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:
None (all majors welcome)

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 with Connect (less expensive option)
- McGraw-Hill Connect/LearnSmart (additional fee/bundle with book in bookstore)
- Other readings posted on Oaks

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Know the context and language of entrepreneurship
2. Identify and describe common characteristics and behaviors of ethical entrepreneurial leaders
3. Review new business concepts that confront social, environmental and/or economic challenges at local, national and international levels
4. Persuasively pitch new venture ideas via oral presentations
5. Evaluate new venture pitches

SOBE LEARNING GOALS
This class addresses the five Learning Goals established by the School of Business and Economics:
1. Communication skills – written assignments and multiple oral presentations. Students will learn to communicate in front of large audiences by making punch text book and wild pitch 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.

E-mail Business Etiquette
Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:
- Business-like writing style (Prof. D, sincerely etc..)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @cofc.edu, in his/her e-mail in-box.
- Subject line meaningful to recipient (consider identifying your class ENTR 200)
Content clearly states the purpose of the e-mail including any action to be taken from the professor.

Clear signature block with your full name and return e-mail address (obviously there is no handwritten signature, nor do I require a digital signature).

Be careful about including quotations and sayings in your signature block. Obviously don't include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn't know you, and be judicious.

You must reply to emails within 24 hours during the business week – this expectation is in line with the business world.

Student’s Bill of Rights
- Right to a proper education/instruction
- Right to be treated fairly
- Right to question content and process

Student’s Bill of Responsibility
- Responsible for his/her own actions
- Responsible for learning – stay awake!
- Treat everyone as equals
- Be prompt (Being early is being on time, being on time is being late, and being late is unacceptable)
- Must come prepared to discussed materials in class

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

<table>
<thead>
<tr>
<th>Modules</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of Learning - LearnSmart (Connect)</td>
<td>10</td>
</tr>
<tr>
<td>Elevator Pitches with canvas</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes with long answers</td>
<td>25</td>
</tr>
<tr>
<td>Learning Engagement</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam – The Last Lecture</td>
<td>30</td>
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<td></td>
<td>100</td>
</tr>
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</table>

Course Grade Scale (Percentage)

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 – Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99 – Great work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99 - Good work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99 - Below good work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99 - Considerable weaknesses</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99 – Acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99 – Weak work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99 – Significant concerns</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99 – Barely Acceptable Passing</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99 - Near failure</td>
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<tr>
<td>F</td>
<td>Failure - Below 60</td>
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</tbody>
</table>

ASSIGNMENT EXPECTATIONS
Expectations for Written Work: Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and 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).

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 from the lecture with an absence recorded. 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.

LEARNING ENGAGEMENT – 15%
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 that are scheduled each week. This is a “hands on” course, where the learning and insights about the process of new venture creation are gained 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 (in class and outside of class).

Society too often focuses on the negative and therefore I have chosen to change my approach to learning. Each students will start with 75 points OUT OF 100—meaning that if you only plan to quietly attend class on time each week you will get 75/100 on the learning engagement scale assuming you attend class. However there will be opportunities to show enthusiasm and engagement towards learning by participating in supplemental opportunities or earn ways to make up mistakes (late, absent, etc) also – this is called **DEEP DIVE**.

Students must sign in or provide evidence of engagement to instructor. The instructor is NOT responsible for checking or validating your participation. **Evidence of participation must be provided to the instructor within 5 business days to count. No double counting.** Any absence that is documented might be excused but this must be done through the Excuse Memo Office (Student Affairs) and must be done within 5 business days of the missed classed to be considered.

**Being There**

Class attendance is absolutely essential to get the value of this course. However, all missed classes will be noted (please note use of sign in sheets, or phones in the class to keep attendance – It is your responsibility to check in). Class meetings start promptly. Habitual lateness (and leaving class early) and/or use of laptops or cell phones during class will be noted as evidence of low course commitment and similarly be penalized (see below). This policy will be strongly enforced. No warnings have to be issued. **Students must visit the Excuse Memo Office (Student Affairs) to get any absences excuses. Only documented excuses by the college will be excused. Absences must be excused within 5 business days of the missed classed to be considered.**

Engagement is measured by your commitment to your personal learning in and outside of the classroom. We are pleased to announce that **QUEST**, the new School of Business app, will launch in the fall to enhance your educational experience. It is designed to promote and track activities and experiences that stimulate a global mindset, inspire creativity and innovation, develop leadership skills, and instill ethics and integrity. Official launch date will be announced in the month of September. Stay tuned.

