6.4 Due Dates and Late Submissions

6.5 Earning Your Final Grade

6.6 Pitch Competition

7 Class Expectations

7.1 Attendance and Participation

7.2 Computer and Internet Requirement

7.3 Expectations for Written Work

7.4 Academic Integrity

8 My Role in the Class

9 If You Want to Do Well in This Class

9.1 Be Ready and Willing to Be Active Learners

9.2 Be Ready for A Lot of Work

9.3 Time Management

9.4 Be Ready and Willing to Become Part of a Community

9.5 Utilize Communication Tools

10 Rough Outline of Class
1 COURSE ESSENTIALS

1.1 SECTION INFORMATION
ENTR 320-03 CRN: 23883
Monday/Wednesday 2:00 – 3:15 on Zoom: https://cofc.zoom.us/j/89079896314
Occasionally in Tate 131 (in person)

1.2 ZOOM
I have been using Oaks and Google docs for years now, and even more so during the pandemic. It has become apparent that there are many situations in which online is superior to being in-person. In Zoom, unless you have trouble with bandwidth, I expect students to **keep their video on**. If you do not have the bandwidth for video, you must **at least use a profile picture in Zoom**. You can add that in settings. Additionally, make sure you sign in to Zoom using your CofC account.

1.3 TOPICS COVERED
Business model canvas, Business design, Competitive strategy, Conducting interviews, Creativity/design thinking, Customer development, Customer research, Elevator pitches, MVPs, Pivots, Product-Market Fit

1.4 COURSE DESCRIPTION (CATALOG)
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 or MKTG 302 or ARTM 325 or CSCI 215

Entrepreneurship is about problem-solving (aka product-market fit).
Problem = market, solution = product

1.5 REQUIRED TEXTS (ALL FREE)


1.6 **RECOMMENDED (OPTIONAL) BOOK**

2 **COMMUNICATION**

2.1 **CONTACTING THE PROFESSOR**
Dr. David J. Hansen (aka “Dr. Hansen,” “Professor Hansen”); Email is the best way to reach me: HansenD@cofc.edu
Add “ENTR 320,” or something similar, to the subject line.

2.1.1 **Response Times**
I will generally respond to emails same day if sent before 10 pm or the next day if later.

2.2 **OFFICE HOURS**
T/Th 12:00 – 3:00 pm [https://cofc.zoom.us/j/5668844750](https://cofc.zoom.us/j/5668844750) (or use Oaks ‘Personal Meeting Room’)

No appointment necessary – drop in for any questions about the class or other classes, or to chat about stuff you're working on, beer, sci fi, Star Wars or video games. If these hours don't work for you, I'm generally available afternoons and evenings – just set up an appointment.

2.3 **PERSONAL MATTERS**
If you have personal matters that are interfering with schoolwork, please come talk to me. I want to help to try to make things work. I suffer chronic depression, I’ve had a variety of other personal challenges, so I do my best to help.

2.4 **OTHER**
LinkedIn (davidjhansen), Steam (creative-destruction), and several other gaming platforms such as Line, Discord, PS, etc. I also stream music and interviews on Twitch [https://www.twitch.tv/daveskywalker](https://www.twitch.tv/daveskywalker).
3 OBJECTIVES AND GOALS

3.1 MAIN GOAL FOR THIS CLASS
Your goal in this class is NOT to have a great idea, but rather to learn how to research a market. You are looking to find a pain or problem within a niche of a market. Finding that is hard, but when you find it, the solution(s) will be easy – customers will help you create and market the best solution because they want it for themselves.

It’s better to find a problem and solve it with an idea, than having an idea and trying to find a problem to solve.

Fall in love with a problem, not an idea.

People don’t buy ideas, they buy solutions.

Sell aspirin, not vitamins.

Knowing customer needs is more important than an idea.
Ideas are easy to change, needs are not.

3.2 TABLE 2: COURSE OBJECTIVES (BLOOM’S TAXONOMY LEVEL: LOWER- TO HIGHER-ORDER THINKING SKILLS)

<table>
<thead>
<tr>
<th>Through this course you will:</th>
<th>By doing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the customer development process as a method of searching for product-market fit (Understand);</td>
<td>Modules</td>
</tr>
<tr>
<td>2. develop your creativity and design thinking skills (Apply);</td>
<td>Assorted assignments</td>
</tr>
<tr>
<td>3. critique and recommend improvements for other projects (Analyze);</td>
<td>Feedback assignments</td>
</tr>
<tr>
<td>4. convince/persuade others that you have researched and identified a product-market fit (Evaluate);</td>
<td>Pitches</td>
</tr>
<tr>
<td>5. be able to complete (Understand), use (Apply), test (Analyze), validate (Evaluate), and develop a new (Create) business model.</td>
<td>Project</td>
</tr>
</tbody>
</table>

3.3 SCHOOL OF BUSINESS LEARNING GOALS

1. Communication skills – module summaries, pitches and conducting interviews.

2. Global and civic responsibility – consideration of socially- and environmentally-responsible aspects of problems and solutions; additionally, global awareness is integrated throughout the course.

