ENTR 320: IMPACT X NEW VENTURE MODELING  
FALL 2020

<table>
<thead>
<tr>
<th>Class Meets</th>
<th>T/R 1:40-2:55</th>
<th>Synchronized On-Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers:</td>
<td>Dave Wyman, Ph.D.</td>
<td>Stuart M. Williams, E-in-R</td>
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<tr>
<td>Phone:</td>
<td>858-229-9028 (m)</td>
<td>843-608-1279</td>
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<tr>
<td>Office Hours:</td>
<td>T/R: 9:30 – 12:00, Beatty 427</td>
<td>By Appointment and at Skype: SMWSRI</td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:wymandm@cofc.edu">wymandm@cofc.edu</a></td>
<td><a href="mailto:stuart@swilliamsllc.com">stuart@swilliamsllc.com</a></td>
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“Over the next fifty years, the greatest wealth creation will be driven by leaders who develop solutions for humanity and the planet” ~ Stuart M. Williams 1993

WELCOME
Greetings! I am delighted to welcome you to ENTR 320. I am passionate about teaching entrepreneurship and opening students’ eyes to the possibilities. We have designed this course to be the advanced impact entrepreneurship course with concepts that we would have wanted to learn in college. After college in the UK, I spent three years in Germany before returning to England for an MBA. I operated my own toy design company and licensed over 75 toys and games. I am passionate about teaching entrepreneurship and opening students’ eyes to new possibilities. One of the greatest organizational needs today in this era of uncertainty and rapid change is recruiting strong entrepreneurially minded leaders. Many students from this class have become entrepreneurs and/or entrepreneurial leaders. Let us help you on your journey.

ENTREPRENEUR-IN-RESIDENCE
We are delighted to welcome Stuart M. Williams as our Social & Environmental Entrepreneur-in-Residence. Stuart is a serial entrepreneur who wrote a thesis in 1993 outlining the mantra of “Making a Difference, While Making a Profit.” Stuart is Founder & Principal Member of The Impact Experts; Director of Be Earth Foundation, a United Nations IGO and Visionary & Founder of Intentional Investment Holdings, PBC. For more details, please see:
• @PeoplePlanetPft
• Linkedin Profile
• www.swilliamsllc.com

CLASS NORMS
You can expect me to treat you with respect, listen to your concerns and respond to email within 24 hours on weekdays. All assignments will be graded and posted on OAKS within 3 days. Please be sure to schedule an appointment or zoom session during office hours when needed. Your success is my personal goal.

COURSE DESCRIPTION
This course describes entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. Reflecting recent research, the course focuses on opportunity recognition, business model generation and lean startup. Students will research and develop a repeatable, scalable business model.

PREREQUISITES
ENTR 200/Hons 205 or MKTG 302 or ARTM 325 or CSCI 215 or by permission of the instructor
OAKS
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

TEXT
This course uses digital course materials designed using Open Educational Resources (OER), high-quality, openly licensed educational materials, rather than a traditional textbook. You can access all readings, videos, quizzes and other activities through our course site on OAKS. Our course materials were created and assembled with support from CofC's OER Incentive Program. CofC is committed to student access and excellence. You will not have any additional cost for textbooks. Extra care and effort was involved to assure access to high-quality affordable materials. I am interested in your experience using these materials and welcome your feedback at any time during the course of this class.

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. Describe the customer development process as a method of searching for product-market fit (Understand);
2. Develop and demonstrate your creativity and design thinking skills (Apply);
3. Critique and differentiate your teams’ business model pitches from the competition (Analyze);
4. Convince/persuade others that you have identified a product-market fit (Evaluate);
5. Be able to produce a new impact product or service that you present on Demo Day to a group of outside judges (Create)

SUSTAINABILITY LITERACY
Students should note that this course is classified as a sustainability focused course as part of the College’s quality enhancement plan (QEP), “Sustainability Literacy as a Bridge to Addressing 21st century problems.” Adopting the United Nations framework of Sustainable Development Goals (SDGs), Impact X students will address two specific sustainability focused Student Learning Outcomes (SLOs):
1. (SLO 1) Identify various elements of sustainability and relationships between them
2. (SLO 6) Design a solution to a given sustainability problem.