To know more about **QUEST**:

- Stop by the Student Success Center in Beatty 100

**DEEP DIVE** – means you are engaged and take responsibility for your own learning. Below are ways for you to earn or loose stars. As you can see there are plenty of ways for you to customize your deep dive experience. If you attend all lectures, never text/show distractions – you will get a 75/100. It is all up to you to do better.

**Earning stars**

Instructor approved events with evidence of attendance including the following (Due by April 20th)

- **Entrepreneurship Center Activities**
  - Entrepreneurship in residence Mentor visit +1 points
  - Attend an Enactus (Wednesday night) Event +1 points
  - Attend an pre-approved event (Instructor selects the event) + various

- **Career and Success Center Events**
  - Download Quest App +2 points (Load your profile screen shot on Oaks)
  - Resume reviewed and update THIS semester +3 points (follow instructions on Oaks/Extra credit)
  - Attend career fair +3 points (follow instructions on Oaks/Extra credit)
  - Attend any other workshop offered by that office this semester +3

- **Weekly winner of class game show +2**
- **Visit Professor D once in the semester for non class related issues/matter +1 point**
- **Connect on LinkedIn with Professor D +1 point** (follow instructions on Oaks/Extra credit)
- **Introduce the speaker of the week (only 6 opportunities available) = +6 points**
  - Must contact speaker (cc Dr. D) to ask for Bio
  - Must meet with Dr. D to prepare
  - Introduce without any notes the speaker
• Write a thank you card
• Make a LinkedIn comment on Dr. D’s LinkedIn (like is not sufficient) about a speaker/class event this semester +1 points each (up to 3) (follow instructions on Oaks/Extra credit)
• Serve as an usher/ambassador at a class related/approved event (must come dressed professionally) - +6 points
• Special reward (students showing extra role behavior in class)
• Turbo Text Presentation – up to 20 points (depending on delivery success/grade activity)

Students will form teams of up to 3 per team and make PowerPoint presentations using ONLY Pictures from our texts/PDF. The presentation format is based on the idea of presenting a PPT image roughly every 20 seconds. The slides should have just one major graphic on it and few, if any, words. Must sign up 10 days prior to topic/assignment due date. DON’T WAIT TILL END OF SEMESTER. It’s format makes presentations concise, and keeps things moving at a rapid pace. Please:

1. Meet at least 10 days before the presentation
2. Research good pictures
3. Rehearse (no hand notes/reading please – this will bring your team grade down)
4. If more than one team, coordinate preparation of the handout (blanks) to review with the class (send handout by 5 pm on Sunday – I will print for the class)
5. Load your team presentation before class. All presentations start promptly at the beginning of class.

Loosing Stars
• Texting/Emailing/Checking emails during class (outside of game time) - -5
• Late for class (to be cumulative)
  o First time -1
  o Second time -4
  o Third time -8
  o Fourth -12
• Unexercised Absence (to be cumulative, excused absences do not count against you)
  o First time -1
  o Second time -8
  o Third time -15
  o Fourth time all points taken away from engagement grade and no makeup possible -85
  o 5 or more unexcused absences will automatically trigger a drop from the course for excessive absences

You are responsible for signing in when a speaker is in attendance and if late you must also sign in the late roster form at the front of the class.

VERY DEEP DIVE

Students will have the opportunity to show extra ordinary engagement and have the opportunity to substitute missed graded or poor engagement grade by contributing to the Entrepreneurship Podcast channel. More details are provided on the Oaks course or by the instructor. The instructor reserves the right to remove the content of the podcast if the content is deemed inappropriate or does not stay within the boundaries set for the podcast channel. Students can get up to 30 extra stars depending on the depth of the work.

APPLICATION OF LEARNING - LearnSmart – 10%

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% of you complete them by the posted deadline (no exception on the deadline/no reopening of the activity – do not ask – however I will drop one LearnSmart in the semester) Monday before class (unless noted).
ELEVATOR PITCHES with Canvas – 20%
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. Your grade will be based on clarity of the concept and how persuasive your pitch is. 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. Please see the pitch evaluation matrix at the end of the syllabus. In order to get any points on the elevator pitch you must submit a pitch canvas/demo pitch form on Oaks (more information will be provided later in the semester). Students will receive an evaluation sheet after each pitch including instructor ranking but also mean scores, extra knots assignments, and other class/audience feedback.