3. Intellectual innovation and creativity – the major class project is designed to encourage innovativeness and requires considerable creativity.

4. Synthesis – the project requires bringing together a comprehensive business model, which involves most of the functional areas of business.
4 STATEMENTS AND CONSIDERATIONS

4.1 DIVERSITY AND INCLUSION
One goal in this class, along with many other classes around campus, is to bring attention to issues of diversity and inclusion. Our department issued the following statement, which I strongly support (I was lead in writing it):

_The Department and Management and Marketing recognizes that Black Lives Matter. We also recognize that we need to make more of an effort to bring this issue into our classrooms. In our classes we teach the importance and value of diversity and inclusion, but we should and will make a more intentional effort to ensure that our materials, discussions, and speakers reflect these values. We are increasing our focus on diversity and inclusion in the strategic goals for our department. The action plans around this goal include curriculum changes, increased mentoring and extracurricular program offerings, individual class goals related to diversity and inclusion, and better reporting to measure our progress around these efforts._

While the above statement is primarily in response to the Black Lives Matter movement, diversity and inclusion also includes LGBTQ students. It’s important that everyone feel welcome in class. It’s also important to allow for open discussion.

4.2 DISABILITY STATEMENT
The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability (like I do) that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or reach out to me so that such accommodation may be arranged.

4.3 MENTAL & PHYSICAL WELLBEING
Below is an official college statement, but being a sufferer of mental health issues, please feel safe talking to me.

At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting “4support” to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

4.4 FOOD & HOUSING RESOURCES
Many CofC students report experiencing food (such as not being able to afford groceries or get sufficient food to eat every day) and/or housing (such as lacking a safe and stable place to live) insecurity. If you are facing such challenges, please reach out to me. You may also contact the Dean of Students for support or go to the CofC food and housing insecurity page to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.
What you’ll do in this class

Below you will find a basic information on the three graded components of the class: (1) Modules; (2) Assignments; (3) Your Own Business. There is some traditional course content through the reading and video preparation. But most of the class involves learning by doing. It is a very hands-on, real-life class.

Treat this project as a real effort towards a startup, because that’s how mentors, judges and I will treat it.

The only way to know if something works is to try it.

The only failure from trying is not learning from it.

Preparation Module Summaries
- There will be readings and video lectures as preparation material for what we will do in class, grouped into Modules
- Modules will be due on Sunday nights

Activity and Feedback Assignments
- There will be a few activity-based assignments, such as brainstorming
- You will have the opportunity to provide feedback for your classmates
- You’ll complete a course reflection for me at the end

Your Own Business
- The real experience - you will create a business online
- You’ll earn points through things like Customer Conversations, Landing Page with CTA, Ad Campaign Tracking, and Actual Sales

5.1 Flexibility
There will be more points possible across the three components above, than required to get an A. That means you have some flexibility in where you put your efforts. But note that you will not be able to get an A without doing work in all three components. This allows you to somewhat customize the class to your preferences. If you are more of a book worm and would rather do more reading and writing, you can do that. If you want to really focus on the start-up process, there will be plenty of points you can earn (but it will be work). If you just want to essentially sample the class, you can do that too.

5.2 Working with Others
Each business will be unique to the individual based on your interests. If there is someone else in the class that is also passionate about the same thing, you can work as a pair. If you do so, you will need to write a partnership plan. I have a template for you. It will help you set expectations and responsibilities.
6 GRADING

6.1 SPECIFICATIONS GRADING
I will be using a system called Specifications ("Specs") Grading. Assignments in this class are graded as “Good”, “Good Enough” or “Revise”. That is, you need to meet minimum specs for demonstrating competency for every graded component. This better mirrors what you would expect in most things outside of school (like work), where everything you do is either good enough or it isn’t.

6.2 REVISIONS
The “all or nothing” aspect of grading may seem a bit scary, but you’ll have the opportunity to resubmit assignments that don’t meet Good/Good Enough.

There is no failure, only lack of learning.

6.3 HOW THIS IS DIFFERENT FROM A TRADITIONAL GRADING SYSTEM
The amount of work you have to do is proportional to the grade you want to get. If you just need to get a C, you do less work (but not lower quality) than you would for an A. So rather than doing “just enough” on all assignments, you do quality work on only on enough assignments for the grade you want.

