MHR 422 Entrepreneurial Management Syllabus
Fall 2011

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Lec 3: 9:30 AM - 10:45 AM, MW

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Course Grader: Joe Raffiee-Shirazi

Course website: TBA

Syllabus version: 8/10/11

Course Description

In the United States, there are over 20 million for-profit and over 1 million non-profit organizations. Almost 90 percent of the labor force work for someone else. Organizations play a critical role in sorting individuals within our society. So, how do these organizations begin? What are the risks that new organizations face? What explains why some organizations disappear, while others last? We will address these and other questions in this course.

MHR 422 is a challenging, instructive, and valuable class for students who are considering a career in entrepreneurship. The course covers topics ranging from evaluating potential opportunities and their broader context, assessing risks in pursuing such opportunities, organizing founding teams, and managing new ventures. Students will gain a deeper understanding of the entrepreneurial process, including how value can be maximized (or destroyed) across different aspects of a business. The course is intended for those who have some knowledge of basic accounting, finance, and marketing principles. Course assignments include intensive readings, case preparations, multi-media presentations, regular writing exercises, and taking active roles in facilitating class discussions.

Teaching Philosophy

We will employ a number of cooperative learning techniques that require each student to play an active role. Given the range of topics we will encounter in the course, at times, we may not find the right answers, or all the answers. What is important, however, is the process of learning – taking new concepts, integrating them into coherent frameworks and using these frameworks to critically analyze issues.

In this course, you will also “learn by doing”. We will learn how entrepreneurs pursue and manage business opportunities by writing “features articles” about them. We will also learn directly from actual business owners by developing business development plans for local companies.

Goals of this class

We have several goals in this class:

Content

- Learn the basic processes involved in starting or managing new ventures
- Understand methods to develop business plans for entrepreneurial ventures
- Stimulate further interest in entrepreneurship as a student by starting a part-time business or competing in a business plan competition (such as our own Burrill Competition) and as a career objective after graduation

Learning Process

- Learn about basic routines associated with running new and small businesses
- Conduct thought-provoking discussion where students share their ideas and interact with their classmates
- Make connections between the world of ideas and concepts with day-to-day issues and concerns. Where possible, encourage/highlight/expose new connection points (e.g., "I never thought of it that way…)
- Develop teamwork, written and oral communication skills

What this course is not:

MHR 422 is not intended to be a complete overview of the field of entrepreneurship. It makes no effort to deal with all the complex issues of entrepreneurial practice. Topics such as buying a business, franchising, managing growth, entrepreneurial financing, entrepreneurial marketing, and starting a business from your own idea are introduced but not covered in-depth in the course. Other courses within the Wisconsin School of Business's Entrepreneurship curriculum go into greater depth in many of these issues.

Rules of the Road

1. We start and end class on time - please arrive on time!
2. Silence cell phones
3. NO use of laptops, tablets or smartphones in class: they affect your ability to participate.
4. Check your email account regularly
5. Check the course Web page regularly

Contact Information

You can reach me by email at jsurdyk@bus.wisc.edu. Please put "MHR 422" in the subject line. For simple questions, that is the fastest and quickest way to reach me. I will typically respond within 48 hours. For more difficult questions, please set up an appointment. I encourage you to stay in contact with me regarding any issues concerning the requirements of this course.

Things you need to know how to do to succeed in this class:

- Come to class and participate in discussions
- Prepare for class by completing assignments
- Ask questions when necessary
- Learn how to use the library and other available resources
- Stay engaged with current events and be prepared to discuss them
- Anticipate potential problems or other obstacles and react quickly to them

Academic Integrity

The faculty of the Wisconsin School of Business emphasizes that honesty, integrity, and respect for others are fundamental expectations in our School. Please read carefully the provisions of the policies, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding them. These policies are in effect for all exams, quizzes, and assignments. Take advantage of the many resources available throughout the University!

Here's a link to the UW-Madison policy on Academic Integrity:
http://students.wisc.edu/saja/misconduct/UWS14.html

Also, here's a link to the Writing Center: http://www.wisc.edu/writing/Handbook/index.html

And tips on avoiding plagiarism:
http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

Course Materials

We will use a course packet and two texts in this course. We will refer to these texts by their title initials.

