FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

   ENTR 200 Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

4. Signature of Business Affairs (only for course fees):

5. Signature of Curriculum Committee Chair:

6. Signature of Budget Committee Chair (only for new programs):

7. Signature of Academic Planning Committee Chair (only for new programs):

8. Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate: ____________________________
September 25, 2015

Bonnie Springer, Chair  
Curriculum Committee  
Faculty Senate  
College of Charleston

Dear Bonnie:

Attached you will find the proposal to change the pre-request for ENTR 200: Entrepreneurship Theory and Practice as approved by the Management and Marketing Research department and passed by the School of Business faculty on September 22.

The attached proposal is to remove the sophomore standing pre-req originally set for the course. Explanation is provided along with a copy of the current course syllabi.

Sincerely,

[Signature]

David Desplaces, Ph.D.  
Associate Professor of Entrepreneurial Studies  
School of Business

Enclosure
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: David Desplaces Phone: 3-6446 Email: desplacesd@cofc.edu
Department or Program: Management and Marketing School: School of Business
Subject Acronym and Course Number: ENTR 200
Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, H, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☒ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, H, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, H, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Remove the only course prerequisite: Sophomore Standing.

Like other entry level courses offered by the school of business (HTM210, ECON) this course is simply the introduction to the topic of entrepreneurship and therefore should not have a prerequisite.

It is also designed to encourage students to consider the concentration and minor earlier - the 200 level (sophomore level number will be kept) is simply suggested but not required especially in light of the increasing number of students who have started or are considering starting businesses while in college. Business Insider survey of 1000+ students/Grads (http://www.businessinsider.com/youth-entrepreneurship-council-2011-2) said 36% are sidepreneurs (started a business while pursuing their degree), 69% would like to work for an entrepreneur, while 73% were not offered classes in entrepreneurship.

This change would allow students the flexibility and access including encourage early elective section especially in light of lock step sequence of many majors on this campus.

This change could benefit all freshmen at the College of Charleston.

This form was last updated on 12/13/13 and replaces all others.
D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This proposal would have not consequential implications or effects to programs or students as this request is not adding but removing the only prerequisite (Sophomore Level). No acknowledgement is required.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Management and Marketing    School: SB    Subject Acronym: ENTR    Course Number: 200

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Entrepreneurship: Theory and Practice

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides an introduction to theoretical and experiential issues in entrepreneurship including the language of entrepreneurship, creativity and innovation, lean startups, business models, 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.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Sophomore standing

Cross-listing, if any: None

Is this course repeatable? □ yes  ☒ no  If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

This course provides an introduction to theoretical and experiential issues in entrepreneurship including the language of entrepreneurship, creativity and innovation, lean startups, business models, 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.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course? □ yes  ☒ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): None
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes  ☒ no  If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes  ☒ no  What is the fee? $____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. To know the context and language of entrepreneurship</td>
<td>Through weekly quizzes students are tested on their knowledge of the context and language of entrepreneurship.</td>
</tr>
<tr>
<td>2. To Identify and describe common characteristics and behaviors of ethical entrepreneurial leaders</td>
<td>Through weekly quizzes students are tested on their knowledge of the common characteristics and behaviors of ethical entrepreneurial leaders. Furthermore, students are exposed weekly to speaker who reemphasize the common characterizes and behaviors of ethical entrepreneurial leaders in our community.</td>
</tr>
<tr>
<td>3. Review new business concepts that confront social, environmental and/or economic challenges at local, national and international</td>
<td>Students are exposed to various types of entrepreneurial efforts through Friday speakers, and are asked to write a book summarizing the entrepreneurial lessons from the semester.</td>
</tr>
<tr>
<td>4. Persuasively pitch new venture ideas via oral presentations</td>
<td>Students learn how to assess the value of pitches that are presented orally which are graded using a group voting process twice in the semester.</td>
</tr>
<tr>
<td>5. Evaluate new venture pitches</td>
<td>Students are exposed to different venture pitches where only the top 3 pitches are selected for the school wide pitch competition. The competition is open to the public with students strongly encouraged to attend.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course introduces students to Entrepreneurship and exposes them to both the theory and practice of entrepreneurship (lecture series synced with the course content).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 12/13/13 and replaces all others.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
ENTR 200: Entrepreneurship
Theory and Practice