Students who miss any pitch assignment/presentation will receive a zero unless they provided an excused documented absence (See Excuse Memo Office). In this event only if approved by the instructor, the student will be asked to produce a 60 second video of their pitch.

QUIZZES WITH LONG ANSWERS – 25%
There will be 11 quizzes throughout the semester with only 10 counting (Oaks will drop the lowest grade, if you miss a quiz it will drop that quiz). The quizzes will be based on prior readings including articles, speakers and even this syllabus. You are responsible for getting notes about speakers from other students in the class. Quizzes are based on your knowledge, understanding and application (i.e., not just regurgitation of definitions) of entrepreneurial concepts covered in the texts and in class. Questions will be a mix of multiple choice, True/False, and long answer. You will be required to take the quiz online/Oaks and the quiz should be take no later than Friday at 12 noon (unless otherwise noted).

There will be no make-ups on quizzes (DO NOT ASK PLEASE TO REOPEN A QUIZ – however, I will drop one quiz grade – your lowest quiz grade) – if you miss the deadline you will receive a zero for the quiz. In the event you missed the speaker, you will be still be responsible for the content. Get notes from someone in the class to be able to get partial credit on the long answers about the speakers.

The long answers and how to maximize your quiz grade? Each quiz will have a long answer/speaker question. You are asked to reflect on the speaker by not just summarizing but reflecting on what the speaker shared, and how you relate/plan to use it. Each week please read the question carefully and look for directions on how to answer the question. For example, a question might ask for what three points made by a particular speaker about a topic resonated with you and why, and which asks you to be specific and clearly separate the three points you plan to highlights. To increase your chances of a high score, you need to separate the three points clearly (use numbers, space between the various points to show clear separation), you need to be detailed (not just one sentence here – this is a long answer), and you need to be specific on how YOU plan to use/change/apply the learning. Long answers will be graded according to the following guidelines:

- 10/10 Answered in details, followed format asked, and provided own examples/demonstrate application of knowledge (not just list/definition) – a few sentences will not earn you a 10.
- 7/10 Answered, followed the format asked, but with limited details (few sentences) and no real own application.
- 5/10 Incomplete answer, no write up, poor explanation, no demonstration of knowledge through examples
- 0/10 no answer, incorrect answer, plagiarized answer

FINAL EXAM – 30% – THE LAST LECTURE
Please watch “The Last Lecture” by Randy Pausch: 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 an illustrated 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. Now, integrate these entrepreneurial lessons with specific examples how you apply them (now or in the past) to designing your own life journey.
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 date as specified in the College final exam calendar. Books will be graded on being professional, innovative, engaging the audience, and having a meaningful impact. The books will only be graded if you have provided evidence of course evaluation (see Oaks for instructions).

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).

Weather Emergencies
If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

<table>
<thead>
<tr>
<th>Operational Status</th>
<th>Guidelines/Responsivities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Operations</td>
<td>Instruction continues to be delivered as normal and students are expected to continue with all course work, assignments, and be in attendance according to the course syllabus. Students who elect to depart early or delay their return are responsible for all missed work. Students should plan to take all course materials with them.</td>
</tr>
<tr>
<td>Closure</td>
<td>College is officially closed (formal announcement) and instruction is suspended. Students are responsible for taking all of their course materials with them and monitor email communication from faculty on how instruction will resume.</td>
</tr>
<tr>
<td>Recovery/Preparation to Resume</td>
<td>Course work could resume partially and/or gradually consistent with an articulated plan and instructions provided by the faculty. Students are expected to find internet access for email communication and access to course materials in OAKS.</td>
</tr>
</tbody>
</table>

ENTREPRENEURSHIP MINOR / 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.

WILD PITCH FINALE (DEMOS COMPETITION) – $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 $1000 prize.

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 XF 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 X to be expunged. 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.
ENTR 200
Tentative Class Schedule

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

Text and LearnSmart are always due on Monday unless noted differently.

