

ECON 325/H Spring 2023
Entrepreneurship: Principles & Practice
 Gardner 08
 2-3:15 pm Tuesday (I) and Thursday (IH)

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Course Overview

Description:

This course provides a foundation in the fundamental principles, concepts, and fluency in entrepreneurship. It builds upon the foundation laid by ECON 125. Specifically, we will focus on design thinking, understanding consumers and customers, company strategy, entrepreneurial finance, and capital formation. You will conduct secondary and primary research, document your findings, and translate these into evaluations. We will use tools to help you conduct feasibility and sensitivity analysis. Additionally, the class will introduce skills and tools essential in startup and firm growth, such as branding, storytelling, and video making. You will learn concepts and skills to research and analyze entrepreneurial opportunities and act on them. To that end, this course is highly applied, which means that you will be engaging in the latest, best practices in higher education that pertain to active and engaged learning (i.e., learning by doing) versus passive lecturing. At each stage, you will work individually or in a team and make decisions.

The course is designed to help you turn an idea into an enterprise. We will delve into classic strategy principles by applying them on new market and technology trends. Students develop high-resolution ideation and marketing skills. We will execute a design sprint to reinforce the understanding of the ideation and validation process. Finally, we develop a street-smart version of finance through cash flow forecasting and core fundraising techniques. By the end of class, students will be able to discover, ideate, validate, and accelerate ventures.

Grading will largely be determined by student effort. The class is taught mostly in a flipped classroom, group experiential learning environment. Class participation and being a solid group contributor are essential for grading success. The class will use tutorials, examples, and templates extensively.

Important Notes:

- **Slack** will be the primary communication tool.
- Grade: Letter grades determined according to University policy on Sakai.
- Honors students will complete a "Research Report" in addition to the regular course work.
- All submissions, except Honors Papers, should be submitted in [ECON325 Spring 2023 Submissions](#), not on Sakai, Canvas or through an email.

Class Resources:

- Class Roster:
https://docs.google.com/presentation/d/1_TIM14_W205eJ0lzQQvZ8jRZE9xsmgofa-fIEDLrPII/edit
- Slack Invite
- https://join.slack.com/t/newworkspace-dqf5582/shared_invite/zt-1mx3crj6c-jGdY4~KMc7P3xNSi5wrpYA
- Submission File:
https://docs.google.com/spreadsheets/d/1ZpbGm_M5FbbH0wX33_HDvJPgiG5ReXnmmqZPVw9WiwU/edit?usp=sharing
- ECON 325 Toolkit:
<https://docs.google.com/spreadsheets/d/1Z-elO1avVLwdqOJ9zaNNbpEZWELsiHQBKZMLAajVYf8/edit?usp=sharing>
- Discovery Toolkit:
<https://docs.google.com/spreadsheets/d/1ighLzXUaWVQ5e5k5ufsGIWvrGp96U62JoihusuhxIMs/edit?usp=sharing>
- Final Paper Template:
https://docs.google.com/document/d/10-Bw60NGjciXwzx7-BH9VAive1HeLiX-wPR_ingP3QQ/edit?usp=sharing
- LinkedIn Learnings:
 - [*Learning Personal Branding*](#)
 - [*Professional Networking*](#)
 - [*Content Marketing*](#)
 - [*Email Marketing*](#)
 - [*Learning Data Analytics: 1 Foundations*](#)
 - [*Excel Data Visualizations*](#)
 - [*How to Create a Perfect Elevator Pitch*](#)
 - [*Negotiating Foundations*](#)
 - [*Digital Marketing Foundations*](#)
 - [*Market Research: Qualitative*](#)
 - [*Digital Marketing Trends*](#) does not provide a certificate. Please upload a screenshot of the final page instead of a certificate for grading purposes. Feel free to remove this screenshot after the exam period (May 9th).

