

AMAE 3387  
ATTRACTING CAPITAL: DONORS, INVESTORS AND PUBLIC FUNDS  
Jan-Term in Taos, 2017

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Office Hours: Each Day: 4pm to 5pm or by appointment

**Notes on this course:**

This fun and largely game and experiential learning-based class offers UC credit for BOTH Quantitative Reasoning and Oral Communications. Students learn a wide-array of techniques in how to “attract capital” (or fundraise). Such practical entrepreneurial skills will serve any and all students, regardless of whether they choose to become entrepreneurs or not. Games/Exercises in this class have won multiple national awards for innovation and have appeared in multiple books and journals. Cross-disciplinary in approach, this fun class has hosted students representing schools from all over SMU’s campus.

**Course Objectives and Overview:**

Every entrepreneur is faced with the same problem: “Where and how do I get money to build or grow my business?” This experience-based course explores strategies for attracting capital for arts-related ventures, whether for-profit or nonprofit. Each capital market will be explored for its defining characteristics, mechanisms, and motivations. Students will develop skills in preparing funding proposals and pitching their ideas to potential funders.

**LEARNING OBJECTIVES:**

- Students will gain insight into the ancient relationship between bartering, exchange of service and goods as entrepreneurs.
- Students will come to understand the relativity of value.
- Branding in relation to exchange of value is a topic students engage in.
- Students will participate in sales techniques and budgeting.
- Students come to identify and understand legal structures.
- Students learn to develop an original pitch.
- Students will be able to select and use appropriate forms of evidence in a public presentation.
- Students will be able to design verbal messages to suit particular audiences and purposes.
- Students will be able to use visual cues (such as presentation software, a website, staging, props, costumes, makeup, and gesture) to enhance a public presentation.
- Students will be able to communicate and represent quantitative information or results numerically, symbolically, aurally, visually, verbally, or in writing
- Students will be able to apply symbolic systems of representation:
- Students will be able to formulate structured and logical arguments.
- Students will be able to develop quantitative models as related to the course subject matter.

**Notes on Class:**

Prior to classes starting: Students are asked to develop an original idea for an entrepreneurial product or service. Note: This idea may change at any time and/or throughout this class. Ideas may change as often as the student likes. However, to begin class efficiently, it is important that students imagine what they would create if they could create an entrepreneurial concept (regardless of money needed or struggle faced). Students are also asked to imagine a strategy of how they can trade up from a single marble to considerable value. This is quintessential entrepreneurial wherewithal (creating great value, beginning with essentially nothing). See details of The Marble Game below and a video on how to play. Previous class champions have, in the course of this game, amassed as much as \$5,000 cash. Imagine how you might compete with that number, within reason, considering the length of class time.

There will be additional outside of class pitch development sessions and tutoring of in-class materials, which students are asked to attend on occasion. These sessions will be scheduled at the beginning of the class. These sessions, whenever possible, will be led with the objective of learning via fun and experience. Meetings will never take place on either Saturday or Sunday. Prior to the start of classes, students are urged to read as much of the book (there is only one for this class) as possible. This will deepen students' absorption of material and speed the learning process.

**REQUIRED READING/WATCHING:**

*Successful Fundraising for Arts and Cultural Organizations* (Hopkins, Freidman), The Oryx Press, 1997. Also, students are occasionally/sometimes required to read web articles, view videos, listen to audio and observe other digital content and original text sent through Facebook by at least the evening before the next day's course.

**Grading Breakdown:**

Average of Quizzes:	20%
Pitch Decks and Matrix	10%
2- Minute Pitch	20%
Contest Elevator Pitch	10%
Participation:	20%
Final Exam (Cumulative):	20%
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	<b>100%</b>

**GRADING POLICY**

A 93 and above	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**Quizzes: (20%)** Quizzes are based upon readings, information presented in class by the professor, guest lecturers, videos, text, media presented or otherwise offered/assigned by the professor in this course. Primarily, quiz material will draw from the required course book *Successful Fundraising for Arts and Cultural Organizations*. Other assignments that count as a quiz include Grant Writing, and possibly others. NOTE: Students will develop a website as a demonstration and/or visual aide for possible use in their pitch. Students are urged to check out <http://www.weebly.com/>, [www.wix.com](http://www.wix.com), and [www.wordpress.com](http://www.wordpress.com), etc. to create original websites. This may be used as a visual aide during the pitch contest.