1. REQUIRED. The course packet is available at the Wisconsin School of Business Copy Center (1260 Grainger Hall).
2. REQUIRED. The following texts are available at the University Book Store:
   [TGED] Goetz, Charles F. and Axelrod, Michael E. 2011. The Great Entrepreneurial Divide: The Winning Tactics of Successful Entrepreneurs and Why Everyone Else Fails! Atlanta, GA: Rathskeller Press.
   [WCBP] DeThomas, Arthur and Lin Grensing Pophal. 2008. Writing a Convincing Business Plan. New York: Barron's Educational Services.
3. OPTIONAL REFERENCE. To improve your presentations skills, you may consider purchasing:
   [PZ] Reynolds, Garr. 2008. Presentation Zen. Berkeley: New Riders. This text will help you learn to craft storyboards for slide presentations and discusses design principles and techniques with samples. The foreword by Guy Kawasaki is done with slides only.
4. OPTIONAL REFERENCE. For information on presenting market or financial data, you may find the following text helpful:
   [GIG] Wong, Dona M. 2011. The Wall Street Journal Guide to Information Graphics: the Do's and Don't's of Presenting Data, Facts, and Figures. W.W. Norton & Company: New York. The material in chapter 2 on charts and the business examples in chapter 5 are useful.

We may also make use of other media forms, such as audio/video segments online. Additionally, you will want to visit the Weinert Center Business Plan Library (2229 Grainger Hall). Note: this is a separate, special-access, library off the main business school library on the 2nd floor of Grainger Hall. It is not located in the Weinert Center on the 4th floor of Grainger Hall. You may request access at the Information Desk in the Business Library.

Attendance

It is not a good strategy to miss class. It is also disruptive to come to class late. Most of your actual learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. If you know you'll be out of town and have to miss a class, or will be late, please let me know ahead of time. Also, if a family emergency comes up, please let me know. Naturally, multiple class absences will negatively affect your class participation grade.

Format and Preparing for Class

I plan to be prepared for every class and I hope you will do the same. This class will require your participation in several ways. We will spend a majority of class time in discussion with one another.

I often call on students whose hands are not raised. Your contributions to class discussions will be more effective if you prepare in advance by completing the required reading assignments. Bring your notes to class and prepare to engage with your classmates in small group discussions. Find ways to link the concepts covered in the readings with your business idea, current events, and aspects of your daily lives.

We will also have regular writing exercises. If you complete the assignments for the class and actively participate in class discussions, you should be well prepared for these exercises. We will also spend time learning how to give public presentations. Our class is 75 minutes in length – plan to set aside at least the same amount of time before each class for the assignments. In addition to your individual assignments, you will spend a considerable amount of time working with your teammates on your business plan projects. Although this project is time consuming, most students in previous semesters have found this experience quite rewarding - please plan accordingly!

Written Assignments

Course Starter Assignments

At the beginning of the course, please complete three brief starter assignments: syllabus acknowledgements (found at the end of the syllabus; hard copy to turn in during class); abbreviated resume; and profile picture (post these last two items electronically to course website). All items are due by **Wednesday, September 7 at midnight**.

Case Write-ups

We will use cases to simulate the role of one who initiates, manages, or advises a small or medium size venture. In preparing your cases, please read the case several times to become thoroughly aware of the all the details.

- Cases draw upon a number of functional areas in business and it is appropriate to seek advice from others if you have difficulty with an issue. A small business owner will likely seek advice and information from members of their board of directors, their business managers, and outside experts.

- For your written submissions, please follow the instructions that accompany each case. Case write-ups should be no more than 2 pages in length, single-spaced.
- We will discuss five cases in class; of these, the XM Satellite Radio case is required and you may choose three others to write-up and submit for a grade. Each of your four case write-ups will be worth 5 points for a total of 20 points.

