University of Wisconsin-Madison

Entrepreneurship in Business, the Arts, and Non-Profits
Management and Human Resources 365

FALL 2010
Monday/Wednesday 4:35-5:50 PM
Room B32, Sellery Hall
Working Syllabus: September 7, 2010

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(Email strongly preferred. Use SUBJECT--"MHR365")

Office Hours by Appointment

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Course overview

This experimental course seeks to help you develop your personal ability to (1) take action to create value through the creation of new ventures, and (2) critically analyze ideas about entrepreneurship in society. This is a gateway course: It seeks to open doors and provides portals to ideas and capabilities.

The course typically asks you to tackle issues from the viewpoint of (1) a potential entrepreneur, and (2) as world citizen who uses critical thinking and imagination to explore issues in how society organizes itself. Active participation in this course will help you develop a basic tool kit of action strategies to create and harvest value in new ventures, a tool kit you can keep expanding over time. It also offers a chance to refine your intellectual toolkit for assessing the role of entrepreneurship in society. This has value for you as a student, citizen or leader who will participate in policy development and resources allocation.

Course activities

We'll work *readings, guest presentations and examples, in-class exercises, mini-lectures, student presentations, cases, and other modes of interaction* to promote your learning. We'll deliberately explore the *non-profit world*, and discuss *arts-focused ventures* (for profit and not) in our guests, cases, and exercises in this course.

Cases and real-world mini-projects are much more ambiguous than problem sets or lectures. The course deliberately presents you with ambiguity because ambiguity lies at the heart of the entrepreneurial challenge. In a given situation, what is the most important question to address among many? What information is most relevant? How do you actively deal with uncertain futures and ambiguous meaning? Knowing how to move ahead in the face of these questions is a key skill. Knowing how to critically approach information even when the complete answer can't be known also represents a crucial skill. Accordingly, in some cases I deliberately ask you to figure out what is the main issue to worry about in a given guest talk or exercises, rather than providing you with a simple crisp statement of a problem for you to solve.

Guests: Some of our *faculty and other guest presenters have enthusiastically agreed to join us for dinner at some point* in Sellery Hall. In addition, we will provide updates on many other campus resources available to you to pursue entrepreneurship, and encourage you to participate based on your own goals (e.g. The Burrill Business Plan competition events and new events in other areas).

Structure: Part I introduces concepts and skills related to *imagining and assessing opportunities*. Part II focuses on concepts and skills related to *actually creating a venture* (including people, organization and material resources such as funding). Part III moves away from the focus on founding a specific venture. It asks you to act as a critical analyst in considering what we know about the role of entrepreneurship in society. You will use critical thinking to assess evidence about this, and develop your ability to draw on scholarly research. Throughout the course, we consider material about for profit firms and non-profits.

Mixing theory and practice: Some of the concepts we will work with may seem surprisingly simple as tools for handling the complex issues raised in this experimental course. Yet, as Albert Einstein (not a simple fellow), said: *"One thing I have learned in a long life: that all of our science, measured against reality, is primitive and childlike -- and yet it is the most precious thing we have."*

Course Readings

I provide questions for you to address, and materials for each section the week before. This may include cases, articles, links to web videos, or other items I ask you to read and digest for the following week. In addition, please buy the text below which will provide key readings:

Entrepreneurship, 2008. Bygrave, William & Andrews Zacharakis. John Wiley & Sons. (Available at Bookstore)

This is an experimental course with a substantial number of guests. Therefore I sometimes adjust assignments and readings to match the needs. ***EACH WEEK, CHECK THE WEB SITE ON WEDNESDAY TO GET FINAL ASSIGNMENTS AND READINGS FOR THE NEXT WEEK. This is the official and final statement of your assignment, and provides relevant resources to complete it.** Do not use prior material to guess what will be due, but check the web site weekly on Wednesday.

Class participation is central to the learning experience. If you cannot attend class, please notify the instructor before class.

APPROXIMATE SESSION SCHEDULE

The assignments in this course are structured to support course goals, i.e. to help you:

Develop your *practical ability* to take entrepreneurial action
Deepen your *factual knowledge* about entrepreneurship
Deepen your *intellectual ability to assess critically* & *advance knowledge* of entrepreneurship and society

This list provides an approximate roadmap of the course. Adjustments will be made related to progress on topics and guest schedule revisions as needed.

Course introduction – Gateway to Entrepreneurship

9/06 Labor Day- No Class

9/08 1. Course introduction. Logistics. Guest: Chris Meyer.
As an entrepreneurial student and staff member, Meyeter has won awards as an inventor and entrepreneur, including a prize in last spring's 2010 Burrill competition.

9/13 2. Student goals. Types of knowledge. Entrepreneurship as process: For profit firms.

S2. Readings
1. Read entire syllabus. Note dates of written assignments. Bring any questions about course to class. 2. Read pp 1-4 and pp 20-top of 23 Chapter 1 of textbook. (Chapter 1 is posted on line in case you could not buy text yet.)

S2. Assignments
1.Go to the Burrill Competition web site www.burrill.bus.wisc.edu/resources. (Use Explorer) 2.*Watch presentation by Exchange Hut in "Presentations 2006," and for Windlift in "Presentations 2007"* *3. Go to Youtube and view "The Art of Start" by Guy Kawasaki*
Post and bring to class your notes on *1. What do you think were the original goals of the Burrill businesses you saw? Might they have changed over time? What would be your guess on why?* *2. Have you or members of your family been part of a new business? If so what was it and what was your role?*
IMPORTANT NOTE: If you have not completed an information card, PLEASE MAKE SURE THAT YOU DO NOT LEAVE CLASS THIS DAY without it being turned in. It will be used immediately to create groups for assignments that you will want to start on now.

9/15 3. Entrepreneurship as process: Not for profit contexts. Guest: John Surdyk
Associate Director of the Initiative for Studies in Transformational Entrepreneurship (INSITE) in the UW- Madison School of Business, Program Director of the Entrepreneurship Residential Learning Community (ERLC), and the Director of the G. Steven Burrill Business Plan Competition-

S3. Readings
1. Read the Nonprofit Almanac and pay particular attention to the size and scope of the nonprofit sector in the 'The New nonprofit Almanac' (pp 7).
2. Skim the tax example reference chart
3. Read Understanding Nonprofits (pp61-91)

S3. Assignments
Post and bring to class notes on *1.What are three things people mean by "social entrepreneurship?"* *2. What is a 501c3 organization?* *3. What does the nonprofit almanac report for how many people serve as volunteers? How much money is donated in the United States?* *4. Do you volunteer for or work with any nonprofits? If so, what is the mission of one of them?*

Part I. Imagine and assess opportunities

9/20 4. Imagine business opportunities

S4. Readings
1. Read Chapter 3, pp 84-87. We will go back to the rest of the chapter later when we get to EVALUATING opportunities. For now, we are focusing on learning to come up with more ideas, not on evaluating them. It's important to separate these processes to enhance initial creativity.
2. Read "Conscious Blockbusting," (Chapter 6), and "Alternative Thinking Languages" (Chapter 7) pp 75-111 in *James Adams*, Conceptual Blockbusting. Read carefully **pp 85-89 and pp 98-104**.

S4. Assignments
Post and bring to class notes on *1.Use the tools in Adams' chapter (and any other imagination techniques you have) to imagine possible business opportunities. Write down as many as you can on your list. Try staring with both (a) 'hassles' in your own life, and with (b) broad social change trends you are aware of.* *2. Of the 'alternative thinking languages' Adam's discusses from pp 93 onward, which ones seem most natural to you?*

9/22 **5. Imagine not-for-profit opportunities**

S5. Readings
1. Read the handout material from Social Entrepreneurship (Brooks, Prentice Hall, 2009). Chapter 1, pp 1-21. Focus only on pp 1-8 and the examples at end of chapter. (You are looking for ideas about different ways to imagine social Eship opportunities.) Do not invest time in the other parts of the chapter which are more general and raise questions we will tackle later in the course.

S5. Assignments
Post and bring to class notes on *1.Use the idea generating tools from last week and today's readings <u>to make a list of possible NONPROFIT ventures</u>.* *2. How could you develop facility with more of the thinking tools Adams describes? What could you do specifically in your daily life to enhance your ability to generate creative ideas or actions?*

9/27 **6. Imagine Opportunities. Creativity, improvisation. *Guest: Atlas Improvisation.***

This local start up improvisation company teaches classes on improvisation techniques. Today we will do improvisation exercises and talk to members of the team. They will discuss the challenges of running this unusual business and the strategies they use to manage it.

S6. Readings
1.Review pp. last paragraph on pp 87 and first paragraph on pp 88 in your textbook. Note mention of 'yes…and' which is standard improvisation technique. 2.Review pp 79-82 in Adams readings, on Flexibility of thinking. The improv setting involves GROUP creativity. Imrov exercises promote your developing flexibility confidence and skills.

S6. Assignments
1. On YouTube watch *a. Beginners Blues Course Lesson 4: Improvising (beginning sections).* *b. Greg and Kamel— improvise classical music (cello and piano) (beginning sections).*
Post and bring to class notes on *1.Where does the underlying order or focus of the blues improvisation come from?* *2.When the two classical musicians engaged in improvisation, how do they 'coordinate' the creation of the new piece, given that they don't have an advance plan for what they will do?* *3.Where are you more comfortable improvising in your own life, and where less so?*

9/29 7. Assess opportunities. Criteria: profit and non profit

S7. Readings
1. Read pp 56-59 in Chapter 1 in your text, (See pp 58).
2. Read pp 89-95 in Chapter 3 (On consumer/market) (Skim pp 95-100).
3. Read pp 100-103 (On competition).
4. Review Figure 3.10, consumer checklist. (Focus on Customer, Market size/growth and Competition).
5. Read pp 53 and 54 from Enterprising Nonprofits Focus on "Social Value Potential"

S7. Assignments
Pick an idea for a new venture from the lists we we all worked with in class, or even a new one that you have thought of. It can be for profit or not for profit. *Post and bring to class notes on* *1.A preliminary set of possible customers, starting with a primary, then a secondary, then tertiary customers (see pp 89 in text) If it's a nonprofit, distinguish the USERS of product and service from who might support the venture (e.g. group to receive aid versus donors who will support program).* *2.Your ideas about how you would find more information about whether these customers might really want this product enough to buy it.* *3.Ideas on what the competition would be..*
Go to the Burrill website (www.bus.wisc.edu/burrill) *1.Select "Presentations for 2007" under "Past Competitions" on the top right-hand side of the Resources page. Click on the **WindLift** presentation (you reviewed this before in class). Quickly review what it says at the consumer/market and competition for this venture.* *2.Select "Presentations for 2006" under "Past Competitions. Click on the **BTAG** presentation. You did not review this before but it is a different plan focusing on wind power with a different business model. Quickly review its customer/market and competition assessment.* *3.Compare the two proposed opportunities in terms of:* *- Who is the customer? How big is the estimated market roughly?* *- Why do you think the focus for the business changed?* *(Do not need to post these answers)*

10/04 **8. Assess opportunities: Research tools. Guest: Michael Enyardt**

Enyardt directs the School of Business Library and is Senior Academic Librarian Research Specialist. He provides key support for market research and teaches modules on this topic for the Wisconsin Entrepreneurial Bootcamp, Burrill competition seminars and other venues. He consults with faculty and student business planners and academic researchers.

S8. Readings
1. Read pages 165-170, 174-176 in Chapter 5.
2. Skim Chapter 5 overall.

S8. Assignment
Post and bring to class 1.What is the difference between primary and secondary market data? 2. Interview TWO people about an idea you have for a business or nonprofit. Write out three things that you learned from the interviews about interest or lack of interest in your idea.

10/06 **9. Imagine-Assess opportunities: Putting it together. Guest: Tyler Leeper..**

Leeper is a recent UW-Madison graduate student entrepreneur who owns *Wingra Boats* & founded/won 4th place in the 2007 G. Steven Burrill Business Plan Competition with ProactiCare (beds preventing bed sores in nursing homes) and has participated in the development of that business in key roles.

S9. Readings
1. Review material for Session 7, and Table 3.10.

S9. Assignments
1. On the Burrill site review 2008 presentations of ProactiCare.
2.Post and bring to class notes on what the presentation suggests about the following, in relationship to PractiCare *a. The Customer* *b. Market SizeGgrowth* *c. Competition*

Part II: Create the venture

10/11 10. Venture planning: Business models: Revenue and cost. Factors promoting high impact.

S10. Readings
1. Review pp 169, Read pp 170--183 in Chapter 5 on Marketing strategies
2. Read pp 126-129: Business models. Chapter 4. Review entire chapter. NOTE: Material on formal revenue and cost statements are aimed at preparing you for Written Assignment #2 NOT Assignment #1,(opportunity description). However, for Assignment 1 you WILL need to communicate (a) value proposition (why clients will purchase or value product/service) and (b) estimates of market size/value.

S10. Assignments
Post and bring to class notes on *Pick one sample opportunity we have worked with in class or you are interested in d answer the following questions:* *1.What is its basic revenue model? Where will revenues come from?* *2. What will be the main costs of generating the revenue?* *3. Make a simple diagram with boxes and arrows that show the revenue coming in and costs of generating it going out* *4. Write down at last one <u>alternative revenue</u> model you can think of in terms of what is 'the product,' what channels are used, or other aspects of what drives revenue for this business. For example, if you originally suggested selling financial planning services on line to individuals, you could suggest another model where you sell the material to large firms, who offer it free to their employees as a benefit.*

10/13 11. <u>Student presentations: Imagine/Assess Opportunity (Group)</u>

*****DUE Written assignment #1: Imagine and assess opportunity (<u>Group</u>)*****

S11. Readings
None

S11. Assignments
1. *Send your power points or any computer related material by NOON on TUESDAY OCT 12* 2. *h as email attachment to Jay (jotoole@bus.wisc.edu), with copy to aminer@bus.wisc.edu. THIS IS REQUIRED. Do not count on bringing a flash drive and running it, or opening through MY UW Madison or the like. The goal is to have all presentations loaded the day before so that the system is checked, and there is no time lost in class on technology. In class, you will just ccall up your presentation which will already be loaded.* 3. *In order to receive a grade you must ALSO submit your powerpoint presentation, write up, and any other materials pertinent to your presentation to **LEARN @ UW's Dropbox** by **4:35 pm** on the DAY OF PRESENTATION, Wednesday October 13.* 4. *Don't forget to make sure all students on project ARE LISTED on power point and written documents, you have numbered pages and met all other technical requirements for this assignment.*
2. During class, you'll fill out short, real-time evaluation forms that I provide related to the presentations of the other groups. Therefore, being there the whole time is important (and fun).

10/18 12. Intro to financial analysis and planning concepts

S12. Readings
1. Review Chapter 8 Building Your Pro-Forma Financial Statements in textbook. Focus first on pp 309- 312 (overview) and 314-318 (Elements of Preliminary Income Statement).

S12. Assignments
Pick a venture idea we discussed in class or that you find interesting. *Post and bring to class notes on* *1. What is (are) are key revenue driver(s)? How would you figure that out?* *2. How would you try to estimate cost of goods sold? What would expect would be important operating expenses?*

10/20 13. Intro to financial analysis and planning concepts (cont'd) including, non-profits.
***Guest:* John Surdyk**

S13. Readings
1.Continue review of Chapter 8. Focus on pp.324-325 (Balance sheet)
2. Brooks: Social Entrepreneurship (Chapter 5)

S13. Assignments
Post and bring to class notes on *1.What is the main idea behind an (a) income statement, (b) balance sheet, and (c) cash flow analysis?* *2. What is ratio analysis?*
Note on material from this week. For Written Assignment #2, note that you are not required to include all three typically pro forma documents, but you must include a preliminary simplified Income statement.

10/25 14. Strategy, first movers and intellectual property. CASE: EMI and CT Scanner

S14. Readings
1. Read pp 171-172 in Chapter 5: Product life cycle material. .
2. Read pp 129-132 in Chapter 4: First mover myth.
3.Read Chapter pp 519-520, Chapter 13. Study Figure 13.1, on pp 534. Intellectual property
4. Read EMI and CT Scanner. Harvard Business Review Case. (only available as a hard copy)

S14. Assignments
Post and bring to class you notes on *1.Should EMI pursue the opportunity of developing the CT scanner? Why or why not?* *2. If they pursue this, are they first mover, second mover or later mover?* *3. What are their formal intellectual property assets?* *4. What informal capabilities and knowledge do they have or lack that will influence whether they can succeed?*

10/27 15. Building teams (Types of organizations, role of authenticity)
CASE: Paul Robertson and Medici String Quartet

S15. Readings
1.Chapter 6. Building your team and keeping together. See esp. pp 201-209, pp. 216-222.
2.Chapter 9: The Business planning process. Read pp. 255-259 on Team.
3. Read Paul Robertson and the Medici String Quartet. Harvard Business Review Case #9-607-083. Background questions to explore before writing out answers to the case questions below: a. What criteria did Paul R. use to pick members of the quartet? b. What processes influenced their ability to <u>actually play well together over time?</u> c. What happened when Sir Curzon joined the group? d. How did the original team end up handling operational <u>organizational decisions such as booking arrangements, travel, etc?</u> e. What happened when Robertson announce (during work on the Beethoven Quartets) that he was no longer willing to manage <u>the financial affairs?</u> *What are the criteria for venture success for the quartet?*

S15. Assignments
Post and bring to class your notes on the following questions. If Paul Robertson had asked for your advice early on in forming the quartet *1.What would you advise him to do in forming and working with the initial performance group?* *2.What would you have advised him to do in terms of planning for financial survival of the quartet?* *3.Would you have advised him differently if this were a non-artistic organization? Why or why not?*

11/01 16. Financing and finding people in for-profit. Guest Barb Israel
Professor Barb Israel is a professor at UW- Madison in the School of Veterinary Medicine, founder of Echometrix (a medical software company), and former CEO of Platypus Technologies (a life sciences nanotechnology company).

S16. Readings
1. In textbook, review Chapter 10 (Raising Money for Starting and Growing Businesses. Pay special attention to pp. 383-385, 390-399 related to specific ways to raise funds. Familiarize yourself with general points on valuation and material on pages 399-403.
2. Read/skim the material on Harvesting Investments pp. 403-412 so you understand the general advantages of different types of exit events. (Note that there does not have to be an exit event.)

S16. Assignments
Post and bring to class notes on *Pick ONE potential venture we have discussed in class or you have become interested in. Pretend you are in the founding group:* *1.What <u>financial</u> resources would you need/want to get this venture going?* *2.What would be the advantage/disadvantage of the different WAYS you could do early funding? (e.g. bootstrapping, borrowing, investors) Suggest you make a small table of each way and its positive and negative potential).* *3. What <u>people</u> would you need/want to get this venture going as co-founder or key employee? Where would they come from?* *4.Make a list of specific people you could ask for help from if you were starting a new venture (not by name, but in terms of what kind of help – e.g. Uncle, accountant, could help with setting up financial controls).*

11/03 17. Finding funding and people in non-profit: Guest Ben Weston

Weston is a current medical student who also is getting a degree in Public Health, and founded the new non-profit venture of Healthy Classrooms.

S17. Readings
1. Read pp 483-484 in Chapter 12 about organizational forms.
2. Read: Excerpt on fundraising from Social Entrepreneurship, Brook Adams. pp 123-138
3.Google website for Healthy Classrooms. Review board of directors. Read history of formation in the Spring 2010 newsletter posted.

S17. Assignments
Reflect on your experience in terms of starting or participating in projects for the general good. *Post and bring to class notes on* *1. Have you done this? Do you know other students who have done this?* *2.What was satisfying about it? Challenging?* *3. Why do people donate time in the non-profit context and what difference does that make in finding or working with contributors?*

11/08 18. Student presentations: Mini-Venture Plan (Group)

*****DUE: Written assignment #2: Mini-Venture Plan (Group)**

S18. Readings
None

S18. Assignments
Send your power points or any computer related material by NOON on SUNDAY NOVEMBER 7 h as email attachment to Jay (jotoole@bus.wisc.edu), with copy to aminer@bus.wisc.edu. THIS IS REQUIRED. Do not count on bringing a flash drive and running it, or opening through MY UW Madison or the like. The goal is to have all presentations loaded the day before so that the system is checked, and there is no time lost in class on technology. In class, you will just call up your presentation which will already be loaded. *2. In order to receive a grade you must ALSO submit your powerpoint presentation, write up, and any other materials pertinent to your presentation to* ***LEARN @ UW's Dropbox*** *by* ***4:35 pm*** *on the DAY OF PRESENTATION, Monday November 8.* *3. Don't forget to make sure all students on project ARE LISTED on power point and written documents, you have numbered pages and met all other technical requirements for this assignment.*
2. During class, you'll fill out short, real-time evaluation forms that I provide related to the presentations of the other groups. Therefore, being there the whole time is important (and fun).

11/10 19. Special topic: Choice of organizational form. John Surdyk CASE: Smart Storm

S19. Readings
1. Review: "Is your idea an opportunity?" Chapter 3, esp. pp 89-93, and Table on Page 105.
2. Read the (actual) business plan for "Water Works" and the SmartStorm device. This real world case involves both assessing opportunities AND thinking about what organization form is best to pursue different opportunities.
3. When you review Table on page 105, think about how each concept listed on the left applies or does not apply to the *nonprofit setting* and whether there are factors missing from your viewpoint.

S19. Assignments
Reflect on sessions throughout the semester on for profit and non-profit contexts for carrying out the entrepreneurial process. The Smart Storm case represents a not uncommon situation where it is not clear what form is best for what activities. *Post and bring to class your notes on :* *1.What is the core business opportunity/need, and product/service for this proposed venture?* *2.What are the most promising aspects of this proposed venture? Is this a profit venture, nonprofit or mixture?* *3.Where are areas where you would have the greatest concern that it might not really all work out? Support your ideas with facts as much as possible.*

11/15 20. Special topic: Venture formation in the arts. *Guests: Professor Stephanie Jutt*

Jutt is a Professor in the Department of Music at UW Madison. She was a founder of *Bach Dancing and Dynamite Society* and of efforts to enhance entrepreneurial skills for artists. Professor Jutt will perform sample music in class if circumstances permit.

S20. Readings
1. Review material about Professor Stephanie Jutt and Bach Dancing and Dynamite Society a. Jutt bio on UW Music Dept pages http://www.music.wisc.edu/faculty/bio?faculty_id=37 b. Bach Dancing & Dynamite: Check out history, events http://www.bachdancinganddynamite.org

S20. Assignments
Post and bring to class notes on *1.How does careers Jutt's career embody entrepreneurial action?* *2.What is the Bach Dancing and Dynamite Society? How was it founded?* *3.What resources does Jutt draw on to support her career & new ventures?* *4.Prepare a question that you can ask her to deepen your expertise on arts Ehsip.*

Part III: Entrepreneurship and Society: Critical Assessments and Debates

11/17 21. Goals, writing styles and library tools for scholarly analysis. Guest: Jay O'Toole

O'Toole studies entrepreneurship as a doctoral student in the Department of Management and Human Resources at UW-Madison. Before entering this program, O'Toole started his own for-profit web consulting firm, worked at Deloitte Consulting and a start-up technology firm, taught in Teach For America, established a non-profit foundation dedicated to expanding the education horizons of students in low income communities, and worked as a national consultant on education reform.

S21. Readings
1. Skim the material from the MLA Handbook for Writers of Research Papers, Joseph Gibaldi, 2003 (6th edition). Pay special attention to: Purpose of research papers pp 3-8. Review section 1.4 on Conducting Research, Read Evaluating sources—pp 41-45, and Plagiarism types and what to do if you have concerns about it—pp 65-75

S21. Assignments
Post and bring to class notes on 1.What are differences between professional and scholarly writing? 2.What are two things that are the SAME about writing well in both professional and scholarly/critical context? 3.What is the difference between secondary and primary data?

11/22 22. Entrepreneurship and Society: Descriptive, causal and normative theories

S22. Readings
1. Chapter 1 & Chapter 4 in Organizations Evolving. Howard Aldrich. 1999. Sage
2.In textbook, Chapter 1: pp.12-18.

S22. Assignments
Post and bring to class notes on *1.Name two processes the Aldrich says the literature identifies as important in th formation of new organizations.* *2.What kind of evidence does he cite for at least two claims? Be specific.* *3.What are two theories he uses to construct causal models of new venture formation?*

11/24 23. Research time for Written Assignment #3

S23. Readings
None

S23. Assignments
1. Work on Written Assignment #3.

11/25-11/28 Thanksgiving Break

11/29 24. Descriptive research and policy issues: Role of Entrepreneurship in Job Creation

S24. Readings
1.In textbook, Chapter 1: pp. 2-4, noting statements on job creation
2. Chapter 2 in The Illusions of Entrepreneurship. Scott Shane. 2008. Yale University Press

S24. Assignments
Post and bring to class notes on *1.What does the text book imply about the link between Eship and job creation?* *2.What does Shane imply about the link between Eship and job creation?* *3. What are some reasons the conclusions seem to differ? Can both be accurate?*

12/01 25. Entrepreneurship and society. Guest: Chad Navis

Professor Navis is Assistant Professor in the department of Management and Human Resources, and a Principal in the Initiative for Studies in Transformational Entrepreneurship. He teaches the core course on Strategic Management in the Life and Engineering Sciences and does research on underlying processes that drive entrepreneurship.

S25. Readings
1.Review Navis research paper provided in material for this week

S25. Assignments
Post and bring to class notes on *1.Identify one 'causal claim" about entrepreneurship processes. That is, one statement in which some X causes some Y.* *2.Try to diagram the claims using boxes and arrows. (With a "cause" in one box, then arrow to the "effect").* *3. What does the author conclude from the study?*

***** DUE: Written assignment #3: Critical assessment of entrepreneurship and society paper. (Individual)-** *In order to receive a grade you must submit your write up and any other materials pertinent to your presentation to* ***LEARN @ UW's Dropbox*** *by* ***4:35 pm*** *on 12/01.**********

12/06 **26. Entrepreneurship in international context:** ***Guest researcher: Professor Jeremy Foltz.***
Foltz is a Professor in the department of Agricultural Economics, College of Agriculture and Life Sciences and a lead participant in the Initiative for Studies in Transformational Entrepreneurship. He has explored entrepreneurship processes in international contexts and by faculty researchers in the U.S.

S26. Readings
1. Read Foltz paper provided in material for this week.
2. Review pp. 20-22, Chapter 1 textbook.

S26. Assignments
Post and bring to class notes on *1.Identify one 'causal claim" about entrepreneurship processes in Foltz paper. That is, one statement in which some X causes some Y.* *2.Try to diagram the claims using boxes and arrows. (With a "cause" in one box, then arrow to the "effect").* *3. What does the author conclude from the study?*

12/08 **27. Entrepreneurship as a set of values and/or ideology**

S27. Readings
1. Review Shane articles- Chapter 1 & Chapter 2 in <u>The Illusions of Entrepreneurship</u>. Scott Shane. 2008. Yale University Press

S27. Assignments
Post and bring to class notes on *1.Name two 'myths' that Shane believes are widespread and incorrect.* *2.What kind of evidence does he provide to support for at least two claims? Is there a different way to look at it which would give a different answer?* *3. Could the values of entrepreneurship be useful even if unconditional claims for its impact are imprecise or incorrect?*

12/13 28. Student debate: Entrepreneurship and society

S28. Readings
1. Review chapter 1 of textbook.
2. Review the chapters from Illusions of Entrepreneurship (Shane) today.

S28. Assignments
1. Name two 'myths' that Shane believes are widespread and incorrect.
2. We'll have an in class debate. To prepare for this, bring to class two sets of notes. *You will be assigned to a team that will argue one of the two following positions. Be prepared to be on either team.* *Position 1: The more entrepreneurship there is, the better off everyone in society is. Therefore all institutions including schools at all levels, governments, nonprofits, the military, and all businesses should be taking steps to promote more entrepreneurship, and public funding should support such efforts.* *Position 2: Promoting or requiring entrepreneurship sometimes can lead to harm or wasted effort for individuals or for institutions. Therefore society should promote entrepreneurship only in selected institutions but not all, or only certain kinds (state which ones). Public funding should only be used for some efforts, such as (fill in example of where public funding would be appropriate in your view).* *Note that as part of your preparation, you should pick one explicit definition of entrepreneurship, identify its source, and use it consistently.*

12/15 29. Review, Wrap Up. (Last class meeting for Fall 2010)

S29. Readings
1. Skim course notes and your work for your papers.

S29. Assignments
Post and bring to class written notes on 1.Issues you think need more research in entrerenership 2. What were the two most useful concepts or skills related to Eship for you this semester?

12/18 THERE IS NO FINAL EXAM on Dec. 18. It is replaced by Written Assignment #4.

12/23 * DUE: Written Assignment #4. Critical assessment of entrepreneurship and society (<u>Individual</u>) -** *In order to receive a grade you must submit your write up and any other materials pertinent to your presentation to* ***LEARN @ UW's Dropbox*** *by* ***8:00 pm****.* *********

OTHER FALL DATES OF INTEREST

Fall ERLC Guest Dinners - TBA

Special Focused ERLC Guest Speakers

1. **8/28** Welcome picnic with ERLC faculty community at Pyle Center Rooftop.
2. **TBA evening session:** Bus. School Advisor Jeff Gehrke and Human Ecology Advisor. How to apply to business school and other campus options

Arts Enterprise: Art as Business as Art Seminars and Events

1. **9/10** (4-5pm) @ Student Commons, Art Lofts, 111 N. Frances St. Life as a Creative Entrepreneur: Making a Living While Making Artwork. Lisa Sonora Beam.
2. **9/23** (7pm) @ The Overture Center. Where Art and Audience Collide: Smashing Assumptions About Art as Venues. Elizabeth Streb.
3. **9/24** (10:30-11:30am) @ Grainger Hall Plenary Room, 975 University Ave. Physics in the Arts. Elizabeth Streb.
4. **10/01** (5pm) @ 179 Human Ecology, 1300 Linden Dr. Costume Design. Lydia Tanji.
5. **10/15** (7:30pm) @ Mills Music Hall. Imani Winds Performance
6. **11/12** (7pm) @ MMoCA. Arts, Inc.: Greed, Neglect, and Our Cultural Rights. Bill Ivey (Obama's Arts and Humanities adviser and Director for Curb Center for Arts, Enterprise, and Public Policy at Vanderbilt)
7. **12/03** (7pm) @ The Overture Center. Arts Journalism 2.0: The Next Wave in Arts Conversations. Douglas McLennan (Founder of Arts Journal and Director of Arts Journalism Program)

Fall Burrill Seminars and Events (Usually in Sellery 29, but check listings)

Thursday, October 8, 2009, 5:00-6:30 PM - Building a business plan
Thursday, October 15, 2009, 5:00-6:30 PM - Exploring the marketplace
Thursday, October 22, 2009, 5:00-6:30 PM - Choosing the legal form business
Thursday, October 29, 2009, 5:00-6:30 PM - From product to production
Thursday, November 5, 2009, 5:00-6:30 PM - Financial projections

MHR 365 COURSE SET UP AND EVALUATION

Classroom Niceties

As you know, entrepreneurs and leaders find problems and opportunities, rather than waiting for others to define them. They integrate ideas, work with others and take personal responsibility. This class seeks to reflect these values and skills in our day to day interactions. This spirit implies the following norms about interaction.

1. Since the purpose of this class is your own development, please let me know about any questions or concerns you have with the course. I welcome email to exchange ideas directly (Please use "MHR365" in the Subject heading). This is important! Like you, I get dozens of emails a day. Yours are the most important but I need to see them quickly. I am also happy to set up a meeting time, chat over class break or be called at home. It's best to process any questions quickly so your time is well spent.

2. Class starts promptly at the scheduled time. Class interaction lies at the heart of learning in this course, so attendance is vital. Do let me or the TA know if you won't make a class.

3. You are responsible for checking with others to make sure that you have any material handed out in class and are aware of any course adjustments. This is an experimental course, so we may will make refinements as we go along. Talk with members of your group to get any handouts, assignments you missed. We will typically bring extras to the next class but it may be too late for your to do the work It's your job to make sure you have what was handed out at last class if you were not there.

4. Except for items specifically requested to be group work, anything you submit as an individual should be your own original work

5. Academic dishonesty will be prosecuted to the fullest extent allowed by university rules and regulations.

Course Grades

Your final grade will be determined by combining assessment of your work following the weights below. More detailed instructions on each of the elements below.

Housekeeping items. (1) Cards first week of class (2) Course evaluation sheets provided by instructor (in addition to regular university forms)	2 % (completion only)
Bulletin Board item (Graded ok, + or -)	8%
In class participation (Including but not limited to attendance)	15%
Class discussion prep notes (Total number completed)	15%
First group write-up & presentation (Idea and assessment)	10%
Second group write-up & presentation (Mini-venture plan)	20%
Third write-up. Individual paper. (Critical assessment of entrepreneurship and society)	15%
Fourth write-up. Individual paper. (Critical assessment of entrepreneurship and society)	15%

Housekeeping Items: Card Info & Evaluation Sheets 2% (Completion)

These are housekeeping items that play an important role in helping keep track of important issues.

1. Card with information (Done first week in class)
2. Evaluations we ask you to complete on course
3. Assessment of team or other items.

<u>Bulletin Board Item   8% (Completion)</u>
At the beginning of each class, we will usually take a FEW MINUTES to hear "Bulletin Board" items. Please bring in at least ONE such item during the entire course.