Class Days/Times: TBD
Class Location: TBD
Instructor: Professor David Desplaces but call me “Prof. D”

Office Location: 327 Beatty Center
Office Phone: 843-953-6446
Email: desplacesd@cofc.edu
Fax Number: 843-953-5697

Office Hours: Monday, Wednesday, and Friday from 8-9:45 am by appointment and others days/time by appointment (send me an email request)

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

TEXT:
- 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

SB LEARNING GOALS:
This class addresses the four Learning Goals established by the School of Business and Economics:
1. Communication skills – written assignments and oral presentations
2. Global and civic responsibility – review of socially- and environmentally-responsible entrepreneurship; additionally global awareness is integrated throughout the course
3. Intellectual innovation and creativity – portions of the course material cover creativity and innovation
4. 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.

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 (Dear 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 clear states the purpose of the e-mail including any action to be taken from the professor.
- Clear signature block with your full name, postal mailing address 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.

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>PechaKucha Text Presentations</td>
<td>15</td>
</tr>
<tr>
<td>Elevator Pitches with canvas</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Learning Engagement</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Course Grade Scale (Percentage)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99</td>
</tr>
<tr>
<td>F</td>
<td>Failure - Below 60</td>
</tr>
</tbody>
</table>

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.

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 – 10%
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. Students will get a maximum of 10 towards your final grade (100 points). Each students will start with 80 points – meaning that if you only plan to quietly attend class on time each week you will get 80/100 on the learning engagement scale. 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). 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.

Being There
Class attendance is absolutely essential to get the value of this course. All missed classes will be noted (please note use of clickers or phones in the class).

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.

Earning stars
Instructor approved events with evidence of attendance including the following
- Spaulding Series Speaker +2
- Entrepreneurship Center Activities
  - Global Entrepreneurship Week (outside of class events) +2
  - Entrepreneurship book club +3
  - Mentor visit +1
  - Attend an Enactus (Wednesday night) Event +1
- Career and Success Center Events
  - Resume reviewed and update THIS semester +3
  - Attend career fair (October 28) +2
  - Attend any other workshop offered by that office this semester +2
  - Google Resume Event (August 28 – Registration required) +2
- Run or volunteer for the James Island Connector Run (October 24) +3 each
- Weekly winner of class game show +1
- First student to complete the weekly quiz with speak review +1
- Special reward (students showing extra role behavior in class)

Loosing Stars
- Texting/Emailing/Checking emails during class (outside of game time) - -5
- Late for class
  - First time -1
  - Second time -5
  - Third time -10
  - Fourth -15
- Unexcercised Absence (excused absences do not count against you)
  - First time -1
  - Second time -10
  - Third time -15
  - Fourth time all points taken away and no makeup possible

PECHAKUCHA CHAPTER PRESENTATIONS – 15%
Students will form teams and make brief PechaKucha format presentations from our texts. PechaKucha Night was devised in Tokyo in February 2003 as an event for young designers to meet, network, and display their work in public. The presentation format is based on the idea of presenting a PPT image every 20 seconds. Teams have 6 minutes, 40 seconds to present (20 slides). It's a format that makes presentations concise, and keeps things moving at a rapid pace. Please load your presentation before class. All presentations start promptly at the beginning of class unless otherwise informed.

ELEVATOR PITCHES with Canvas– 15%
As a prospective entrepreneur an important skill you should have is the ability to pitch an idea. Over the course of the semester you will develop this skill by giving three elevator pitches. For example, select a recently launched company and pretend to be one of the founders. 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 complete the lean canvas model of your pitch highlighting the key entrepreneurial details including problem, solution, opportunity, and value. There will be three elevator pitches over the course of the semester; each is worth 10 points. There may be alternative themes for the elevator pitches.