Pathways to Entrepreneurship

Contact three entrepreneurs that you know. These individuals could be family members, friends, or owners of establishments you frequent regularly. Conduct a brief interview to learn how they made the decision to become an entrepreneur. You may want to ask the following questions

- What were the circumstances surrounding their decision?
- What problem were they trying to solve?
- What (if any) work experience did they have prior to starting?
- What (if any) experiences do they recommend obtaining prior to starting?
- What advice would you give to anyone considering an entrepreneurial career?

See "Pathways to Entrepreneurship Assignment" outline in the "Class-By-Class Detail" in the reader for more details. Tip: you may incorporate your findings into your Features Story assignment. Due: **Wednesday, September 28, 2011.**

Features Story on Local Entrepreneur

Select a local entrepreneur to interview (it may be someone you interviewed for the Pathways to Entrepreneurship assignment). Use this opportunity to learn about the day-to-day life of entrepreneurship as a career option. For this assignment, you are encouraged to work in pairs.

- See the "Features Story Assignment" outline for more details.
- Assignment due: **Monday, October 17, 2011**

Course Reflection

At the end of the semester, you will have an opportunity to summarize the key themes you learned.

- See the "Course Reflection Assignment" outline in the Class-By-Class Detail in the course reader for more details.
- Assignment due: **Wednesday, December 14, 2011**

Venture Development Plan

You will work in teams to write a business development plan for a local entrepreneurial venture. You will write drafts of each section throughout the semester and submit them at scheduled intervals to help ensure the project stays on task. Please review the "Venture Development Plan Details" outline for more details. There are several milestones in this project:

- Finalize your project and team structure by **Wednesday, October 5, 2011.**
- Submit a Team Charter statement on **Wednesday, October 5, 2011.**
- Please submit drafts for each section, according to this schedule:
  - **12 Oct**: Project Scope Agreement
  - **19 Oct**: Business Description
  - **26 Oct**: Industry Analysis
  - **31 Oct**: Market Analysis
  - **2 Nov**: Midway Checkup

        - **14 Nov**: Financial Analysis
        - **21 Nov**: Recommendations and Proposals
    - **Please review the guidelines for each section of the plan for more specific details in the "Venture Development Plan Details" insert in the course reader**
- Your complete business plan will be due on the day of your final presentation, scheduled for **November 30, December 5, or December 7, 2011**. The plan you turn in will be used as the basis for your final grade; however, I will also review it and suggest final edits to incorporate before three copies of the plan are bounded and: 1) presented to your client, 2) filed with the Weinert Center and the 3) SBDC. These edits are generally minimal in nature. On the due date, your teams will also deliver a final oral presentation to your classmates.
- Please meet with your clients for a final meeting to deliver your report. Confirmation of this meeting in writing is due by the last class, **December 14.** Please bring it with you to the final class.

Peer Reviews

Your team will conduct three peer reviews of another team's business plan:

- You will exchange drafts at the Midway Checkup. Your first review is due on **November 9.**
- The second peer review will occur during the Final Presentations. You will each complete a short evaluation form in class and consolidate your individual assessments into a common "team-consensus" evaluation that denotes the key strengths and areas of improvement for your peer team's presentation on **December 12**.
- Your third peer review will take place after you have submitted your team's completed and bound business plan. The completed review is due on **December 14**.
- Please read the Peer Review Guidelines for more details in the Class-By-Class Detail in the course reader.

Final examination

- Because of the number of written assignments, the intensive group project, and the importance of participation in the class, there will be <u>NO</u> final exam.

<u>Class Participation</u>

Entrepreneurs spend considerable time conversing and exchanging ideas with others as part of getting things done. Good business typically involves drawing on the expertise of others and sharing knowledge quickly. Participating in class will sharpen your capabilities to draw out knowledge from others, offer constructive criticism, integrate ideas in "real" time, persuade others of your ideas, and offer action steps. Effective in-class discussion, then, lies at the heart of this course.