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

<table>
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<tr>
<th>Modules</th>
<th>Points</th>
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<tbody>
<tr>
<td>Impact X Project</td>
<td>100</td>
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<tr>
<td>Survey</td>
<td>10</td>
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<tr>
<td>Quizzes</td>
<td>50</td>
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<td>Written Papers</td>
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<td><strong>Total</strong></td>
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GRADING SCALE:
Late assignments will NOT be accepted. Final course grades will be determined as follows (percentages of total possible points):

- 92+ = A
- 88-89.9 = B+
- 82-87.9 = B
- 78-79.9 = C+
- 72-77.9 = C
- 68-69.9 = D+
- 62-67.9 = D
- 60-61.9 = D-
IMPACT X PROJECT – 100 POINTS

Impact X is an experiential learning project. It involves an iterative process of developing and testing a business model for a startup that makes a profit, while making a difference. This will be a challenging exercise requiring extensive out of class work, but it will help prepare you for becoming an entrepreneur and/or intrapreneur (creating new products, markets or whole spin offs within existing companies).

Student teams will report their findings on different elements of the business model during weekly pitch deck presentations. Each graded presentation includes a one-page executive summary outlining that week’s applied lesson. The executive summary should be professionally formatted and include concise, relevant data of interest to potential investors. Each project grade – wireframe, prototype, landing page and demo day – will be a composite score of 25 points based on the presentation and the executive summary. All presentations must be use PowerPoint as a slide format and be submitted in the Dropbox folder by noon on the day of presentation.

DEMO DAY

The final slide deck presentation is designed to attract potential investor interest. Each team will have 3 minutes to present their elevator pitches followed by up to 4 minutes of question time from the judges. The top three teams will be eligible to win up to $5,000. The final presentation must be submitted in PowerPoint 24 hours before the event.

PEER EVALUATIONS

Students will work in teams throughout the semester focused on the course project. To facilitate your team’s functioning, students will construct a detailed partnership agreement to guide the team expectations and consequences for not meeting them, including a “3 strikes and you’re out” rule. Students expelled from a team will receive an F for their Impact X Project – this effectively means they must withdraw from the class. Students may not present solo projects on Demo Day.

All students will complete confidential Peer Evaluations of their project team. Peer Evaluations can lead to a reduction in student grades. For example, failure to complete a peer evaluation and/or a student receiving only a satisfactory evaluation from their peers will incur a penalty of up to 1 grade. Unsatisfactory peer evaluations can lead to a failing grade in the class. Final peer evaluations are due in Dropbox by 5:00 pm on December 4.

SURVEY – 10 POINTS

Students will be required to complete surveys during the course of the semester. Please note that the final survey 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. The Course-Instructor Evaluations assignment is due in Dropbox by 3:00 pm on December 4. We will have an opportunity during class to complete all surveys.

QUIZZES – 50 POINTS

There will be 6 quizzes throughout the semester with only 5 counting (Oaks will drop the lowest grade, if you miss a quiz it will drop that quiz). 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 may be a mix of multiple choice, true/false, and long answer. You will be required to take the quiz online/Oaks. Any weekly quiz is due by Friday at 11:59 PM (unless otherwise noted). There will be no make-ups on quizzes. If you miss the deadline, you will receive a zero for the quiz. However, I will drop one quiz grade – your lowest quiz grade.
IMPACT X RESEARCH PAPERS – 40 POINTS
Students will research and complete 2 papers applying lessons with references from primary sources. Each written assignment is worth 20 points. The papers will cover the following topics:
   1. SDG Research & Impact Gap
   2. Making a Profit, while Making a Difference

ASSIGNMENT EXPECTATIONS
Expectations for Written Work: Following the School of Business learning goal of effective communications, all written work (including presentations) 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).

RECORDING OF CLASSES (via Zoom)
Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

LEARNING ENGAGEMENT
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 an online 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. Habitual lateness (and leaving the zoom class early) is evidence of low course engagement. Students with low learning engagement will incur a penalty of up to 1 grade.

The College anticipates that some members of the community will fall ill or test positive for the coronavirus, and then be required to quarantine thereby missing class, assignments, and assessments. To the extent possible, reasonable arrangements will be made for students with COVID-19 related absences to continue in the class. To be eligible for such arrangements, it is necessary to inform me directly by email prior to class if you will miss class due to illness. You will be trusted that the explanation provided for your absence is honest and truthful. No medical documentation is required.

However, students should be aware that extended absences for any reason cannot be accommodated in this course. Missed assignments and assessments may result in poor or failing grades. If a student is absent from class for an extended period, a withdrawal (W) before the deadline should be strongly considered. In all cases, course grades will be assigned consistent with the grading policy published on the syllabus.

E-MAIL BUSINESS ETIQUETTE
Please use business etiquette in your e-mails. I will respond to professional e-mails that follow the guidelines below:
   • E-mail alias displaying your full name with @cofc.edu
   • Subject line identifying your class as ENTR 320
   • Business-like writing style (Hi Dr. Wyman, Best, etc.)
   • Be concise and to the point.
NETIQUETTE
Please use business etiquette when using ZOOM or online conversations. It is important to keep the course community a safe, engaging and friendly place. Here are some tips from the Wall Street Journal: https://www.wsj.com/articles/seven-rules-of-zoom-meeting-etiquette-from-the-pros-11594551601

• Don’t be late
• Turn on the camera
• No eating
• Don’t multitask
• Mute when you are not talking

Always remember to “Be professional” and say “Please” and “Thank you” when soliciting help from your classmates and instructor. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue.