Key Class Information:

Deliverables:

1. Create compelling narratives for prototyping and marketing in different mediums. You will be able to create videos, audios, striking infographics, websites, mobile/web wireframes and amazing presentations
2. Strategy: Recognize opportunities with tools in strategy, market intelligence and execution
3. Consumer Insight: Complete a design sprint - ideation, validation and marketing
4. Finance: Create a cash flow forecast for most types of businesses & know fundraising basics
5. Have that 10% edge which will differentiate you from others in the job market and life

How to get an A:

1. Attend every class or notify TA/Professor **in advance** of acceptable absence
2. **Double check** grading rubric to ensure that you have included the correct material
3. Put **considerable effort** into each of the projects
4. Submit projects **in advance** of deadline
5. Be a big **contributor** in the group projects
6. **Actively participate** in class and on blog posts

Skills: You will be able to include these on your resume and LinkedIn profile along with a portfolio of work:

1. Video editing
2. Audio editing
3. Infographic
4. Website
5. Wireframes
6. Market Research
7. Social Media Marketing
8. Data Analytics/Chart Creation
9. Personal Brand Building
10. Job/Internship Search
11. Cash Forecasting

Why to drop this class (or completely commit): We want to ensure that there is a great fit between the student and course.

1. The class covers a lot of knowledge and skills needed to make a difference. You will have to put in considerable effort, especially in the first few weeks.
2. This is not a traditionally designed course of lecture, with a paper, midterm and final. You will spend considerable time executing in groups and sometimes self-learning.
3. This course requires significant class participation in speaking, group projects and writing blog posts.
4. This course will start with considerable work and then the load will lighten. The goal is to manage your study load during the semester as your other classes step up in load.
5. This course may feel hectic and unstructured at times. You may be required to iterate tasks and pivot ideas quickly. Getting repetitions done is the only path to mastery. Entrepreneurship-and life-requires getting comfortable in operating with imperfect information and correcting mistakes.

Class Schedule

Class	Date	Day	Section	Topic
1	1/10	T	Intro & Set up	Origin Story
2	1/12	TH	Personal Branding	Infographics & Present
3	1/17	T	Personal Branding	D Toolkit, LI, Wix
4	1/19	TH	Personal Branding	XD, Company Page
5	1/24	T	Personal Branding	Project Time
6	1/26	TH	Personal Branding	UCS, Project Time
7	1/31	T		Internships & Finance
8	2/2	TH	Market Research	Intro & Tools, Lovas
9	2/7	T	Market Research	Groups & Mapping
10	2/9	TH	Market Research	Quant Research/Rempel
11	2/14	T	WELL-BEING DAY	
12	2/16	TH	Market Research	Project Time
13	2/21	T	Market Research	FF Forecast, Project
14	2/23	TH	Market Research	Project Time/Finance
15	2/28	T	Market Research	School Forecast, Project
16	3/2	TH	Market Research	Project Time/Finance
17	3/7	T	Market Research	Project Time
18	3/9	TH		Mock Interviews
19	3/14	T	SPRING BREAK	
20	3/16	TH	SPRING BREAK	
21	3/21	T	Design Thinking	Intro
22	3/23	TH	Design Thinking	Organize Groups & Template
23	3/28	T	Design Thinking	Define
24	3/30	TH	Design Thinking	Ideate
25	4/4	T	Design Thinking	Prototype & Feedback
26	4/6	TH	WELL-BEING DAY	
27	4/11	T	Design Thinking	Prototype & Feedback
28	4/13	TH	Design Thinking	Qual Research/Rempel
29	4/18	T	Design Thinking	Video & Audio
30	4/20	TH	Design Thinking	Finalize Presentations
31	4/25	T	First Round	Design Sprint Presentations & Voting
32	4/27	TH	Final Round	Top Design Sprint Presentations

Grading Rubrics

Overall Grading Rubric

1	Rapid prototyping and marketing website	20%
2	Design sprint presentation	25%
3	Strategic report	20%
4	Final Report	15%
5	Class effort, participation, attendance, video	20%
	<i>Total =</i>	<i>100</i>

Website—Rapid Prototyping and Marketing Project (Individual Work)

Video	4	
Audio	3	
Written description/work/education/pictures	2	
LinkedIn Screenshot/Infographic	2	
XD Design	2	
Company Homepage	2	
Effort	5	
	<i>Total=</i>	20

Market Research Report (Group Work)

History & Market Research	6	
Who are the biggest players?	1	
5 Forces Map	1	
PPC Map	1	
Features Comparison	1	
Opportunity: What will happen in the next 3-5 years?	2	
Presentation	4	
Peer Review	4	
	<i>Total=</i>	20