Your participation will be assessed in terms of:

- Consistent contributions across sessions
- Your in-depth understanding of course readings/cases, reflected in terms of your making interesting, informed and useful comments in class
- Your ability to persuasively and concisely convey your thoughts (key here is your capacity to support comments with facts and specifics)
- Your willingness to test "new" ideas, rather than "play it safe"
- Your ability to build on others' contributions to the discussion of the course concepts and avoid non-constructive argumentation

Remember, attendance is not a substitute for verbal contributions. It will similarly be difficult to do well on this dimension if you do not regularly attend the course. If you are regularly tardy to class, I reserve the right to lower your class contribution grade since latecomers interrupt the class. Finally, verbal reasoning is an essential component of strategic management, and it will be difficult to earn greater than a B in this course if you do not come prepared for class, and fail to make consistent and regular contributions to class discussions. If you do miss a session, it will be your responsibility to find out what materials were covered, what assignments were made, and what handouts you missed.

Calibration of class participation

Here are the various categories into which class participation can fall:

<u>Outstanding contributor (A)</u>: In class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that the person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not in class, the quality of our discussions would be greatly diminished.

<u>Good contributor (AB)</u>: In class contributions reflect thorough preparation. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that the person is a good listener. Comments usually help others to improve their thinking. If this person were not in class, the quality of our discussions would be diminished considerably.

<u>Adequate contributor (B)</u>: Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

<u>Unsatisfactory contributor (BC)</u>: Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. The person does very little to further the thinking and contributions of others.

<u>Non-participant (C or below)</u>: The person has said little or nothing in this class and so has not contributed anything. Such persons are free-riders because they have benefited from the thinking and courage of their peers but have offered little in return. If this person were not in class, the quality of the discussions would be unchanged or possibly improved.

It should be noted that I recognize not everyone is extroverted; some students find it less natural to participate in class than others. Often, this is not due to shyness, but a tendency to analyze questions to a greater degree before being willing to share their opinions. My responsibility as an instructor is to make the classroom environment one that facilitates participation. One way I achieve this is to allow opportunities for students to work through their ideas individually, and/or in small group discussions, before sharing them with the class. Another important way is by encouraging a culture of respect and rapport. By early in the semester, you will know many of your classmates. I am confident you will feel comfortable participating in this class, and that you will gain more from the experience of doing so.

<u>Components of your Grade</u>:
In this course, a grade of A or AB means the student has done solid work and even excelled in some areas. A grade of B means that the student's performance meets basic standards, and a B/C indicates some areas of concern. A grade of C or below reflects performance by the student that has not met the core learning objectives in the course. Inconsistent attendance and missed deadlines contribute to lower performance. An A indicates the student has produced unusually outstanding work in all areas; thus, a grade of A will be far more the exception than the rule. The grading scale is as follows:

A >93 **A/B** 90-92 **B** 83-89 **B/C** 80-82 **C** 70-79 **D** 60-69 **F** <60

* Note: Fractions of a point will be rounded down (e.g., 89.9 = B)

Over half your grade (60%) will be based on individual work (or work with one other person, for assignments where you have that option), and the remainder (40%) will be based on team assignments. The components of your grade, their percentage contribution to your overall grade in the course, and how they will be calculated are described below. The assessment techniques for the individual assignments are described in the paragraphs that follow the tables:

Individual Assignments

Component	**Percentage of Total Grade**	**Assessment Method**
Pathways to Entrepreneurship	5	Continuous %
Features Story	10	Top or Bottom Third
Case Write-ups	4 @ 5 pts each = 20	Top or Bottom Third
Course Reflections	5	Pass/Fail
Class Participation	20	Ordinal %
TOTAL	**60**	

Team Assignments

Component	**Percentage of Total Grade**	**Assessment Method**
Team Charter	1	Pass/Fail
Project Scope Agreement	1	Pass/Fail
Business Description	1	Pass/Fail
Industry Analysis	1	Pass/Fail
Market Analysis	1	Pass/Fail
Financial Analysis	1	Pass/Fail
Recommendations	1	Pass/Fail
Midway Checkup	3	Ordinal %
Business Development Plan	20	Ordinal %
Final Presentation	4	Ordinal %
Peer Reviews	3 @ 2 pts each = 6	Ordinal %
TOTAL	**40**	

Top or Bottom Third
Evaluations will result in one of 4 potential grades: 0, 80, 90, or 100. A zero will be assigned when assignments are either not turned in at all, or when they are deemed wholly inadequate. Those not receiving a zero will be sorted into three piles representing the bottom, middle, and top third highest scores. Two independent raters (me and my course grader) will do the sorting to ensure the evaluations are valid and consistent. Assignments in the top third of *both* our rankings will earn a grade of 100. Assignments in the bottom third of *both* our rankings will earn a grade of 80. All other assignments will earn a grade of 90.