Before posting and responding to a discussion board, check if anyone has asked it already and received a reply. Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding uneducated and sounding knowledgeable.

SOBE LEARNING GOALS
This class addresses four Learning Goals established by the School of Business:

• Communication skills. Students will prepare weekly oral presentations complemented by a written executive summary. Students will also get out of the building (GOOB) and conduct interviews with potential early adopters.

• Global and civic responsibility. Students undertake consideration of socially- and environmentally-responsible aspects of problems and solutions (consistent with the department statement of excellence found below); additionally, global awareness is integrated throughout the course.

• Intellectual innovation and creativity. The major class project is designed to encourage innovativeness and requires considerable creativity

• Synthesis. The project requires bringing together a comprehensive business model, which involves most of the functional areas of business

DEPARTMENT STATEMENT OF EXCELLENCE
The Department of Management & Marketing 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.

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.
COLLEGE OF CHARLESTON HONOR CODE AND 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.

ONLINE COURSES WITH EXAM PROCTORING (Does not apply to ENTR 320)
This course will require the use of an exam proctoring service for the course exams. Students are responsible for registering, scheduling, and the cost of the service prior to each exam. Instructions and additional information on proctoring can be found at https://academicaffairs.cofc.edu/distance-education/online-proctoring/index.php.

INSTITUTIONAL SYLLABUS STATEMENT REGARDING THE FALL 2020 SEMESTER
The College of Charleston is committed to promoting the health and safety of our campus community. Please read the following Institutional Syllabus Statement Regarding the Fall 2020 Semester: https://docs.google.com/document/d/1FwTUelrvqDK0ro0y9tL1t1Q3LORObxaK_Wogc7jULpl/edit

INCLEMENT WEATHER, PANDEMIC OR SUBSTANTIAL INTERRUPTION OF INSTRUCTION
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.
### ENTR 320: IMPACT X NEW VENTURE MODELING

**Tentative Class Schedule** (Subject to Change)

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Papers</th>
<th>Assignments / Pitches</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Course Overview</td>
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<td>SDG Pitch</td>
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<td>Aug 27</td>
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<td>2</td>
<td>Sept 1</td>
<td>SDG System</td>
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<td>Sept 3</td>
<td><strong>Final Team Selection</strong></td>
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<td>3</td>
<td>Sept 8</td>
<td>Lean Startup</td>
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<td>Sept 10</td>
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<td>Paper 1 (20)</td>
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<td>Sept 15</td>
<td>Target Customers</td>
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<td>Quiz</td>
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<td>Sept 17</td>
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<td>5</td>
<td>Sept 22</td>
<td>Customer development</td>
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<td>Sept 24</td>
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<td>Sept 29</td>
<td>Pitch Decks</td>
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<td>Quiz</td>
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<td>Oct 1</td>
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<td>Pitch 1: Wireframe Solution (25)</td>
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<td>Product-Market Fit</td>
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<td>8</td>
<td>Oct 13</td>
<td>Legal Startup</td>
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<td>Oct 20</td>
<td>Legal Vesting</td>
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<td>Pitch 2: Prototype (25)</td>
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<td>10</td>
<td>Oct 27</td>
<td>Impact Finance &amp; Metrics</td>
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<td>Quiz</td>
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<td>Oct 29</td>
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<td>11</td>
<td>Nov 3</td>
<td><strong>Election Day – No Classes</strong></td>
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<td>Pitch 3: Landing Page (25)</td>
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<td>Nov 5</td>
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<td>12</td>
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<td>Networking</td>
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<td>Nov 17</td>
<td>Workshop Final Pitch</td>
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<td>Pitch 4: Final Pitch (25)</td>
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<td>Nov 26</td>
<td><strong>Thanksgiving – No Classes</strong></td>
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<td>15</td>
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<td>Reflections &amp; Surveys</td>
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<td>Dec 3</td>
<td>Demo Day</td>
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<tr>
<td>16</td>
<td>Dec 8</td>
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*Terms and recommended tools:*
- Wireframe (static, black and white, low fidelity) [www.justinmind.com](http://www.justinmind.com)
- Prototype (dynamic, color, hi-fidelity) [www.justinmind.com](http://www.justinmind.com)
- Landing page (single page, lead-acquisition) [WIX.com, Unbounce.com](http://WIX.com, Unbounce.com)