Design Thinking Presentation (Group Work)

User profile, journey, HMW statements, ecosystem, features comparison	2
Online user survey - general attitudes	1
Focus group survey – pain points	1
Follow up survey	1
Video	1
Audio	1
Website/Wireframes	5
Marketing Collateral – Social Media Ads	4
Effort	5
Peer Review	4
<i>Total=</i>	25

Individual Work

Class Attendance & Participation	10
"What I Learned" Video, Blog Posts, Cash Flow Screenshots	2
Final Paper, LinkedIn Learning (LIL) Screenshots (added to your website)	8
<i>Total=</i>	20

Deadlines

Personal Website	2/2
Market Research Report	3/9
Design Thinking Presentation	4/20
Final Paper	4/27
Honors Paper (if in Honors)	4/27

Everything is due at 6 PM, the day of submission

*****All submissions, except Honors Paper, should be submitted to [ECON325 Spring 2023 Submissions](#)*****

Final Paper (Individual Work)

There is no final exam for this course. However, there is a final paper of which components should be completed over the course of the semester. See this [Final Paper](#) template. This paper is due **on the final day of class, Thursday 04/27**.

Honors Students

"Research Report" (Individual Work)

Honors (ECON 325H designated) students will prepare and submit a research report of a minimum of 600 words due **Thursday 4/27 at 6 pm**. In *The Unicorn's Shadow*, the author cites many *published peer-reviewed research papers*, listed in the "Notes" section pages 81-91. The goal of your research report is to go deeper into at least three published peer-reviewed research papers. The author also cites many websites, blogs, news articles, book chapters, unpublished working papers, etc.—those are NOT part of your three selections.

First, select three published peer-reviewed research papers and download them (e.g., using “Google Scholar” through UNC libraries website). These can be from the same chapter or various chapters across the book. Some common journal titles that appear on pages 81-91 (to help you identify peer-reviewed publications) are: *Journal of Personality and Social Psychology*, *Journal of Business Venturing*, *Entrepreneurship Theory and Practice*, *Management Science*, *Administrative Science Quarterly*, *Psychology Science*, *Research Policy*, *Strategic Management Journal*, *Small Business Economics*, *Journal of Financial Economics*, *Review of Financial Studies* etc.

Second, you will prepare a summary of each paper in your own words. Discuss:

1. In what context was the study cited and discussed in *The Unicorn's Shadow*
2. What problem/research question does the study address
3. Why is the topic important, per authors? Do you agree? Disagree?
4. What is the data source(s)
5. What are the main findings?
6. Offer a critical note on each paper by identifying the following:
 - Any problems you see with the paper?
 - Did the authors miss something in their story?
 - Did the authors draw broad generalizations that do not apply to all related contexts?
 - You disagree with the findings and why? etc.

You can ignore the statistics and analysis parts in the papers if it is too complicated for you.

SUBMISSION INSTRUCTIONS: Please email your report directly to me “abhisekh@email.unc.edu” with “ECON325 Honors Research Report” in the subject line of your email.

Grading rubric for the Honors "Research Report":

600 words or more; Word count provided; Submitted on time	<i>(3 x 2)</i>	6
3 peer-reviewed research papers accurately identified and cited		5
#1 to #5 aspects of 3 papers discussed well and per above instructions		6
A #6 critical note on each paper was provided		3
	<i>Total=</i>	20

Classes

This syllabus is super flexible and is a working order of what we will cover each class. There is an objective, learning activities, and homework section under each class.

Dates in red are recommended deadlines for the Personal Website. You do not need to submit anything for the recommended deadlines. All submission deadlines can be found in the Deadlines section above. We only provide recommended deadlines for the Personal Website to help you get a feel for the pace of the class. We leave homework pacing to you after that. We encourage you to follow the recommended deadlines to stay on top of everything, but you do not have to, feel free to work at your own pace if preferred.

Class 1 - 1/10

Objective: Introduce Course & start rapid prototyping and marketing skills with video & audio

Learning Activities

1. Introduction
2. Sign up to [ECON 325 Spring 2023 Roster](#)
3. Sign up to Slack [ECON325 Spring 2023](#)
4. Introduction to the Creative Brief
5. Record video & audio

Video Template ([Example](#))

1. What is your origin story? (<3 min)
 - a. Choose 2-3 qualities about yourself. Craft a narrative based on your life experiences that support the 2-3 qualities. Start with a hook - a compelling fact about you to get interest. End with a callback to the hook.