Pass/Fail
Evaluations will result in one of two potential grades: 0 or 100. A zero will be assigned when assignments are either not turned in at all, or when they are wholly inadequate. All other assignments will earn a grade of 100, which is used because it neither helps nor harms those with aspirations of earning an A in the course.

Ordinal %/Continuous %
Evaluations with the "ordinal %" assessment method will result in one of eight potential grades that correspond with the values that bracket the grading scale used in the course: 0, 60, 70, 80, 83, 90, 93 or 100. By comparison, evaluations with a "continuous %" assessment method can potentially result in any grade ranging from 0 – 100%.

<u>A Note on Confidentiality</u>
As a student in this course, you will work with confidential business information. By enrolling in this course, you agree to keep this information private. This includes avoiding discussions with friends and family members about private information we discuss in class and taking prudent steps to maintain privacy of client information. You also agree not to utilize any such proprietary information for personal your own commercial advantage or that of any third party.

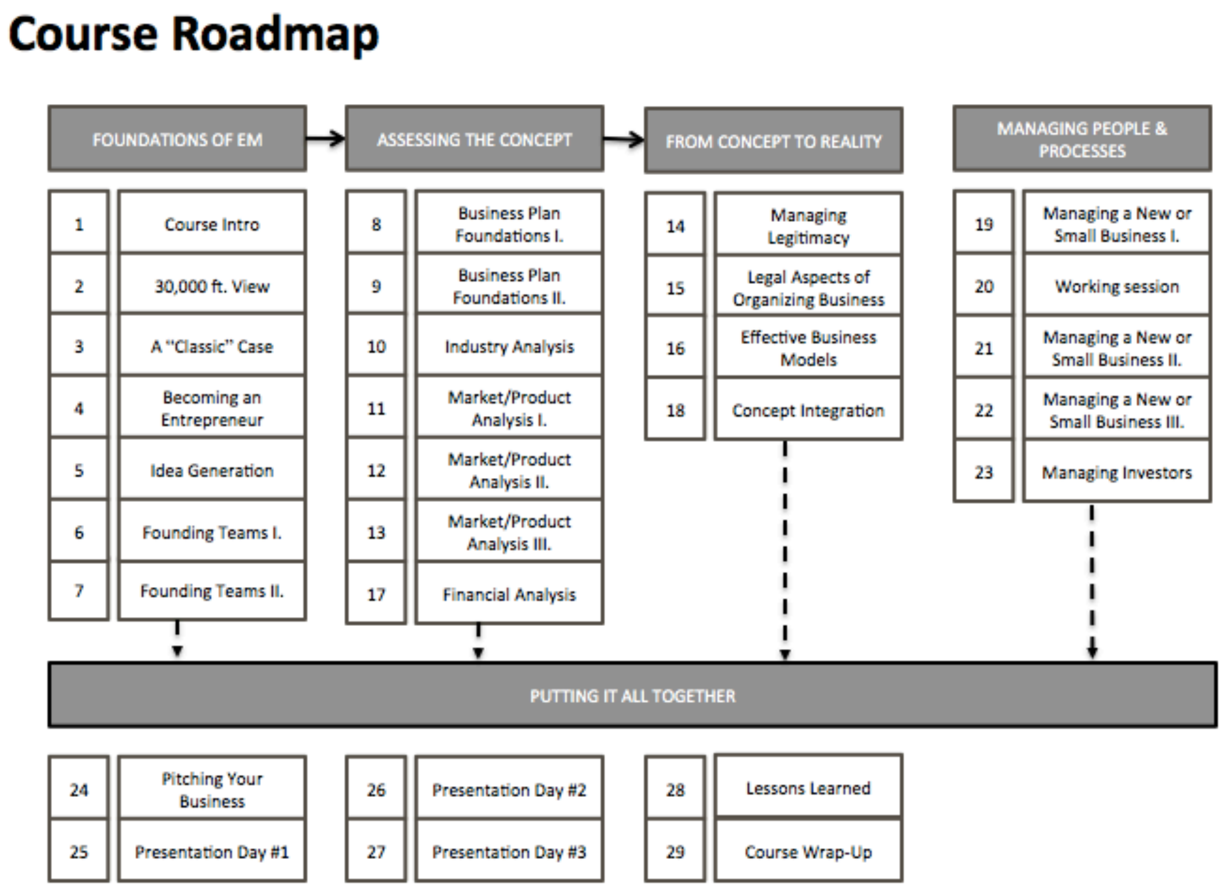
The Management and Human Resources Department is well respected in the community. As a student of the department, you benefit from our reputation, and have an obligation to maintain it. Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Wisconsin-Madison University Governance Policies and procedures and to any remedies that may be available by law.

The Management and Human Resources Department, the Wisconsin School of Business, and the University of Wisconsin-Madison disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in the Entrepreneurship Program classes or events.

Students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant, without affiliation to the Department. Enrollment in the course is evidence that you understand this policy and will abide by it.

Course Roadmap

- This course is organized according to the following roadmap. It will be referred to throughout the course to provide a conceptual understanding of "where we have been," "where we currently are," and "where we are going," and how the journey connects to the readings, discussions, cases, exercises, and the Business Development Plan. If you are ever confused about where we are in the course or how the current topic is connected to the overall scheme of the course, then simply refer back to this roadmap.



Note: The course outline/schedule presented in the syllabus is subject to change. Be sure to refer to the course website for the most current information.

I. Foundations of Entrepreneurial Management

Class	Date	Topic	Key Questions	Readings/ Assignments Due
#1	7 Sep	Course Introduction	What are the course goals and requirements?	Review syllabus and other course materials & submit three starter assignments (1 in class, 2 on course website)
#2	12 Sep	30,000 ft. View	What are some common patterns we see in entrepreneurship?	Read [TGED] Introduction and Ch. 1 and Economist magazine special report on entrepreneurship
#3	14 Sep	A "Classic" Case	What is entrepreneurial management?	Read "Case Study Guidelines" and prepare and submit R&R case (if writing it up; otherwise, be prepared to discuss)
#4	19 Sep	Becoming an Entrepreneur	Do I need to work for someone else before I launch my business?	Review guest speaker background
#5	21 Sep	Idea Generation	Can creativity be learned?	Read SCAMPER article; Visit the plan library and review previous plans. Share in class how SCAMPER questions might have led to concepts in plans you reviewed
#6	26 Sep	Founding Teams I.	What makes a founding team effective?	Prepare and submit Ockham Tech. case (if writing it up; otherwise, be prepared to discuss)
# 7	28 Sep	Founding Teams II.	What makes a founding team effective?	Prepare and submit "Pathways to Entrepreneurship" assignment. Read "Advisory Boards" and "Six Degrees of Lois Weisberg."

II. Assessing the Concept

Class	Date	Topic	Key Questions	Readings/ Assignments Due
#8	3 Oct	Business Plan Foundations I.	What are some important considerations when selecting and engaging a client?	Neil Lerner, from the SBDC, will be here to discuss the business development plan and client considerations
#9	5 Oct	Business Plan Foundations II.	What makes a business plan great?	Read "How to Write a Great Business Plan," finalize teams and structure, and prepare and submit Team Charter Statement
#10	10 Oct	Industry Analysis	What is the value of industry knowledge?	Read [TGED] Ch. 2 & [WCBP] Ch. 5
#11	12 Oct	Market/Product Analysis I.	What can entrepreneurs learn from the market?	Read [WCBP] Ch. 6 & [TGED} Ch. 3. and "New Business Road Test" (short excerpt distinguishing industries from markets). Prepare and submit draft of team "Project Scope Agreement"
#12	17 Oct	Market/Product Analysis II.	What makes a product or service scream value?	Read [TGED] chapter 4 and "Know a Winning Business Idea When You See One;" prepare and submit "Features Story" assignment
#13	19 Oct	Market/Product Analysis III.	What makes a product or service scream value?	Read [TGED] chapter 5, and review guest speaker background; prepare and submit draft of team "Business Description"

III. From Concept to Reality

Class	Date	Topic	Key Questions	Readings/ Assignments Due
#14	24 Oct	Managing Legitimacy	What role does legitimacy play in entrepreneurship?	Read "It's Brand New, but Make it Sound Familiar," and prepare and submit TOTO case (if writing it up; otherwise, be prepared to discuss)
#15	26 Oct	Legal Aspects of Organizing a Business	What are entity choices?	Read "Choice of Legal Form" excerpt and "For Love or Lucre;" prepare and submit team "Industry Analysis"
#16	31 Oct	Effective Business Models	What makes an effective business model?	Read [TGED] Ch. 6., and "A Note on Business Model Analysis for the Entrepreneur," and prepare and submit team "Market Analysis"
#17	2 Nov	Financial Analysis	What are the components to the financial plan?	Read [WCBP] Chapter 10 and its Appendix and prepare and submit team "Midway Checkup"
#18	7 Nov	Concept Integration	How do entrepreneurs manage uncertainty?	Prepare and submit XM case (required for all students)

IV. Managing People and Processes

Class	Date	Topic	Key Questions	Readings/ Assignments Due
#19	9 Nov	Managing a New and Small Business I.	What is unique about managing a new or small business?	Read [TGED] Ch. 7., prepare and submit "Peer Review #1"
#20	14 Nov	Working Session	Work on group projects	Prepare and submit team "Financial Analysis"
#21	16 Nov	Managing a New and Small Business II.	What are some of the challenges/opportunities with managing growth?	Prepare and submit J Peterman case (if writing it up; otherwise, be prepared to discuss)
#22	21 Nov	Managing a New and Small Business III.	How do you derive the most value from the purchase or sale of a business?	Review guest speaker background and prepare and submit team draft of "Recommendations and Proposals"
#23	23 Nov	Managing Investors	What role do outside investors play in new ventures?	Read "Raising Money for Starting and Growing Businesses" (chapter 10 of Bygrave "Entrepreneurship "); skim [WCBP] Ch. 11.

V. Putting it All Together

Class	Date	Topic	Key Questions	Readings/ Assignments Due
#24	28 Nov	Pitching Your Business	How do you pitch your business development plan?	Read "How to pitch a brilliant idea"
#25	30 Nov	Presentation Day #1	What is your business development plan story?	Prepare and submit team Powerpoint presentations and 2 copies of plan (1 for instructor, 1 for peer team) if presenting this day
#26	5 Dec	Presentation Day #2	What is your business development plan story?	Powerpoint presentations and 2 copies of plan (1 for instructor, 1 for peer team) if presenting this day
#27	7 Dec	Presentation Day #3	What is your business development plan story?	Powerpoint presentations and 2 copies of plan (1 for instructor, 1 for peer team) if presenting this day
#28	12 Dec	Lessons Learned	What are some key lessons from an entrepreneurial career?	Review guest speaker background and read [TGED] Ch.8. Prepare and submit team "Peer Review #2." Prepare and bring 3 copies of final bounded business plans with completion checklist to class and give one to your client (3 total).
#29	14 Dec	Course wrap-up	What have we learned over the course of the semester?	Prepare and submit "Course Reflections;" prepare and submit "Peer Review #3;" and submit written confirmation of scheduled client meeting.

Syllabus Acknowledgement Form

I have read the syllabus and calendar of assignments and understand what is expected of me in this course. I have reviewed the course website and agree to abide by the guidelines regarding confidentiality. As well, when the following conditions are met, I grant permission for the instructor to share with the rest of the class electronic examples of my work:

- Shared work will have all references to the student's name removed to provide anonymity.
- Shared work will be limited to examples of exceptionally high quality work, including, at times, inserted comments by the instructor that point out what was done well and potential areas of improvement.

Print Name:

____

Signature:

____

Date:

____