6.4 DUE DATES AND LATE SUBMISSIONS
Almost all assignments will be due on Sunday nights (for consistency). Late work will lose 25% per week. To avoid being counted as late, submit a work in progress before the due date so that you can revise it for full credit. Generally, I do allow assignments to be turned in a day or two late without penalty. But, if you need a longer extension, please contact me as soon as possible.

Get something done because there is never enough time to find perfection. Remember that Due is different from Do – don’t wait until something is Due to Do it

6.5 EARNING YOUR FINAL GRADE
Why use this system? You control your grade. You choose the grade you want and you know what assignments you need to do to earn that grade. Your grade is based on how much you progress you make. Each grading component is broken is graded as “Good” (full points), “Good Enough” (90-95%), or Revise = (variable %).

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Points</td>
<td>93</td>
<td>90</td>
<td>87</td>
<td>83</td>
<td>80</td>
<td>77</td>
<td>73</td>
<td>70</td>
<td>67</td>
<td>63</td>
<td>60</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

6.6 PITCH COMPETITION
During the final exam time slot, students who have done the most work in the Your Own Business category will have the opportunity to make a final pitch to a panel of judges. This is what you’re working towards the whole semester! The judges will be experienced entrepreneurs and angel investors. This is the real deal. Winners will earn real money!
7 CLASS EXPECTATIONS

7.1 ATTENDANCE AND PARTICIPATION
Attendance is expected, as is participation. That means being on Zoom with camera on (or at least using your mic to talk) and being in the classroom on in-person days – wearing a mask. Missing many classes and/or just logging into Zoom but not actively on camera and participating, will likely result in a lower grade.

7.2 COMPUTER AND INTERNET REQUIREMENT
Because we will do a lot of work online, you will need access to a computer and reliable internet. The College has some laptops available for loan. If you are in need for a computer or internet access, please let me know and I will see what I can do to help that doesn’t require taking out more loans.

7.3 EXPECTATIONS FOR WRITTEN WORK
Following the School of Business learning goal of effective communications, all written and oral work must be completed in professional style, and follow basic principles of effective written and oral communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count on all assignments. If you need help with writing quality papers or making good presentations, please make use of the writing and speaking labs available through the Center for Student Learning at the library: csl.cofc.edu.

7.4 ACADEMIC INTEGRITY
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 status indicator 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. Students can find the complete Honor Code and all related processes in the Student Handbook.

8 MY ROLE IN THE CLASS

- Provide the resources necessary to actively engage in learning
- Create the structure for learning how to develop a business concept you can launch, including detailed assignment instructions and grading rubrics
- Provide useful feedback, even if that feedback is not what you want to hear at the moment
- Serve as a guide and mentor to help you get the most out of this class and your project
- Connect you to community members that may help your project during the semester and beyond
9 If You Want to Do Well in This Class

9.1 Be Ready and Willing to Be Active Learners
This class requires you to DO, rather than simply read some text, watch some lectures and take an exam. That makes you an **active, rather than passive**, part of the learning process.

9.2 Be Ready for a Lot of Work
This class requires **more work than typical classes**, and most of it is “outside the building.” It is meant to simulate what startups are like in the real world, including ambiguity, uncertainty, time constraints, dealing with team conflict, etc. The difference is that it will be a lot less difficult than actually starting a company, and the consequences of failure are much less severe.

Note that this is **NOT a scare tactic** – any former student will tell you that the workload in this class will force you to become better at time management.

9.3 Time Management
Do NOT Procrastinate. There are a lot of assignments. Plan accordingly. Do not save them for the last minute. Instead, do assignments **EARLY**. Remember that **DUE is not the same as DO**.

Time Management is the second most frequently mentioned thing students learn in this class.

9.4 Be Ready and Willing to Become Part of a Community
Everyone participating in this course is part of a community – students, professor, mentors, judges. You will get to know and work with members of this community. You will be working with classmates, helping through feedback and assignments. Collaboration and creation of a community is key.

9.5 Utilize Communication Tools
Attend every class meeting in Zoom as if it were a regular in-person class. Log-in to OAKS to get reading and assignments done. Communicate with me. I provided office hours and ways to reach me electronically at the beginning of this document – don’t hesitate to use them.

10 Rough Outline of Class

(Work in Progress – more detail to come)

Week 1 – overview of the methods behind the madness of this class
Week 2 – getting to know yourself
Week 3-4 – getting to know your community (market/customers) and finding a problem to love
Week 5 – getting creative about solutions
Weeks 6-14 – Build-Test-Learn-Pivot-Share cycle – repeatedly