Possible Qualities

- Sincere | Honest | Understanding | Loyal | Truthful | Generous | Trustworthy | Intelligent
Dependable | Open-Minded | Thoughtful | Considerate | Reliable | Warm | Earnest | Kind
Happy | Unselfish | Funny | Trusting | Analytical | Clever | Helpful | Grateful | Imaginative
Disciplined | Enthusiastic | Level-Headed | Original | Forgiving | Resilient | Ambitious
Conscientious | Patient | Resourceful | Perceptive | Ethical

2. Explain what you will be doing after you graduate? (<1 min)
3. What would you do if your plan A did not work after 1 year? (<1 min)

Audio Template ([Example - Scroll down on the page to access the audio clip!](#))

1. What personal experiences define you the most? (<2 min)
2. What is a recent setback and how did you overcome it? (<2 min)
3. What would you do specifically if you did not have to worry about money? (<2 min)

Homework

1. Develop **personal creative brief & logo** Make a copy of [Creative Brief](#) and [watch this video](#). Sign up free to [VCTR](#) or [Canva](#) to create logos after you watch this [tutorial](#). Upload logo to class roster due **1/12**.
2. Create a **3 segment video** (intro with music, segment, transition, segment, transition, segment, outro with music) in [Premiere Rush](#) using this [tutorial](#) due **1/17**. Upload YouTube url under your name in the class roster.
3. Create **3 segment audio** (intro with music, segment, transition, segment, transition, segment, outro with music) using either [Voice Memos](#), [Premiere Rush](#), or [Audacity](#) (using this [tutorial](#)) due **1/19**. Place your personal website once created.

Class 2 -1/12

Objective: Introduce Adobe Express and Canva Infographics

Learning Activities

1. Walk through Adobe Express and Canva
2. Introduce and Select Trends for Infographic and LinkedIn posts. Check out [25 Tech Predictions for 2020](#) and [20 tech trends for 2020](#) Choose a topic in which you are interested. Gather 2-3 articles.
3. Work on video, audio and personal brief

Homework

1. Complete [Discovery Toolkit](#)
 - This is for personal growth and discovery. It will help you learn more about yourself and help you when you build your personal website. It is required for you to complete and optional to share.
2. Finish **21st Century Trend Infographic** by [1/24](#).
 - Gather 3-4 relevant articles and create infographic. Save in your personal website once created.
3. Read what makes a [Great LinkedIn page](#)
4. Set up a [Wix account](#) and read what makes a [Great personal website page](#) and [Examples](#). **Use Wix Editor not Wix ADI.**

Class 3 - 1/17

Objective Create a great LinkedIn profile and Personal Website

Learning Activities

1. Review LinkedIn profiles & personal website examples
2. Set up personal website on Wix
3. [Discovery Toolkit](#)
4. Project time

Website Checklist ([Example](#))

First Draft: [1/26](#)

Final Website Due: [2/2](#)

Homepage

- Video [1/17](#)
- Audio [1/19](#)
- Written Description [1/19](#)
- Work experience [1/19](#)
- Education Highlights [1/24](#)
- Picture Gallery (Add photos that best represent your identity) [1/24](#)

Work Tab

- Standard Resume [1/24](#)
- 21st Century Trend Infographic [1/24](#)
- LinkedIn Screenshot [1/26](#)
- XD Design Screenshot [1/26](#)
- Cash Flow Statements (due later in semester)

Company Tab [1/26](#)

- Key Benefit (<6 words)
- Key Visual (to reflect emotion of the key benefit)
- Product/Service Description (<8 words)

- Founder Video (Why company started, key benefit, what makes it different)
- Product Description (<100 words placed to right of video)
- How it works (Usually 3 steps with icons)
- Testimonials
- Product photos

> Example: <https://www.accelerator.school>

Blog

- 6 Trend Blog weekly post on website and LinkedIn (~100 words)

More Personal Website Examples (from previous semesters):

<https://www.jaredtporter.com/>

<https://katieglass1215.wixsite.com/my-site-2>

<https://chloebarbu.wixsite.com/chloebarbu>

<https://ael0153.wixsite.com/addisonlanter>

<https://masonjarmovies.wixsite.com/my-site-5>

<https://ekim751001233.wixsite.com/mysite>

<https://www.bridget-glenn.com/>

Homework

1. Create & Refine LinkedIn Profile by **1/26**. Save screenshot of profile bio on personal website
2. Follow the tutorial which pops up when you first open Adobe XD and feel free to watch this independent [XD tutorial](#). Start your projects asap.

Class 4 - 1/19

Objective Complete XD design

Learning Objectives

1. Introduce XD on Adobe Creative Cloud
2. Project time

Homework

1. Finish **XD design** by **1/26**. Upload to your personal website.

Class 5 - 1/24

Objective Prepare for personal website submission

1. Project Time
2. Discuss [Discovery Toolkit](#)
3. Personal budget

Homework

1. Revise Personal Website
2. Review Monthly Cash Flow Forecast Template in ECON 325 Toolkit
3. Develop company tab

Class 6 - 1/26

Objective Review personal website & refine LinkedIn profile

Learning Activities

1. Personal Forecast
2. Finalize Website

Homework

1. Work on LI Profile
2. Develop personal website
3. Finalize company tab

REMINDER: PERSONAL WEBSITE DUE 2/2 AT 6 PM [HERE](#)
DON'T LET THE WELLNESS DAY MAKE YOU FORGET! 😊

Class 7 - 1/31

Objective Wellness Day

Class 8 - 2/2

Objective Develop Strategic Case Study

Learning Activities

1. Organize into groups
2. Work on mapping exercise for presentation

Market Research Report in Adobe Express

- Description (brief history) including estimated market size
- Key Players
- 5 Forces Chart
- PPC Chart
- Features Comparison
- What will happen in 3-5 years
- Opportunities & Conclusion: No Go or Go (where)

Homework

1. Complete LinkedIn Learning (LIL) certifications - All students have free access to [LinkedIn Learning](#) as a UNC student. Login using your UNC credential.
 - [Learning Personal Branding \(0:48\)](#)
 - [Professional Networking \(0:29\)](#)
2. Complete [Market Research course](#)

Class 9 - 2/7

Objective Develop Market Research Report

Learning Activities

1. Discuss different tools
2. Market Research Speaker: Nancy Lovas
3. Work on Presentation

Homework

1. Watch [Innovator's Dilemma](#)
2. Watch [5 Forces Video](#)
3. Read #Documents in Slack: Porter, M. E. (1989). How competitive forces shape strategy.

Class 10 - 2/9

Objective Refine Market Research Report

Learning Activities

1. Discuss findings with group

Homework

1. Complete LIL certification [Content Marketing \(0:53\)](#)
2. Work on Presentation with Nancy Lovas

Class 11 - 2/14

Objective Work on Market Research Report

Learning Activities

1. Work on Market Research Report
2. Networking Skills

Homework

1. Work on Market Research Report

Class 12 - 2/16

Objective Work on Market Research Report

Learning Activities

1. Work on Market Research Report

Homework

1. Work on Market Research Report
2. Complete LIL certification [Email Marketing \(0:46\)](#)

Class 13 - 2/21

Objective Work on Market Research Report

Learning Activities

1. School Forecast
2. Resumes
3. Social Entrepreneurship
4. Work on Market Research Report

Homework

1. Finish Market Research Report

Class 14 - 2/23

Objective Finalize Market Research Report

Learning Activities

1. Guest speakers

Homework

1. Watch [Design Thinking](#) and [Define](#)
2. #Readings: Brown, T. (2008). Design Thinking.
3. Identify 3 people (entry, mid, high level) who work in areas in which you want to work. Reach out to these people for information interviews for your Final Paper. Check the [Final Paper Template](#) for more information.
4. Create a cash flow for one of your favorite businesses and be prepared to share what you learned.

Class 15 - 2/28

Objective Introduction to Design Thinking

Learning Activities

1. Peer Review
2. Introduction to Design Thinking (HBR & ECON125)
3. Review How Might We Statements and Empathy Maps

Homework

1. Watch [Design Thinking](#) and [Define](#)
2. #Readings: Brown, T. (2008). Design Thinking.

Class 16 - 3/2

Objective Refresh on Ideation (design thinking) process

Learning Activities

1. Introduce Project Plan
2. Organize in Groups based on Topic

After forming groups and selecting topics, we will conduct a design sprint where users and stakeholders are interviewed, research best practices and design a prototype to test with users. Deliverables include a presentation, video, audio and prototype.