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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Quizzes*</th>
<th>Guest Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8</td>
<td>Introduction</td>
<td>Quiz 1</td>
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<tr>
<td>2</td>
<td>Jan 13</td>
<td>Entrepreneurial Mindset</td>
<td>Quiz 2*</td>
<td>Mark Richards</td>
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<td></td>
<td>Jan 15</td>
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<tr>
<td>3</td>
<td>Jan 20</td>
<td>Creativity and Business Ideas</td>
<td>Quiz 3*</td>
<td>Brandon Brooks</td>
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<td></td>
<td>Jan 22</td>
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<td>4</td>
<td>Jan 27</td>
<td>Lean Start Up</td>
<td>Quiz 4*</td>
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<td></td>
<td>Jan 29</td>
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<tr>
<td>5</td>
<td>Feb 3</td>
<td>Design Thinking – Wallet Project</td>
<td>Quiz 5*</td>
<td>Elevator Pitch I</td>
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<td>Feb 5</td>
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<tr>
<td>6</td>
<td>Feb 10</td>
<td>Level 5 Leadership</td>
<td>Quiz 6*</td>
<td>Michelle Smith</td>
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<td>Feb 12</td>
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<td>7</td>
<td>Feb 17</td>
<td>Sources of Capital</td>
<td>Quiz 7*</td>
<td>Mark Bonney</td>
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<td>8</td>
<td>Feb 24</td>
<td>Venture Capital</td>
<td>Quiz 8*</td>
<td>Tyler Gilliam</td>
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<td>Feb 26</td>
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<td>9</td>
<td>Mar 2</td>
<td>IP and Legal Issues</td>
<td>Quiz 9*</td>
<td>Andria Wyman-Clark</td>
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<td>Mar 4</td>
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<tr>
<td>10</td>
<td>Mar 9</td>
<td>Impact Entrepreneurship</td>
<td>Quiz 10</td>
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<td></td>
<td>Mar 11</td>
<td></td>
<td></td>
<td>Elevator Pitch II</td>
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<tr>
<td>11</td>
<td>Mar 16</td>
<td>SPRING BREAK</td>
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<td>SPRING BREAK</td>
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<td>Mar 18</td>
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<td>12</td>
<td>Mar 23</td>
<td>Financial Plan</td>
<td>Quiz 11</td>
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<td>Mar 25</td>
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<td>13</td>
<td>Mar 30</td>
<td>DEMOS</td>
<td>Quiz 12</td>
<td>Elevator Pitch III</td>
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<td>Apr 1</td>
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<td>14</td>
<td>Apr 6</td>
<td>Marketing</td>
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<td>Apr 8</td>
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<tr>
<td>15</td>
<td>Apr 13</td>
<td>Business Plan</td>
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<td></td>
<td>Apr 15</td>
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<tr>
<td>16</td>
<td>Apr 20</td>
<td>Entrepreneurial Lessons</td>
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<tr>
<td></td>
<td>Apr 22</td>
<td>DEMOS Competition</td>
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</tbody>
</table>
Elevator Pitch
Entrepreneurship 200 Canvas

Student:

Product:

**Presentation Hook**: You have 10 seconds to make a powerful first impression!

**Problem**: What is the Problem? How solved today?

**Customer**: Who Has the Problem?


**Closing Hook**: Final hook includes call to action.

**Grade**: ___/ 10 points  Audience will decide your grade - Comments:
# Punch Presentation

<table>
<thead>
<tr>
<th>Grading Chart</th>
<th>Level 1 1 point</th>
<th>Level 2 2-3 points</th>
<th>Level 3 4-5 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Pictures</td>
<td>Pictures did not appear to match content or storyline.</td>
<td>Student selected pictures that appeared mostly to match the content or story line.</td>
<td>Students selected a very appropriate set of pictures, which matched well to the content or story line</td>
<td></td>
</tr>
<tr>
<td>Clarity of speaking</td>
<td>Students cannot be understood and reading mostly from paper/notes</td>
<td>Students were sometimes clear, but were hard to understand at times</td>
<td>Students were very clear in speaking and easy to understand</td>
<td></td>
</tr>
<tr>
<td>Storyline</td>
<td>Students did not speak on the topic</td>
<td>Student began speaking about the topic, but then deviated from what they were meant to be talking about</td>
<td>Student gave a complete presentation on the topic</td>
<td></td>
</tr>
<tr>
<td>Organization and Handout</td>
<td>No evidence of previous rehearsal or prior organization with no regards for time; Handout is difficult to follow</td>
<td>Some evidence of rehearsal and organization (minor timing issues); Handout mostly follows slide order</td>
<td>Students clearly rehearsed and showed high level of organization and time allocation; Handout is comprehensive and easy to follow</td>
<td></td>
</tr>
</tbody>
</table>

Grade: ______ /20

Comments

Adapted from http://www.rcampus.com/rubricshowc.cfm?sp=true&code=N326C3&