ENTR 200: Entrepreneurship
Theory and Practice

Class Days: Online
Class Hours: Online
Class Location: Online
Instructor: Professor David Desplaces but call me “Prof. D”

Office Location: Beatty 327, 5 Liberty Street
Office Phone: 843-953-6446
Email: desplacesd@cofc.edu
Fax Number: 843-953-5697

Office Hours: Monday and Wednesday from 10:30-1:30 by appointment.

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.

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.

Classroom Format:
The material will be conveyed through a combination of reading assignments, limited lectures, online discussions, movies, case analyses and structured individual assignments. All assigned readings, exercises, videos, and cases should be viewed or read prior to the completing each module. All students are expected to have access to their account on Oaks and are responsible for keeping their e-mail account active. Course materials and links to each modules will be placed there and you should regularly check-in for announcements and updates. Make sure you update your Oaks profile to reflect your active e-mail account otherwise you will not get my e-mails.

Virtual task groups are increasingly pervasive in all organizations today, and therefore will be the preferred experiential format for the class. As such, it is important for you to learn how to effectively participate in and to some extent manage a group virtually. You will have to plan and manage your group's activities in order to complete a high quality group project (effective) in a timely manner (efficient) according to quality and social guidelines (ethics).

Expected Norms:
Several norms are also important for effective teams. Responsibility is an important aspect of this class. Your most important allegiance should be to your group. More importantly attempt to adhere to your group norms. In short, act maturely by keeping them informed and treating them the way you would prefer to be treated. Then everything should go smoothly.

Participation is also strongly recommended. Effective participation requires reading assignments before completing each module and making relevant comments on the discussion board. Students are responsible for accessing the on-line content. The instructor is not responsible for any loss of connection or internet service. The best way to avoid any problem is to plan ahead and complete modules before any due date to guarantee that you will not miss any deadlines.

Another important norm is involvement. You should be involved in class discussion, and in your group. It is difficult to learn to manage passively especially in a virtual environment. You will be asked to discuss chapter cases and get involved in the discussions. Involvement is needed for them to succeed. In addition, you should view this course as an opportunity to practice making decisions in a relatively safe environment. Get involved, and more importantly take calculated risks!

Technology Support and Availability
I will reply to emails within 24 hours except on weekends when I might take longer. However the majority of the time you will get a quicker response. I am traveling some and therefore I apologize if you are not getting a response early. Each student is expected to have access to a reliable computer with internet access. The best way to avoid any issues is to work ahead of schedule. Do not wait till the deadline. All assignment are due by 11:59PM Eastern Standard Time. Issues associated with
• Oaks should be directed to CofC HelpDesk
• LearnSmart/Connect should be directed to the publisher

Final Grades:
Since I am the steward of learning, my goal is for students to take charge of their individual learning. I want everyone student to do well in the course, however, you should understand what I expect of you. This syllabus serves as your contract of your learning with me. You have rights as well as responsibilities.

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
• Treat everyone as equals
Must come prepared to discuss materials online
Have a reliable internet connection to complete work

Don'ts

Do not disappear and just stop working on materials. I see your activities in a course log and know when you are accessing information or not (including viewing the videos)

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

<table>
<thead>
<tr>
<th>Modules</th>
<th>%</th>
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<tbody>
<tr>
<td>Application of Learning</td>
<td>10</td>
</tr>
<tr>
<td>Elevator Pitches with canvas</td>
<td>20</td>
</tr>
<tr>
<td>Learning Engagement</td>
<td>25</td>
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<tr>
<td>Assurance of Learning</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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</tbody>
</table>

Course Grade Scale (Percentage)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<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>
</tr>
<tr>
<td>F</td>
<td>Failure - Below 60</td>
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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).

Application of Learning – 10%

Students are required to complete by the stated deadline the Assurance of Learning for each chapter. These assurance of learning are required to guarantee that you have understood the chapter content (readings) and can apply the content/elements (comprehension). The assurance of learning comes in two forms. LearnSmart concepts and case content application. 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). The case content application is a small case showing you can apply the content of a particular chapter to the analysis. This assurance of learning (case) does not repeat or allow the user to go back and change their questions so the grade is final and must also be complete by the posted deadline.