Homework

3. Get initial impressions of students who have used or will use service. Have a look at these [brainstorming templates](#)
4. Work on final paper submission posts

Class 17 - 3/7

Objective Start Define phase of Design Sprint

Learning activities

1. Complete the following:
 - Empathy Map

- How Might We
- User Profile
- User Journey
- Ecosystem Map
- Best practices Comparison
- User Questions - General Attitude (30 responses min, 60 Good, >80 awesome)
- Stakeholder Questions - General Attitude
- User Questions - Usability Analysis
- Video: What is the key benefit? What is service? What inspired you to develop?

Homework:

1. Send out surveys
2. Create first draft of Adobe Express presentation
3. Update website with blog posts or any new designs
4. Complete LIL: [Keeping up with Digital Trends](#)

REMINDER: MARKET RESEARCH REPORT DUE **3/9** AT 6 PM [HERE](#)

Class 18 - 3/9

Objective Start to Ideate in Design Sprint

Learning Activities

1. Complete a best practices comparison of other programs
2. Explore UCS offering
3. Send out General Attitudes Survey

Homework

1. Research other program practices & establish Empathy Maps and HMW Statements
2. Learn how to create marketing collateral in multiple formats (Canva)

Class 19 - 3/14

Objective Complete prototype & get feedback in Design Sprint

Learning Activities

1. Discuss survey responses and revise general attitudes survey
2. Develop Stakeholder Questions

Homework

1. Revise & send out second General Attitudes User Survey -
2. Complete LIL certification: [Learning Data Analytics: 1 Foundations](#) (1:39)

Class 20 - 3/16

Objective Review general attitudes feedback in Design Sprint

Learning Activities

1. Discuss survey responses
2. Start prototype requirements and design
3. Develop Stakeholder Questions - Face-to-face usability (if applicable)

Class 21 - 3/21

Objective Review feedback & prototype version in Design Sprint

Learning Activities

1. Discuss survey responses
2. Develop prototype
3. Create User Questions - Face-to-face usability
4. Develop Stakeholder Questions - Face-to-face usability (if applicable)
5. Update presentation

Homework

1. Complete LIL certification: [Excel Data Visualization \(2:23\)](#)

Class 22 - 3/23

Objective Revise prototype and presentation

Learning Activities

1. Finalize prototype
2. Finalize presentation
3. Update marketing collateral - social media posts, postcard

Homework

1. Complete LIL certification: [How to Create a Perfect Elevator Pitch \(0:12\)](#)

Class 23 - 3/28

Objective Revise prototype and presentation

Learning Activities

1. Discuss survey responses
2. Finalize prototype
3. Finalize presentation
4. Update marketing collateral - social media posts, postcard

Homework

1. Complete LIL Training: [Negotiating Foundations \(1:05\)](#)

Class 24 - 3/30

Objective Create video & audio in Design Sprint and finalize prototype

Learning Activities

1. Create 2 minutes video summary

Video Template (2 minutes)

-What is the problem you want to solve?

-What is the solution? Key Benefit?

2. Develop 3-4 minutes Discussion Audio Summary

Discussion Audio Template (3-4 minutes)

- Why did you choose the problem?
- What was the process?
- What are the conclusions?
- What are the biggest surprises?
- What would you have done differently?

Class 25 - 4/4

Objective Finalize video & audio in Design Sprint and prototype

Learning Activities

1. Finalize 2 minutes video summary
2. Complete 3-4 minutes Discussion Audio Summary
3. Finish marketing collateral social media posts

Class 26 - 4/6

Objective: Wellness Day

Class 27 - 4/11

Objective Dispel startup myths & introduce what I learned video.

Learning Activities

1. Introduce what I learned videos

Discuss what you learned in 3 minutes using the following:

- Rapid prototyping & Marketing including Personal Website
- Strategy & Market Intelligence
- Finance
- Mix shots of you and screenshare shots on what you got out of class
- Add intro with music and outro with transitions

Homework

1. Complete LIL Training: [Digital Marketing Foundations \(1:35\)](#)
2. Complete 6 blog posts
3. Complete survey

Class 28 - 4/13

Objective Complete elements of final paper

Learning Activities

1. Project time for paper

Homework

1. Complete LIL Training: [Market Research: Qualitative \(1:29\)](#)
2. Complete a draft of the Final Paper
3. On Work Tab of Personal website, post:
 - a. LinkedIn Learnings screenshots
 - b. What I learned video
 - c. 6 Blog posts (~100-150 words each can be in blog section of website if you prefer)
 - d. Cash flow screenshots

Class 29 - 4/18

Objective Dispel Startup Myths & Wrap up**Learning Activities**

1. Final wrap up

Homework

FINAL DESIGN SPRINT PRESENTATION DUE 4/20 AT 6 PM [HERE](#)

Class 30 - 4/20

Objective Finalize design sprint details and complete elements of final paper**Learning Activities**

1. Project time for last minute design sprint finalizations

Homework

1. Finish design sprints.
2. Prepare to present your design sprint in small groups next class.
3. Finish any remaining LIL courses and upload certifications to your personal website.

Class 31 - 4/25

Objective First Round Design Sprint presentations, complete elements of final paper**Learning Activities**

1. First Round Design Sprint Group Presentations
2. Voting for best presentations to present to the whole class

Homework

1. Finish and edit your final paper due next class.
2. Highest voted groups will need to prepare for the last class as they will compete for the best overall design sprint.
3. If your group is not selected come prepared to actively listen, watch, encourage, vote and enjoy snacks for our next and last class.

Class 32 - 4/27

Objective Final Round Design Sprint presentations, complete elements of final paper

Learning Activities

1. Presentation of Design Sprint finalists + voting

Homework

1. Finish any remaining details of your final paper.

FINAL PAPER DUE **TODAY** AT 6 PM [HERE](#)

University Policies

Late Work Policy

Contact the instructor before an assignment is due if you know of a circumstance outside of your control that might result in your inability to turn in work on time. Otherwise, assignments will be docked five points for each day that it is late with few exceptions for outstanding circumstances.

University Attendance Policy

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

Community Standards

The University has developed a set of community standards and policies for students, faculty, staff, and visitors for the in-person educational experience. Please see the following link for details:

<https://carolinatogether.unc.edu/community-standards-3-2/>.

The University has also developed a statement on Community Standards and Mask Use:

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see Carolina Together.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Accessibility Resources & Service

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: ars.unc.edu. Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

Honor Code

We would like to emphasize some key points that reflect our personal teaching philosophy as well as the policy, culture, and expectations:

- *Integrity is the foundation of your learning experience.* Holding yourself accountable to the highest standard of ethical conduct is vital not only for your success in this course but is also essential to your ongoing development as a business professional.
- *The Honor Code is in full effect at all times and applies to every aspect of this course* You should familiarize yourself with the processes and provisions of the Honor Code. If you have any questions or concerns, it is your responsibility to ask the instructor about it. When in doubt, you should ask the instructor promptly and directly to help you resolve any potential issues related to the Honor Code.
 1. I expect all students to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. You can read more about the honor code at honor.unc.edu. In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify. In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don't get caught up with honor code issues just because it appears to be simple and untraceable. It is not!
 2. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult honor.unc.edu. (source: Department of Asian Studies)
 3. Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code. (source: syllabus from section of HIST 486 offered in 2015)
 4. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu). (source: syllabus from section of GEOG 67 offered in 2015)
- *Your behavior and work in this class constitute a direct reflection of your institution,* and you represent your institution in virtually all aspects of this course. By maintaining the highest professional standards and remaining engaged in the course learning model and intellectually curious, you will be supporting the effective learning of your colleagues in the class and contributing to an environment conducive to learning.
- *Use of computers in the learning process is recognized as an important part of your tool set.* Many of you prefer to take notes or do in-class research and would like the privilege of using your laptops during class. I view this as a privilege if the class agrees to maintain a professional standard. However, inappropriate communication via SMS, e-mail, or social network sites during class is unacceptable. Any student found accessing these communication applications during class will be asked to leave.
- *The professor reserves the right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.*