



# ENTREPRENEURSHIP

ENTP 3301.002

FALL 2013

<b>Class Meeting:</b> Tues/Thurs, 2:30-3:45, JSOM 2.901 <b>Final Presentations:</b> December 3-11, 2013 <b>Office Hours:</b> After class or by appointment	<b>Robert G. Wright</b> <b>Office:</b> JSOM 4.102 <b>Email:</b> <a href="mailto:rgw091000@utdallas.edu">rgw091000@utdallas.edu</a> <b>Phone:</b> Office: (214) 695-3747
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## COURSE OBJECTIVES:

This course provides a broad-based introduction to entrepreneurship. The main focus of this course is to lay out the foundations to form a new venture. The new venture may be a startup business or a new profit center within an existing business. You will form teams to develop the product and/or service concepts, evaluate the commercial potential of the idea and opportunity, research its market and competition, understand the importance of patents and copyrights, develop a pitch to investors, learn steps to acquire resources, avoid pitfalls, and finance the venture. Participants in the course will explore the mindset, considerations, realities, and real-world methods associated with the process of launching a new venture. Though the course focus is on the entrepreneurship process, the design of the course is to provide know-how and tools to be more effective in developing and articulating your ideas in all aspects of your career.

This is a team-based course that will require groups of students to develop portions of a business presentation piece-by-piece. A team project focused on the creation of an investor overview for a new business opportunity (including backup slides equivalent to preparing most of a business plan) will comprise a major part of the course.

## LEARNING OBJECTIVES:

Upon successful completion of this course, students will:

- Understand entrepreneurial characteristics and abilities, how to recognize and evaluate business opportunities, as well as foundational principles, rewards and realities of entrepreneurship, including examples of social entrepreneurship and ethical dilemmas an entrepreneur may face
- Understand how ideas are generated and how they can best be articulated in a compelling way to a relevant audience
- Use tools of analysis to effectively assess the viability and attractiveness of a new business opportunity
- Learn the concepts and framework necessary to create a business model
- Gain an appreciation for working and the skills required to work in teams to develop a business idea and to prepare an investor overview of the business opportunity

## REQUIRED COURSE MATERIALS

- Barringer, Bruce R., and R. Duane Ireland, *Entrepreneurship: Successfully Launching New Ventures*. (Boston): 4<sup>th</sup> Edition, 2011. Pearson Prentice Hall. ISBN 978-0-13-255552-4.

## eLEARNING

To download PowerPoint slides and other information about this class, please use eLearning (<https://elearning.utdallas.edu/>) under course ID ENTP 3301.002. eLearning will also be the method of communication regarding upcoming events, changes to the syllabus, and grades. You should be able to access eLearning with your UTD NetID and password. Call computer services at (972) 883-2911, if you need assistance. Also, please send your direct emails through eLearning; otherwise, I will not respond to you.

## FORMATION OF GROUPS

Much of the work in this course will be performed in teams. The class will be divided into small teams of ~ five members during the early weeks of the course (exact number of students may vary by team). Students will have a chance to select their teams during those weeks, and those without teams at that time will be assigned to teams by the instructor. The projects require close coordination with your team members, and a wide range of skills, including some basic finance and accounting. Therefore, it is important that you select your teams to include a diverse set of skills. The team members will be collectively responsible for completing each of the project assignments and having one team member submit each assignment on behalf of the entire team. The grades earned on projects will be assigned equally to each group member, subject to individual adjustment based on the instructor's assessment of the student's presentation and based on the peer evaluation inputs. (Each team member must contribute equally based on their peer evaluation to qualify for the full team grade as described in the peer evaluation note.) Students must sign up for a team no later than [September 19<sup>th</sup>, 2013](#).

## COURSE REQUIREMENTS

**Participation (20%):** Your participation grade is based on attendance and active participation. You are expected to attend every class on time, stay to the end of the period, and participate in assignments and in-class discussions. I will excuse absences only in the case of documented serious illness, family emergency, religious observance, or civic obligation. If you will miss class for religious observance or civic obligation, you must inform me no later than the first week of class.

In addition to your in-class discussion, participation grades include two specific assignments: (i) your individual idea "pitch" and (ii) your "*You be the VC*" analysis.

**Individual pitch** – Each of you will come up with a concept for a new product or service and present it to the class in the form of a 2-minute elevator pitch. The dates for individual pitches will be [September 10, 17, and 19 \(if necessary\)](#). It is highly recommended that you put your idea in writing to help you become clearer about your idea. After listening to all the business opportunities, the class will choose which ones teams will turn into full-fledged business presentations and form teams on [September 23](#) to develop the chosen opportunity. As a team, you will have the chance to present a more refined version of the pitch on [September 26](#). The structure and video examples of pitches will be available on eLearning.

**"You be the VC" analysis** – You will act as a venture capitalist and evaluate five new ventures discussed in the textbook. Please use the VC scorecard form posted in eLearning to organize your analysis and recommendation to fund or not fund the new venture. The analysis should reflect critical thinking and thoughtful logic. Each analysis should be uploaded to the homework folder for your class before class begins. Each analysis will be given full credit if it is handed in on time and no credit if it is not. Initially I will review, but not grade them. However, we will use the analysis content to determine final grades for those students who are on the border between grades (i.e., between A and B etc.).

**Two exams (50% total: Midterm Exam = 25%, Final Exam = 25%)** – There will be two exams during class time. They will be closed book exams. The first one will be on [October 10](#), and the second noncumulative exam will be on [November 19](#). They will be multiple choice and short answers. Please plan on the exam dates. **There will be no make-up exams nor will exams be given early.**

**Final Presentation (30%)** – Each team will present its business model/overview of its venture in twelve minutes. Plus, each team will turn in its final presentation with slide notes. One rough draft PowerPoint slide presentation will be submitted to me for feedback during practice presentations days. Any feedback I give can be used to strengthen the final presentation. To further help your team in producing a high-quality business overview, teams will have the opportunity to share their efforts with the class and solicit feedback on [October 17, 22 and 24](#). At the end of the semester, each team will present its business model/overview to a funding panel comprised of local entrepreneurs, experts, and executives. The funding panel will provide each team with valuable feedback. The panel's analysis of your presentation will also help determine your presentation grade. A general structure of the presentation will be available on eLearning.

Peer Evaluation – You will also have the opportunity to evaluate the relative contributions of your teammates (and yourself) at the end of the semester. Relatively lower peer evaluations will decrease your individual grade on the final presentation grade. The evaluations will be due on **December 11** by midnight on eLearning. See example posted under Course Materials on eLearning.

The assignments, their due dates, page limits, and their relative weights in determining your final grade are summarized in the table below:

Assignment	Due Date	Team or Individual	Format	Assignment Length	Weight
1. WA #1 – You Be the VC Analysis	Sept. 5, 2013	Individual	VC Scorecard	1 page	—
2. Initial business idea screen and team signup due	Sept. 19, 2013	Individual			—
3. WA#2 – You Be the VC Analysis	Oct. 1, 2013	Individual	VC Scorecard	1 page	—
4. WA#3 – You Be the VC Analysis	Oct. 8, 2013	Individual	VC Scorecard	1 page	—
5. WA #4 – Midterm Exam	Oct. 10, 2013	Individual	Multiple Choice and Short Answer		25%
6. WA#5 – Preliminary Presentation	Oct. 17-24, 2013	Team	PowerPoint	PowerPoint slides sufficient to support 12-minute presentation	—
7. WA#6 – You Be the VC Analysis	Oct. 31, 2013	Individual	VC Scorecard	1 page	—
8. WA#7 – You Be the VC Analysis	Nov. 14, 2013	Individual	VC Scorecard	1 page	—
9. WA#8 – Final Exam	Nov. 19, 2013	Individual	Multiple Choice and Short Answer		25%
10. WA#9 – Final Presentation	Dec. 3-10, 2013	Team	PowerPoint	PowerPoint slides sufficient to support 12-minute presentation	30%
11. Class Participation		Individual			20%
<b>Overall Course Grade</b>					<b>075%</b>

## **GRADE SCALE**

A+>96.7%; 96.7%<A>93.3%; 93.3%<A>90%; 90.0%<B+>86.7%; 86.7%<B>83.3%; 83.3%<B>80.0%; 80.0%<C+>76.7%; 76.7%<C>73.3%; 73.3%<C>70.0%; 70.0%<D+>67.3%; 67.3%<D>63.3%; 63.3%<D>60.0%; F<60.0%. Numerical grade will be rounded. 0.5 or higher will round up; 0.49 or lower will round down. So, 89.5 will round to 90, or A-, and 89.4 will round to 89, or B+.

## **UNIVERSITY POLICIES**

***Off-campus Instruction and Course Activities.*** Off-campus, out-of-state, and foreign instruction and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

**Student Conduct & Discipline.** The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity.** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that each student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use.** The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**Withdrawal from Class.** The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, we cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures.** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

***Incomplete Grade Policy.*** As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

***Disability Services.*** The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

***Religious Holy Days.*** The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

## **COURSE OUTLINE**

SESSION DATE	SESSION TOPIC/PREPARATION	ASSIGNMENT
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<b>S01</b> 08/27/13	<b><u>Course Introduction</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 1 – Introduction to Entrepreneurship</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>PART 1: Do you have a good idea?</b>		
<b>S02</b> 08/29/13	<b><u>Introduction to Entrepreneurship – How Ideas are Pitched</u></b>	<b><u>No Written Assignment Due.</u></b>
<b>S03</b> 09/03/13	<b><u>Recognizing Opportunities and Generating Ideas</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 2 – Recognizing Opportunities and Generating Ideas</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S04</b> 09/05/13	<b><u>Recognizing Opportunities and Generating Ideas (continued)</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 2 – Recognizing Opportunities and Generating Ideas</i></li> </ul>	<b><u>Written Assignment #1 – You Be The VC Analysis</u></b> VC Scorecard  Class Discussion of Readings
<b>S05</b> 09/10/13	<b><u>Pitch 1 – Individual Presentation</u></b>	<b><u>No Written Assignment Due.</u></b> Individual Pitches w/o slides (2 minutes each)
<b>S06</b> 09/12/13	<b><u>No Class</u></b>	
<b>S07</b> 09/17/13	<b><u>Pitch 1 – Individual Presentation (continued)</u></b>	<b><u>No Written Assignment Due.</u></b> Individual Pitches w/o slides (2 minutes each)
<b>S08</b> 09/19/13	<b><u>Select Ideas and Form Teams</u></b>	<b><u>No Written Assignment Due.</u></b> Initial Team Meetings
<b>S09</b> 09/24/13	<b><u>Feasibility Analysis</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 3 – Feasibility Analysis</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S10</b> 09/26/13	<b><u>Pitch 2 – Team Presentation</u></b>	<b><u>No Written Assignment Due.</u></b> Team Pitches w/ or w/o slides (3 minutes each)
<b>PART 2: Developing your idea</b>		
<b>S11</b> 10/01/13	<b><u>Overview of a Business Plan</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 4 – Writing a Business Plan</i></li> </ul>	<b><u>Written Assignment #2 – You Be The VC Analysis</u></b> VC Scorecard  Class Discussion of Readings

<b>S12</b> 10/03/13	<b><u>Industry and Competitor Analysis</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 5 – Industry and Competitor Analysis</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S13</b> 10/08/13	<b><u>Developing an Effective Business Model</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 6 – Developing and Effective Business Model</i></li> </ul>	<b><u>Written Assignment #3 – You Be The VC Analysis</u></b> VC Scorecard  Class Discussion of Readings
<b>S14</b> 10/10/13	<b><u>MIDTERM</u></b>	<b><u>Midterm Exam – Written Assignment #4.</u></b>
<b>S15</b> 10/15/13	<b><u>Midterm Analysis and Presentation Design: Principles and Techniques</u></b>	<b><u>No Written Assignment Due.</u></b>
<b>S16</b> 10/17/13	<b><u>Team Practice Presentations</u></b>	<b><u>Written Assignment #5.</u></b> Team presentations (~7 minutes each). Class feedback (~7 mins).  Preliminary presentation slides due.
<b>S17</b> 10/22/13	<b><u>Team Practice Presentations</u></b>	<b><u>Written Assignment #5.</u></b> Team presentations (~7 minutes each). Class feedback (~7 mins).  Preliminary presentation slides due.
<b>S18</b> 10/24/13	<b><u>Team Practice Presentations</u></b>	<b><u>Written Assignment #5.</u></b> Team presentations (~7 minutes each). Class feedback (~7 mins).  Preliminary presentation slides due.
<b>PART 3: Moving your idea to an entrepreneurial organization</b>		
<b>S19</b> 10/29/13	<b><u>Preparing the Proper Ethical and Legal Foundation Intellectual Property</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 7 – Preparing the Proper Ethical and Legal Foundation</i></li> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 12 – The Importance of Intellectual Property</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S20</b> 10/31/13	<b><u>Assessing a New Venture's Financial Strength and Viability</u></b> <b>Readings:</b> <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 8 – Assessing the New Venture's Financial Strength and Viability</i></li> </ul>	<b><u>Written Assignment #6 – You Be The VC Analysis</u></b> VC Scorecard  Class Discussion of Readings

<b>S21</b> 11/05/13	<b><u>Building a New Venture Team</u></b> Readings: <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 9 – Building the New Venture Team</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S22</b> 11/07/13	<b><u>Getting Financing or Funding</u></b> Readings: <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 10 – Getting Financing or Funding</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S23</b> 11/12/13	<b><u>Unique Marketing Issues</u></b> Readings: <ul style="list-style-type: none"> <li>Barringer and Ireland: <i>Entrepreneurship: Successfully Launching New Ventures: Ch. 11 – Getting Financing or Funding</i></li> </ul>	<b><u>No Written Assignment Due.</u></b> Class Discussion of Readings
<b>S24</b> 11/14/13	<b><u>Exiting the Venture</u></b> Readings: <ul style="list-style-type: none"> <li>To Be Announced</li> </ul>	<b><u>Written Assignment #7 – You Be The VC Analysis</u></b> VC Scorecard  Class Discussion of Readings
<b>S25</b> 11/19/13	<b><u>FINAL EXAM</u></b>	<b><u>Final Exam – Written Assignment #8.</u></b>
<b>S26</b> Nov. 21	<b><u>Final Exam Review and Presentation Preparation</u></b>	<b><u>No Written Assignment Due.</u></b>
	<b>PART 4: Presenting... Your new venture idea!</b>	
<b>S27</b> 11/26/13	<b><u>No Class</u></b>	
<b>S28</b> 11/28/13	<b><u>No Class</u></b>	
<b>S29</b> 12/03/13	<b><u>Final Presentations</u></b>	<b><u>Final Team Presentation–Written Assignment #9:</u></b> Team assignment for class presentation.  12-minute presentation. Slides sufficient to support each element of business idea pitch.
<b>S30</b> 12/05/13	<b><u>Final Presentations</u></b>	<b><u>Final Team Presentation–Written Assignment #9:</u></b> Team assignment for class presentation.  12-minute presentation. Slides sufficient to support each element of business idea pitch.



<b>S31</b> 12/10/13	<u><b>Final Presentations</b></u>	<u><b>Final Team Presentation– Written Assignment #9:</b></u> Team assignment for class presentation.  15-minute presentation. Slides sufficient to support each element of business idea pitch.
<b>S32</b> 12/11/13	<u><b>The Final Four</b></u>	<u><b>Final Team Presentation– Written Assignment #5:</b></u> Team assignment for class presentation.  12-minute presentation. Slides sufficient to support each element of business idea pitch.

**Note: This course schedule is flexible, and changes may be made to accommodate guest speakers or as otherwise needed.**

**PEER EVALUATION FORM****INSTRUCTIONS**

The peer evaluation process is intended to provide group members with an opportunity to contribute to the evaluation of the performance of your team members on group activities. On the form below, you may rate the performance and contributions of your team members (including yourself) in the preparation of the group assignments. Instructions follow (see example posted on ELearning):

1. Enter the names of your group members (alphabetically by last name). Include yourself.
2. Evaluate each assignment separately. Each team member will begin with 100 points on each assignment.
3. You may reallocate the total number of points among team members within a range of 80 to 120 points for each individual, based on their contributions to the group effort on that assignment.
4. The total number of points allocated on any single assignment must equal 100 times the number of members of the team. If you have four members on the team, the total for each column should be equal to 400.
5. I will calculate an overall assessment as a weighted average of the individual ratings, using the percentage weights indicated below.

Please sign the evaluation, place it in a sealed envelope, and turn it in or email it to the instructor on or before **August 9, 2013**.

**PEER EVALUATION**

<b>Group Member (list alphabetically)</b>	<b>WA-1 09/05/13 Individual —%</b>	<b>WA-2 10/01/13 Individual —%</b>	<b>WA-3 10/08/13 Individual —%</b>	<b>WA-4 10/10/03 Individual 25%</b>	<b>WA-5 10/17, 10/22 and 10/24/2013 Team —%</b>	<b>WA-6 11/14/03 Individual —%</b>	<b>WA-7 11/14/03 Individual —%</b>	<b>WA-8 11/19/03 Individual 25%</b>	<b>WA-9 12/3, 12/5, and 12/10/2013 30%</b>
<b>1</b>									
<b>2</b>									
<b>3</b>									
<b>4</b>									
<b>5</b>									
<b>Total</b>									

**COMMENTS**

<b>Group Member</b>	<b>Comments (please support and justify any assessment below 90% or above 110%) Continue on reverse if necessary.</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

<b>5</b>	
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**Signature:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_