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 which will have to be taped and loaded on Oaks. 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 (more information will be provided later in the semester). Students will receive an evaluation sheet after each pitch. The final pitch will be evaluated by everyone in the course.

**Learning Engagement – 25%**

Engagement in the course is mandatory. Participation is only meaningful if it is completed during the completion of each module. Students can not return to a module discussion board and make contributions unless it is to comment on other students’ comments or contributions. Otherwise it will not be counted as active participation. In order to foster lively and informed follow-up discussion as well as developing critical analytical skills it is necessary to be prepared for and to participate in module. This requires active discussion and active engagement all designed to promote individual and class learning. Each module will have a discussion area and each student will be required to make meaningful contributions. Students will be assigned to group discussions so that they focus on quality engagement versus being responsible for engaging the entire class. An evaluation matrix is available on Oaks. You will receive four (4) learning engagement grades (every 10 days). **Review the Learning and Engagement Matrix posted on Oaks.**

**Assurance of Learning (Quizzes with Long Answers) – 20%**

There will be quizzes at the end of each module consisting of multiple choice questions/short answers that will be time restricted (30 minutes only) drawing from a pool of random questions with an open book concept. Short answers will be graded if you can show you can integrate your experience or other experiences (book) into answering the questions. It will include both multiple choice questions and long answers. **DO NOT PLAGIARIZE – this will be an automatic ZERO and referral to the honor board.** Only the multiple questions of the assurance of learning self-graded. I have to manually grade the long answers. Long answers will be graded according to the following guidelines:

- 10/10 Answered in details and provided own examples/demonstrate application of knowledge (not just list/definition) – a few sentences will not earn you a 10.
- 7/10 Answered but will 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

**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
You have been asked to write a book on entrepreneurship for starting entrepreneurs. To do this you need to compile the experiential lessons from all of the guest speakers in our class and integrate them with theoretical lessons learned in class.

a. Title page – Present a creative title for your book and include your name as author. Use photos or graphics to illustrate the main theme.

b. Executive summary – create a two page executive summary that summarizes the seven key entrepreneurial lessons that you have learned from participation in the live case studies with entrepreneurs in this class. Please cite at least one different entrepreneur for each lesson. How do the lessons from the entrepreneurs confirm or challenge the lessons learned in the text?

c. Final page – Copy and paste verification that you have completed the student assessment of instructors.

Format – Please single space in Time New Roman or Calibri font size 11, skip a line between paragraphs and do not indent paragraphs (similar format to this syllabus). The presentation and graphics is important, so please make the presentation visually attractive, and meaningful. Do not go beyond the 4 pages. The final exam is due in PDF format by oaks on the exam date and time as specified in the College calendar.

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. 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. Deep Dive is by June 25th.

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.

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

* Supplementary reading material (PDFs) on Entrepreneurship will be available on OAKS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>June 5</td>
<td>Introductions Video</td>
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<td></td>
<td>June 7</td>
<td>Entrepreneurial Mindset</td>
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<td></td>
<td>June 9</td>
<td>Creativity and Business Ideas</td>
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<tr>
<td>2</td>
<td>June 11</td>
<td>Design Thinking – Wallet Project</td>
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<td></td>
<td>June 13</td>
<td>Elevator Pitch 1</td>
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<td>June 15</td>
<td>Lean Start Up</td>
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<tr>
<td>3</td>
<td>June 17</td>
<td>IP and Legal Issues – Lobster Case</td>
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<td>June 19</td>
<td>Business Plan</td>
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<td>June 21</td>
<td>Marketing Plan</td>
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<td></td>
<td>June 23</td>
<td>Elevator Pitch 2</td>
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<td>June 23</td>
<td>Level 5 Leadership</td>
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<tr>
<td>4</td>
<td>June 25</td>
<td>Financial Planning</td>
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<td></td>
<td>June 27</td>
<td>Sources of Capital</td>
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<td></td>
<td>June 29</td>
<td>DEMOS</td>
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<tr>
<td>5</td>
<td>June 31</td>
<td>Wild Pitch 3</td>
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<td></td>
<td>July 1</td>
<td>Venture Capital</td>
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<td></td>
<td>July 1</td>
<td>Final Paper</td>
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<td></td>
<td>June 1</td>
<td>Course Evaluation</td>
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Review course site for detailed information about assignments.
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: