WELCOME
Greetings! Welcome to ENTR 320. This course is an advanced entrepreneurship course with real world concepts that we would have wanted to learn in college. We are passionate about seeing students succeed. One of the greatest organizational needs today in this era of uncertainty and accelerating change is recruiting strong entrepreneurially minded leaders who understand social & environmental impact. 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 social and environmental problems using the UN Sustainable Development Goals (Understand);
2. Develop a wireframe to test your value proposition and minimum viable product (Apply);
3. Identify and differentiate your value proposition from the competition (Analyze);
4. Persuade others that you have identified a value proposition on Demo Day to a group of outside judges (Evaluate);
5. Be able to produce a new product or service that is scalable beyond its local impact (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>
<thead>
<tr>
<th>Modules</th>
<th>Points</th>
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<tr>
<td>Impact X Project</td>
<td>100</td>
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<tr>
<td>SDG Pitches</td>
<td>20</td>
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<tr>
<td>Quizzes</td>
<td>50</td>
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<tr>
<td>Final Paper</td>
<td>30</td>
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<td><strong>Total</strong></td>
<td><strong>200</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
- 90-91.9 = A-
- 88-89.9 = B+
- 82-87.9 = B
- 80-81.9 = B-
- 78-79.9 = C+
- 72-77.9 = C
- 70-71.9 = 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 project grade – wireframe, prototype, landing page and demo day – will be a composite score of 25 points based on the quality of the presentation and the execution of the new venture concept. All presentations must use PowerPoint as a slide format and be submitted in the Dropbox folder by noon on the day of presentation.

IMPACT X OWNERSHIP RIGHTS
Students from the 2018 Impact X cohort created a policy to help clarify ownership rights for startups exiting Impact X. Our policy is:

“Impact X is an educational exercise. Any one student on a team does not own the ideas developed over the course of the semester. The semester is highly structured, but after Demo Day team members are free to pursue ideas independently, or in restructured teams as they transition from an academic environment into the world of start-up business.”

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 5 minutes of question time from the judges. The top three teams will be eligible to win up to $2,000. 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 the last day of classes.

ELEVATOR PITCHES – 20 POINTS
An important skill for prospective entrepreneurs is the ability to pitch. Your team will make two pitches addressing your SDG research. Each pitch is worth 10 points.

QUIZZES – 50 POINTS
There will be five quizzes throughout the semester. 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. Quizzes may be a mix of presentations, multiple choice, true/false, and long answer. You may
be required to take written online quizzes through Oaks. All weekly quizzes are due by Thursday at noon (unless otherwise noted). There will be no make-up quizzes. If you miss the deadline, you will receive a zero for the quiz. 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. The Course-Instructor Evaluations assignment is due in Dropbox by 5:00 pm on the last day of classes.

**IMPACT X FINAL PAPER – 30 POINTS**
Your final paper is a professionally formatted executive summary. Please structure the 2 pages of your executive summary as follows:

- **Cover page** – Present an illustrated cover page. Include the title of your executive summary and your name as author. Be **creative and visually enticing** in your presentation!
- **Second page** – What are the 3 key lessons that you have learned and applied from your Impact X experience? Be specific.

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). Justify the text. The final is due in PDF format in Dropbox on Oaks at the time specified for the final exam. Papers will be graded on being professional, creative, reflective, and having a meaningful impact.

**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).

**LEARNING ENGAGEMENT**
Class attendance is essential for learning engagement. As a reminder, both the *Faculty/Administration Manual* (VIII.A.9) and the Catalog emphasize the importance of attendance, stating that “students are expected to attend all classes and laboratory meetings of each course in which they enroll.” In practice, of course, students may miss class for any number of legitimate reasons, including the need to isolate or quarantine because of COVID-19.

**Reasonable accommodations will be made for major life disruptions.** Occasionally, students will experience an event that causes a significant and sustained disruption to their progress in a course—a disruption that goes beyond the occasional absences noted above. Examples include serious illness or injury (including the need to quarantine or isolate because of COVID-19), victimization, legal obligations, or military service. A reasonable accommodation provides a student with the opportunity to continue making progress in the course but does not compromise the course’s goals and learning objectives. To be eligible for reasonable accommodations, it is necessary to inform me directly **by email prior to class**; notification may also come from the Dean of Students’ Office. If a particular situation cannot be accommodated during the course of the semester, students can withdraw from the class, request an incomplete (if the instructor agrees), or petition for a late withdrawal.

**COVID-related absences might require different accommodations.** Given the nature of a pandemic, a student—or more likely a group of students—might be absent from a course for an extended period of time. In these situations, we may move the entire course online for the duration of the quarantine period,
record class periods and share them with the quarantined students, or choose some other accommodation that provides students with the opportunity to continue in the course.

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. Multiple absences, habitual lateness (and leaving class early), and low class participation are evidence of low course engagement. Students with low learning engagement will incur a 1 grade penalty.

In summary, 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, four unexcused absences will lead to the student receiving a failing grade.

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.

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: NEW VENTURE MODELING
## Tentative Class Schedule (Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Quizzes</th>
<th>Assignments / Pitches</th>
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<tr>
<td>1</td>
<td>Aug 23</td>
<td>Course Overview</td>
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<td>Aug 25</td>
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<td>2</td>
<td>Aug 30</td>
<td>Lean Startup</td>
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<td>SDG Pitch I (10)</td>
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<td>Customer Development</td>
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<td>SDG Pitch II (10)</td>
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<td>Sept 13</td>
<td>Customer Development</td>
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<td>Sept 20</td>
<td>Pitch Decks</td>
<td>Quiz 2</td>
<td>Team Selection</td>
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<td>Sept 27</td>
<td>Mockit App</td>
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<td>7</td>
<td>Oct 4</td>
<td>100 Touchpoints</td>
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<td>Oct 18</td>
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<td>10</td>
<td>Oct 25</td>
<td>Digital &amp; Social Media</td>
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<td>Oct 27</td>
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<td>11</td>
<td>Nov 1</td>
<td>Landing Page</td>
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<td>Pitch 2: Prototype (25)</td>
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<td>Nov 3</td>
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<td>12</td>
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<td>Team Vesting</td>
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<td>Legal Startup</td>
<td>Quiz 4</td>
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<td>Nov 29</td>
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<td>Dec 1</td>
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*Terms and recommended tools:*
- Wireframe (static, black and white, low fidelity) [https://mockitt.wondershare.com/](https://mockitt.wondershare.com/)
- Prototype (dynamic, color, hi-fidelity) [www.justinmind.com](http://www.justinmind.com)
- Landing page (single page, lead-acquisition) [WIX.com, Unbounce.com](https://www.wix.com, https://www.unbounce.com)