A bulletin board item may be a newspaper, magazine article or advertisement, website printout, memo from a real organization, actual product or any other document or object from the "real world." It must illustrate a concept or principle we have worked with in this course. In other words, it cannot just be a cool idea or thing. You must make an explicit link between the item and at least one course concept or definition. It does not have to relate to the specific subject of the session at which you present it.

The goal of this is to broaden the links between course concepts and outside events, and to practice instant application of the different frameworks we will use for strategic analysis.

Please note that all "bulletin board items" must be completed ***before the last week of the class****.*

To prepare your bulletin board item:

1. Bring <u>two copies</u> of the article or item

2. Write a *short comment* on (a) what document/object is and (b) how it reflects a specific course concept. Make sure your name is on this comment, which can be about a paragraph or two long. Bring <u>two copies</u> to class.

3. When I call for "Bulletin Board items" raise your hand. When I call on you, very briefly summarize the item and the specific course concept/principle it embodies.

4. Tack one copy of the item up on the actual course bulletin board at the end of class for others to peruse. Please hand in the second copy of your comments to me at the same time to make sure I can assess the item and give you credit.

5. Submit one copy of your <u>bulletin board comment</u> into the **LEARN @ UW Dropbox** ***before the last week of the class***. If the article you chose is online then submit a pdf of the article or the internet link to it as well.

No bulletin board items will be accepted the last week of the class.

<u>In-class Participation   15% (Graded)</u>
Active participation in this process is not peripheral to the competencies the course seeks to build. It is central. Understanding and successfully taking entrepreneurial action requires personal competencies in articulating ideas and drawing on the expertise of others, sometimes quickly. Assessing the origins and impact of entrepreneurship in society also benefits from interaction with others to learn new facts and viewpoints. We'll build on the insight and expertise of many class members as part of our collective learning on all fronts. Good participation involves quality of thought, and attending to comments by others.

I look forward to active participation by all students in class discussions and mini-presentations. Attendance is a prerequisite for this, but active and thoughtful involvement during class is necessary.

Assessment: At the end of the semester I will review my notes and assign an overall grade based on quality and quantity.

Class Discussion Prep Notes 15% (Completion)

For many, although not all class sessions, you are asked to prepare informal discussion notes to bring to class that you also post to the UW Learn site. This might be notes on a reading, ideas for a new venture, comments on a mini-case handed out the week before or an evaluation of an idea raised by an in-class guest.

For these assignments:

1. Make sure you put your name on the top of the notes. Put your ideas down in an outline or bullet point form. Use them in class as part of your discussion in small groups if appropriate, then hand in at the end. PLEASE THINK OF THESE **AS NOTES TO YOURSELF**. LISTS, PHRASES ARE GOOD. **DO NOT INVEST TIME IN EDITING THEM OR WORRYING ABOUT WRITTEN PRESENTATION FOR THESE NOTES**. THEY WILL NOT BE GRADED, AND ARE NOT MEANT TO BE COMMUNICATION TO OTHERS. INSTEAD THEY ARE NOTES FOR YOUR OWN USE, WHICH I CHECK YOU HAVE COMPLETED. This contrasts strongly with the four written assignments where writing, professional presentation, copy-editing etc. will have a major impact on your grade.

2. Submit one copy of your prep notes online in the **LEARN @ UW website in the Dropbox**. The dropbox will close at the beginning of class everyday so it is important that you submit your homework to them BEFORE class begins. Even though the notes will be collected in class I will count as completed the notes turned in through the dropbox.

Assessment: I'll record them as they are submitted online in the LEARN @ UW Dropbox, and the total at end of semester will determine the assigned grade.

#1 Write-up & Presentation: Identify & Assess Opportunity (Group) 10%(Graded)

Assume that some important relatives – say your Aunt Sally and Uncle Adam Jones– have heard you are taking a course on entrepreneurship. They have asked you to write them a memorandum about a potential opportunity for them to explore further in terms of time or money. They want a written, professional quality memo from you to them that outlines and assesses an opportunity that you choose. They will share your memo with others who may want to participate or investigate the opportunity further. These might include a lawyer, banker, donor, or investors who may want to support your venture. They don't want a whole venture plan, just a very well done opportunity description and assessment.

1. In your group, use the tools we have practiced in class to imagine varied opportunities you might find worth pursuing. Remember to spend some time working with variations or extensions of possible ideas. Pick *one* your group finds genuinely interesting or promising. *Attach a list of ideas you considered at the end of the written assignment.*

2. For your memorandum, pick ONE specific opportunity for the focus of all the rest of your work, say Opportunity A. Describe the opportunity.

3. Next, evaluate this opportunity. They want you to provide the key issues and facts to help them decide whether to go any further in exploring the idea.

   Systematically assess the opportunity. Focus on the major topics and/or any criteria especially important for THIS opportunity. Make sure you include (1) Who are the customers/clients? (2) what is the value proposition for the new venture? That is, why will customers see it as worth paying for, or donors/policy makers seeing it as worth supporting? (3) What is potential market size/growth opportunity? (4) What is competition and how can you over come it?

   Remember to:
   a. Make the *logic* of your reasoning crystal clear. Avoid clichés. Use headings.
   b. Include *examples* of key issues if that will help make your claims more vivid
   c. Emphasize *facts and data* to support your arguments
   d. *Avoid classic dangerous* assumptions such as: There is no competition, a first mover has an enduring advantage, or what interests us personally will interest lots of others.

➔ DUE DATE AND REQUIREMENTS

Due on Wednesday, October 13th

1. Make a FIVE MINUTE PRESENTATION based on your analysis. You may use power point but this is not required.

2. EMAIL power point and presentation material to **Jay O'Toole by NOON Tuesday October 12** for us to load to computer. You may not present any other items electronically on Oct 13.

3. Turn in the final memo and power points (idea description and assessment) by **4:35 pm** on Wednesday October 13th to the **LEARN @ UW Dropbox**. The memo should be a written document that is 5-7 pages long double spaced. Appendices ok and are even encouraged (e.g. market data or graphics). Twelve point font, 1 inch margins. ALL names of group members must be on top page. NUMBER the pages. Copy editing and writing polish count in grade.

*****For all of the writing assignments it is expected that you will take the extra effort to see the writing center to insure you submit papers with your highest quality of work. Visit http://www.wisc.edu/writing for the times and locations of the center****

#2 Write-Up & Presentation: Prepare an Exploratory Mini-Venture Plan (Group) 20% (Graded)

-Pick a proposed venture your group would think would be worth doing.
-This time, assume you want to actually pursue the opportunity, i.e. create a venture.
-Pick one of two possible main 'audiences' for your plan

1. A source for funding (or other resources if funding not needed, for example a. major investor or donor.

2. A potential key person you want to involve – e. g. a person you want on your top team, a potential crucial employee, a lawyer or expert who you would want to help over a period of a few years as advisor, board member or participant.

Write a Mini-Venture Plan.

1. Review key topics for standard plans. In your mini-venture plan, spend most time on sections especially key for *this* venture. For example, only include IP if it's central to the venture. I would rather have solid data and plans for fewer topics than shallow for many.

2. This document differs from Written Assignment #1, the Opportunity Assessment because you will now outline proposed action steps: set up the proposed organization, find people and resources, operations and financial planning. Make sure the core value proposition and overall revenue model are crystal clear. No matter what, make sure that you include (a) Who will be involved? (2) Where will resources come from? (c) A preliminary simple income statement.

3. Push as far as possible on actual specific steps. Specific marketing steps, channels of distribution, operations, IP (if relevant) and costs are key As before, interact with the world as much as you can in terms of making good guesses on market size, prices, costs of goods to you etc. Talk to real people who may be customers/clients, vendors, channels, industry experts.

4. If your venture is non profit, use the same approach in terms of focusing on key topics for this particular venture. For financial planning, emphasize how this venture will sustain itself, rather than focus on making profit. Discuss the venture's goals and then suggest how you would later assess whether or how it is meeting them.

5. You can review prior business plans at the School of Business Library. Check with circulation desk. No one can take them out. They are precious resource from prior classes! Remember you don't have to prepare a complete plan but rather a mini-plan with key elements in depth.

6. Remember to
   a. Make clear the logic of your reasoning. Avoid clichés.
   b. Emphasize facts, data and/or vivid examples to support your arguments
   c. Keep your mind open for creative ideas
   d. Avoid some of the classic FALSE assumptions such as: there is no competition, a first mover has an enduring advantage, what interests us personally will interest lots of others.

➔ DUE DATE AND REQUIREMENTS

PRESENTATION AND PAPER DUE: Monday November 8

1. Make a SEVEN MINUTE PRESENTATION based on your analysis. You may use power point but this is not required.

2. EMAIL power point and presentation material to Jay O'Toole by NOON Sunday November 7 for us to load to computer. You may not present any other items electronically on Nov. 8th..

3. Turn in the final memo and power points (idea description and assessment) by **4:35 pm** on Monday November 8 to the **LEARN @ UW Dropbox**. The memo should be a written document that is 5-7 pages long double spaced. Appendices ok and are even encouraged (e.g. market data or graphics). Twelve point font, 1 inch margins. ALL names of group members must be on top page. NUMBER the pages. Copy editing and writing polish count in grade.

****For all of the writing assignments it is expected that you will take the extra effort to see the writing center to insure you submit papers with your highest quality of work. Visit http://www.wisc.edu/writing for the times and locations of the center****

#3: Individual paper: Critical Assessment of Entrepreneurship and Society 15% (Graded)
This assignment focuses on helping you (1) gain more factual knowledge about entrepreneurship in society and present that knowledge to others and (2) deepen your critical assessment and argumentation skills. These include the thoughtful review of evidence and the clear presentation of supported arguments.

Background
As you know, the general topic of entrepreneurship gets attention from the press, from policy makers, and from individual citizens around the world. There are many generalized beliefs about what entrepreneurship is, who becomes an entrepreneur and/or a successful one, and what impact any of this has on our overall happiness and prosperity. Some of these widespread beliefs are supported by hard date. Some are simply false. Others are valid to a large degree, but incomplete. Some are valid under some conditions and not others.

This project asks you to develop expertise in one specific topic related to entrepreneurship, and to present to the reader a more accurate view about this topic. In addition, it asks you to present fact-based and/or clearly articulated arguments about WHY patterns or outcomes occur. This paper is *not about expressing personal prior beliefs*, but finding and summarizing key arguments and objective evidence. In some cases, you will be helping offer a more accurate viewpoint than common myths.

Please pick ONE of the following topics or suggest to me another topic about entrepreneurship of society that you would like to study. If I OK it, work on that one.

A. Is entrepreneurship as driven by individual action or social context?

One common assumption is that entrepreneurship occurs mostly because of individual traits, values or goals. Some people believe, for example, that a few special people have inborn traits that make them more entrepreneurial. Another viewpoint claims that broader social context actors will drive whether entrepreneurship occurs, such as nation, region, or industry conditions. This viewpoint emphasizes things outside individual differences.

1. Define entrepreneurship as you will use the term in your paper.

2. Pick ONE general social factor context such as region or country. First present positive arguments from prior research about why this will affect the level of entrepreneurship we actually observe. Present hard data that supports this view.

3. Then outline arguments if any against this viewpoint. Describe or summarize one or more studies data that tends not to support the importance of this factor.

4. Conclude with an assessment of (a) any qualifying conditions that you conclude may influence whether or not this factor matters For example, in Phil Kim's paper, he proposed that having more social safety nets will affect entrepreneurship rates, but will have a different effect on knowledge-intensive industries, (b) whether you think the evidence is conclusive or more research is needed on this topic.

B. Does entrepreneurship play a role in job creation?

Page 1 of your text states "New and emerging businesses create a very large proportion of innovative products and services…. They generate the most new jobs." Contemporary researchers still debate (1) whether this is accurate, or in what sense it is accurate, and (2) whether the jobs created this way are good ones.

1. **Define entrepreneurship** as you will use it in your paper. (For example, make clear whether you will include self-employment or not). (Notice that this may actually play an important role in what facts are relevant and what your assessment is.)

2. Present a case for why start-ups help create new jobs. Include related hard evidence.

3. Present the case that start-ups are not actually creating more new jobs than existing firms, and/or that the jobs they create are not as valuable or long lasting.

4. Conclude with your overall assessment of whether start-ups tend to promote job creation, and if so, what types of jobs?

C. Does entrepreneurship, as used in many discussions, embody a set of values and/or represent an ideology?

In today's world "entrepreneurship" often represents a value, and ideal, not just an observable phenomenon that occurs in society. Some people see mostly good. They may believe having more entrepreneurs helps society develop economically or socially. They may see entrepreneurs as self-actualizing people who value autonomy and creativity, which helps society, discourages tyranny or is good for its own sake.

Other people see the ideology of entrepreneurship as dangerous for society. They may believe that promoting entrepreneurship encourages selfishness in harmful ways or will destroy other important values. Some fear it promotes business over other types of organizations, or will create too much emphasis on the individual. Still others fear that the developed world will try to promote entrepreneurship in ways that harm the poor, for example through encouraging debt.

1. Define entrepreneurship as you will use it in your paper. Outline at least three key features of what you see a contemporary ideology of entrepreneurship. Provide evidence for why you believe this exists. For this purpose, you can use popular media items to illustrate your points.

2. Argue the claim that having many people believe this ideology, or invest public funds in encouraging this belief, is good for society. Offer any evidence you can to support this view.

3. Argue the opposite point that having many people believe in this ideology, or invest funds in encouraging this belief, is bad for society (or at least parts of it). Offer any evidence you can to support this view.

4. Conclude with your own assessment of (a) whether encouraging the ideology of entrepreneurship is a good idea or not (b) if it depends on how this is done, what is the best way to encourage it and what things should be avoided?

D. What are the similarities and differences between how profits and nonprofits contribute to society?

We have focused a lot on starting new organizations including both business and non-profits.

1. What are the key <u>similarities</u> between how a impactful business and a nonprofit organization contributes to the social good?

2. What are key <u>differences</u> between how each contributes?

3. Chapter 1 in your textbook describes a variety of patterns in the area of creating new businesses. For example, it describes differences in levels of business entrepreneurship in different countries, or by different age groups or income levels. Pick ONE such factor such as country or age group. Present data on the same factor as it relates to the creation of *nonprofits.*

4. If possible, compare whether the same factor has the same or a different effect on the formation of for profits and of nonprofits. For example, do the same countries that have high creation rates for

new businesses have high rates for the creation of nonprofits? Or alternatively, does education have the same effect in terms of the chances a person will create a new business and a new non-profit?

5. Conclude with comments on policy implications of your work. For example, should a country encourage the formation of both nonprofits and for profit ventures? Why or why not? Remember to use data and logic and avoid clichés in discussing the point.

E. Two industry contrast. Entrepreneurship activity does vary by industry.

1. Pick two industries that you want to study. Compare data you can find on their rates of (a) start-up creation rate and/or (b) failure rates and/or (c) growth patterns. Do your best to find appropriate data. Check with the librarians for sources. As with other work, do NOT use informal sources such as Wikipedia. Use either academic sources or sources such as government reports or summary data from specialized sources.

2. Provide your interpretation of why these rates are the same or differ. For example, one industry such as genetically modified seeds might face different social acceptance than another. Or, there might be political factors as in the case of ethanol in the Midwest. Support your causal theory with evidence.

3. If you are advising entrepreneurs, which industry would you flag as the better place to start a firm? Provide evidence to support your conclusion.

F. Special project option.

If you have some other similar project that you would really like to do, please send Professor Miner and email (put SELLERY in the subject heading) to check out if this will work. This can't be the creation of a specific venture, but could involve analysis of issues with special relevance to you. It has to include both evidence and conceptual arguments about why things are occurring.

➔ **DUE DATE AND REQUIREMENTS**

PAPER DUE: Wednesday, December 1 by 4:35 pm (the beginning of class)

Turn in written assignment 7-10 pages long (double spaced) that day by **4:35 pm** to the **LEARN @ UW Dropbox**. Appendices are good idea.

#4: Individual paper: Critical Assessment of Entrepreneurship and Society 15% (Graded)
For this assignment, you may write about a new topic from Written Assignment #3 list.

Alternatively, you can make a major revision of Written Assignment #3 taking it to a new level of excellence. For example you can add new data you have found on key topics, fix logic that was not clear or was incomplete, add factual support for arguments, put in clear examples, improve writing professionalism, add references or resolve apparent inconsistencies or incoherence in Written Assignments #3. I recommend this strategy. Important note, however: this is not a matter of Assignment #3 being a first draft and Assignment #4 a small tidying up. You will be graded on the degree of improvement between Assignment #3 and #4 should you choose this approach. So the idea is to take Assignment #3 as a nugget or first pass on an important issue, then do your OWN critique of areas where it could be stronger, more professional, and produce a stronger analysis on the same topic area.

➔ DUE DATE AND REQUIREMENTS

PAPER DUE: Thursday, December 23st by 7:25 pm (the scheduled time of the final exam)

1. Turn in written assignment 7-10 pages long (double spaced) that day by **7:25 pm** to the **LEARN @ UW Dropbox**. Appendices are good idea.

Grading Criteria

1. I want your work paper for this class to be as useful to you as possible and to reflect professional and scholarly standards of quality. That means your work should represent polished writing. Grading criteria for all papers include:

Editing Guidelines

- Identify your name and name of all group members if relevant.
- Number pages. Really. Not optional.
- 12 point font, 1" margins.
- Proofread and copy edit carefully.
- Spelling and grammar really count ☺

Criteria for Papers

This course asks you to do two types of writing and apply standards for each.

(1) Professional writing in your career and public life. This includes things like writing a memo to your boss, employees or colleagues, writing public documents, communicating with an organization as an applicant, complainant, or advocate, or writing documents intended to persuade others. You will use this approach for Assignments 1 and 2.

(2) Critical analyses using scholarly and credible data sources. This includes things like writing an analyses for a research paper in school, or for an scholarly publication, report for a public policy assessment or similar analyses. This approach applies to Assignments 3 and 4.

For all writing the following features play a key role. **These criteria will be used to grade all written assignments.**

- Makes logical & coherent points linked to topic, with clear structure
- Uses evidence to support claims (facts, data from legitimate sources).
- Presents interesting or original ideas, creative ideas. No clichés. May use examples or details to make definitions or points vivid or clear.
- Shows professional excellence in presentation including spelling, punctuation,

complete sentences, run on sentences, grammar, coherence.

-

For *general professional writing*, you may want to consider using lists, graphics, vivid examples, and links to the reader's own experience to enhance the impact of your work. Good choices for sources of data will affect your grade. For example, higher grades will be given if you use both primary and solid secondary data sources.

For *critical analyses*, you will need to make sure the approach is objective rather than a report of personal feelings or ideas, and use and correctly cite appropriate references. Personal stories are not appropriate as evidence for a claim in this context. Good choices of data and references will affect your grade. For example, you will receive a higher grade when you use solid academic papers and/or reputable public data sources (e.g. Small Business Administration, U.S. census) for sources of concepts, definitions and data.

Note that there are also other kinds of writing that we do *not* explore in this class. These include:: *Creative writing* of a story, play, poem, words to song); S*cholarly writing in the humanities* that emphasizes creative integration of thought, conceptual novelty, personal exploration or the celebration of the human spirit; or laboratory/experimental *science writing* such as used in laboratory notebooks, research reports, manuals, or some research proposals.

2. Plagiarism represents an unacceptable breach of ethics. Make sure you are clear on what is acceptable or not. Plagiarism violations will be explored aggressively and carefully. *This includes using material directly from other people's written notes for a class which is not permissible.* OK to consult, but make your own lists. Important.

3. If you wish to request a re-evaluation of the grading of an assignment, please submit the original graded assignment and a written rebuttal for evaluation. Keep in mind that a grade may be adjusted up or down after your statement is evaluated.

4. The penalty for submitting work late is a reduction of one grade step if submitted within 48 hours, and two grade steps thereafter.

5. Big picture: This new course is designed to raise issues to help you develop several different types of knowledge.

This course is experimental and should be fun and relevant. I look forward to the chance to interact with you around the important frameworks, information and action tools in this course.