**Pitch Decks: (10%)** Rubric will follow.

**2-minute Pitch: (20%)** Students will develop a 2- minute pitch, accompanied by their pitch deck. See syllabus timeline for information on how to build a pitch deck. Rubric will follow.

**Contest Elevator Pitch: (10%)** Students will compete with each other in an elevator pitch contest. Students' pitches must not exceed 30 seconds. Rubric will follow. Students will vote upon a winner.

**Participation: (20%)** Attendance is a major aspect of this class. Many in-class exercises take place. If you are not present, you are considered to not be participating. If you miss 0 to 1 class, for participation, you get an A. If you miss 2 classes, you receive an A- for Participation. 3 missed classes = B+, 4 = B-, 5 = C 6 = C-, 7 = D, 8 = D-, 9 or below = F.

**Note:** If you are called upon to pitch (regardless of order), and you are not prepared to do so (and consequently do not pitch), *your attendance grade will drop a full tier.*

Example: If your participation grade is A and you do not pitch when called upon, your participation grade will drop to A-. If you choose to not participate in the Marble Game, and clear evidence of effort is not present, the same holds true.

***Important to Note:** In this class, attendance is taken via hardcopy form. At the end of the class, I will tally absences. The only information/documentation I have to work from are these paper documents. If your name is not on the paper document, it is assumed you were absent that day. It is your responsibility (and yours alone) to remember to sign in. You will not be reminded. If you enter late, remember to find the sign in document and sign it. Otherwise, you will be considered absent. This matter will not be debated at any time.*

**Final Exam: (20%)** The final exam will be cumulative.

*Note: I do not tell students what will be on Quizzes or Final Exam. Please do not ask. Your goals for this class are to be present, absorb the material as best you can and grow. If you have questions, I am happy to address them at any time. This said, at my own discretion, I may review with you or tell you what to focus on for an upcoming quiz.*

**THE MARBLE GAME: (See note above on Participation)**

Students will be divided into couples (or 3 when odd numbers appear). Each pair will receive a single marble. It is then their responsibility to trade-up this single marble for something of greater value, consistently. At the game's conclusion, the couple with the greatest accumulated value, decided upon by student vote (majority rules), wins this portion of the game and will hold the title of "Champion of the Day." These accumulated goods will then be donated to the nonprofit of the classes' choosing. [See an example of what can be accomplished.](#) Note: The purpose of this game is to 1. Develop your pitching skills 2. Understand the relativity of value 3. Develop negotiation and bartering skills 4. Gain an awareness of how to accumulate resources/assets with little to nothing as a starting point. This game develops key entrepreneurial skills.

**SMU HONOR CODE**

The University's Honor Code governs all work undertaken and submitted in this course. The instructor in this course believes that intellectual integrity and academic honesty are vital to the learning process at SMU. As a student you have the responsibility of knowing the regulations of the SMU Honor Code (found in the [SMU Policies For Community Life](#)), and the penalties for departing from it. This includes all areas of dishonesty including plagiarism, cheating on tests, use of the work of others (published or unpublished), and the observance and knowledge that others are cheating.

Your name should be included on an assignment *only if you contributed substantially to the completion of the assignment*. Putting your name on an assignment that was completed entirely by your group members without your input constitutes representing others' work as your own and is a violation of the honor code.

**DISABILITY ACCOMMODATIONS:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

#### **EXCUSED ABSENCES FOR UNIVERSITY EXTRACURRICULAR**

**ACTIVITIES:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

#### **FILMING**

At times, projects and/or lectures and general course work may be filmed or recorded. By enrolling in this course, you have accepted this.

#### **RESEARCH**

Students' interview materials may be used at a future time for research and publication purposes. By enrolling in this course, you have accepted this. Students should make their interviewees aware of this.

**CAMPUS CARRY LAW:** In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: [http://www.smu.edu/BusinessFinance/Police/Weapons\\_Policy](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy).

**RELIGIOUS OBSERVANCE:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the

beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**MAKEUP POLICY:** If you are required to attend a SMU-related function (such as a sports event, department event, etc.), please provide appropriate documentation prior to the event. With documentation, you will not be penalized for missing class. If you are sick and unable to attend class, you must obtain a signed doctor's note for the absence to be excused. The professor may choose whether exceptions to this policy can be made.

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Day 1 (Jan. 9)

- Intro
- Review of Syllabus
- What does “attracting” capital mean?
- Value Proposition
- Ideation: Talents, Skills, Passions, and Interests-based creation
- Game: *Talents, Interests, Passions, Strengths*
- Review Chapter 1
- Ideation: *Super Hero Powers and Kryptonite*
- *Team Building*
  
- Speed Dating/Market Feedback
- Present Super Hero Powers and Kryptonite
- Discussion of Team Building
- Read Chapter 2 in *S.F.A.C.O*
- Marble Game Assigned
- Review

Game Begins: The Marble Game

[See this example of how to effectively play](#)

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Day 2 (Jan 10)

- Review Chapters 2-3
  - Legal Structures
  - Pitch Practice
  - Angel Investors & Venture Capitalists
  - The Ask and Equity
  - Budgeting/Pro Forma Statements
  - Start creating Pro Forma Statements
  - Review Chapter 3 and 4, if time
  - Networking Game
    - Have a classmate tell your story
  - Homework: Read Chapter 3 in *S.F.A.C.O*
  - Practice Pitching
  - Review
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Day 3 (Jan 11)

- Review Chapter 4
  - Need Fulfillment
  - Pitch Practice
  - Introducing the Pitch Deck
    - Review Decks that have worked
  - Exploring Website Platforms
  - Competition Matrix Intro.
  - *Start developing Pitch Deck and matrix*
    - Note: Find a template at this article:
    - <http://onforb.es/14QWeA8>
    - Review P.D.'s here:
    - <http://bit.ly/1H2E19>
  - Hmwk: Read Chapter 4 & 5 in *S.F.A.C.O*
  - Practice Pitching
  - Develop your Pitch Deck and website
  - Review
  - Quiz Chapters 1,2,3 & Legal Structures
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Day 4 (Jan 12)

- Body Language
  - Body Language Game
  - Pitching
  - Pitch Decks Due with Pro Forma Stat.'s
  - In-class review of websites and P.D.'s
  - Practice Pitching
  - In-class revising of websites and decks
  - Quiz, Chapters 4,5
  - In-class Analysis of Pitch Decks
  - Intro. To Websites
  - Pitching
  - Review
  - Hmwk: Read Chapters 6 & 7 in *S.F.A.C.O*
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Day 5 (Jan 13)

- In-class Review of Pitch Decks
  - Grant Creation
  - In-class Grant Creation
  - Pitch Practice
  - Pitch Day
  - Choose an Imaginary Board
  - Review
  - Hmwk: Read Chap. 8
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Day 6 (Jan 16)

- Review Chap. 8 and poss. others
  - Grants Due: Counts as Quiz Grade
  - Pitch Practice
  - Venture Capital and Angel Investors
  - Reading Quiz Chapters 6, 7 and 8
  - The Ask
  - Event-based Fundraising
  - Crowdsourcing
  - Read Chapter 9 in *S.F.A.C.O*
  - Practice Elevator Pitches
  - Review
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#### Day 7 (Jan 17)

- In-Class Crowdsourcing Game
  - 2-minute pitch Due in Class Presentation
  - Elevator Pitch Contest
  - Pitch Contest!
  - (30-second version)
  - Marble Game Ends
  - Websites Due with competition matrix
  - Review
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#### Day 8 (Jan 18)

- Group filming of final pitches
- Group self-guided student review
- Final Exam Online and Proctored

**Note:** *Changes to this curriculum may occur with one week's notice, following which time; all students will receive an updated version of the curriculum, which will be posted on the Facebook Group or through Access/email.*

#### **On the Structure of this Class:**

In this class, we play many games, which are designed to develop entrepreneurial skills and ways of thinking. Most Fridays will be dedicated to developing your pitching skills (Pitch Day) and working towards a successful performance in the pitch contest. We focus on pitching as much as we do, as this is a key skill and will likely be utilized throughout your career efforts and life. *Each person is to be prepared to pitch at all times.*

*Effective pitches must be practiced with great frequency and it is expected that each student in this class is practicing their pitch over the full course of the semester, ready to work at any time.*

**See the following resources available to help you explore or launch your concepts/find funding, when on campus:**

1. [SMU's Big iDeas](#) (Startup funds, mentorship and an incubator)
2. The [Meadows Exploration Grants](#) (Funds available to explore ideas and projects)