QUIZZES – 30%
There will be 11 quizzes throughout the semester. The quizzes will be based on prior readings including articles, speakers and even this syllabus. 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, short answer and essay. You will be required to take the quiz online. There will be no make-ups – if you miss the deadline you receive a zero for the quiz. The value of the quizzes will vary, but will add up to a possible 50 points.

FINAL EXAM – 30% – ENTREPRENEURSHIP: Integrating Theory and Practice
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.

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.

ENACTUS:
Enactus is the largest student organization in the world, dedicated to teaching others concepts such as entrepreneurship and business ethics. Enactus is a great networking opportunity and resume builder. Enactus is a global non-profit organization and runs projects like Technology for Africa, Lemon-aid Stand, and CUBE coffee and snack bar.

ENTREPRENEURSHIP WEEK:
The week of November 14-20 is Entrepreneurship Week at the College of Charleston to coincide with Global Entrepreneurship Week. We will host a number of special presentations in and out of regular class times.

WILD PITCH
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 the 8 finalists will present on December 7th. This is an excellent chance to see pitches from students that specifically incorporates Universal Design. First place winner of the competition will earn $1000 with second best winning $500.

JAMES ISLAND CONNECTOR RUN
Social Enterprise is an important element of entrepreneurship. Each student are encourage to participate in making the race a success in the form of community engagement or service-learning. You are going to learn while serving the community. Money raised at the event has provided over 50 scholarships to CofC students over the last 15 years.
# ENTR 200: Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Assignment</th>
<th>Guest Speaker</th>
</tr>
</thead>
</table>
| 1    | August 26
August 28   | Introduction            | Fact Sheet          | Anita Zucker |
| 2    | August 31
September 2
September 4 | Entrepreneurial Mindset  | Ch. 1     | Quiz 1       | Christine Osborne     |
| 3    | September 7
September 9
September 11 | Creativity and Business Ideas | Ch. 4 | Quiz 2       | Herbert Drayton       |
| 4    | September 14
September 16
September 18 | Lean Start Up           |          | Quiz 3       | Eric Cox              |
| 5    | September 21
September 23
September 25 | Business Models         | PDF       | Quiz 4       | CoF Alumni            |
| 6    | September 28
September 30
October 2 | Pitching Your Product   | PDF       | Wild Pitch I | Shauna MacKenzie      |
| 7    | October 5
October 7
October 9 | IP and Legal Issues     | Ch. 6     | Quiz 5       | Steve Edwards         |
| 8    | October 12
October 14
October 16 | Business Plan           | Ch. 7     | Quiz 6       | Tommy Baker           |
| 9    | October 19
October 21
October 23 | Fall Break
Learn Canvas from Dubai |          |              | Brent Hoover         |
| 10   | October 26
October 28
October 30 | Marketing Plan          | Ch. 8     | Mid-term grades | Randy Dobbs          |
| 11   | November 2
November 4
November 6 | Financial Plan          | Ch. 10    | Quiz 8       | Gavin McCulley        |
| 12   | November 9
November 11
November 13 | Sources of Capital      | Ch. 11    | Quiz 9       | Stewart Vernon?       |
| 13   | November 16
November 18
November 20 | Level 5 Leadership      |          | Quiz 10      | General Taylor        |
| 14   | November 23
November 25
November 27 | Informal Risk Capital/DEMOS Thanksgiving | Ch. 12 |              | Nate Dapore           |
| 15   | November 30
December 2
December 4 | Slide Decks and Angels  | DEMOS Quiz | Wild Pitch III | Steve Edwards?        |
| 16   | December 7 | Wild Pitch Final Competition | $1000 DEMOS Competition |              |                       |

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. Speaker schedule can change.