nov 13</td>
<td>GEW Special Event</td>
<td></td>
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<tr>
<td></td>
<td>Nov 14</td>
<td>George P. Spaulding Speaker</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Nov 19</td>
<td>Venture Capital</td>
<td>Ch. 12</td>
<td>Quiz 9</td>
<td></td>
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<tr>
<td></td>
<td>Nov 21</td>
<td><strong>Thanksgiving</strong></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Nov 26</td>
<td>Entrepreneurial Lessons</td>
<td></td>
<td>Quiz 10</td>
<td>Elevator Pitch III</td>
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<tr>
<td></td>
<td>Nov 28</td>
<td>Course-assessments</td>
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<tr>
<td>16</td>
<td>Dec 3</td>
<td>Demos</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supplementary reading material (PDFs) on Entrepreneurship will be available on OAKS. It is each student’s responsibility to attend class and hear any schedule adjustments from me and regularly check our class Oaks site for changes to the schedule and other course information. I reserve the right to modify this syllabus.
Deep Dive Presentations (20 Points)

<table>
<thead>
<tr>
<th>Grading Chart</th>
<th>Level 1 1 Point</th>
<th>Level 2 2-3 Points</th>
<th>Level 3 4 Points</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Graphics</td>
<td>Low resolution graphics, ≥ 3 spelling/grammar mistakes</td>
<td>Some high resolution pictures, ≤ 2 spelling/grammar mistakes</td>
<td>All high resolution pictures; No spelling/grammar mistakes</td>
<td></td>
</tr>
<tr>
<td>Time keeping</td>
<td>Under 4 minutes</td>
<td>Over 6 minutes</td>
<td>Between 4-6 minutes</td>
<td></td>
</tr>
<tr>
<td>Engagement of Audience</td>
<td>Students difficult to understand and reading mostly from paper/notes</td>
<td>Students were sometimes clear, but used notes</td>
<td>Students were very clear in speaking and engaged the audience without notes</td>
<td></td>
</tr>
<tr>
<td>Innovation in Presentation</td>
<td>No creativity displayed</td>
<td>A good start and/or finish</td>
<td>A powerful hook to start and finish</td>
<td></td>
</tr>
<tr>
<td>Overall Impact</td>
<td>Students deviated from the topic</td>
<td>Some applied lessons</td>
<td>An informative integration of theory (from text) and practice</td>
<td></td>
</tr>
</tbody>
</table>

/20

Comments: