

AMAE 3387
ATTRACTING CAPITAL: DONORS, INVESTORS AND PUBLIC FUNDS
MAY TERM 2015

Professor James Hart
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Office Hours TBD
Location: TBD

UC approval: Proficiencies & Experiences/Oral Communications

Do you watch *Shark Tank*? If so, you will love "Attracting Capital", which is offered this **May Term**. Students in *AMAE 3387: Attracting Capital: Donors, Investors, and Public Funds* learn how to “attract” capital. Each student develops a crowdsourcing campaign, pitch deck, website, grant, an understanding of both nonprofit and for-profit structures and competes in a pitch contest for a panel of professionals—similar to the structure of the hit show *Shark Tank*. This class teaches through experiential learning, games and lecture and is taught by the Director of the Arts Entrepreneurship program, Jim Hart.

Want a Preview? Watch my **TEDxSMU** talk:
<https://youtu.be/1kDjHQ00NpM>

AMAE 3387 Attracting Capital is cross-disciplinary. However, if you are interested in minoring in either Arts Management or Arts Entrepreneurship, AMAE 3387 completes one of the four required courses for both minors and fulfills the UC requirement for Proficiencies & Experiences/Oral Communications and you can complete this class in just 11 days.

Professor Hart's bio can be found here: <http://bit.ly/1jKmGdX>

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 OUTCOMES:

- 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.

REQUIRED READING/WATCHING:

Successful Fundraising for Arts and Cultural Organizations (Hopkins, Freidman), The Oryx Press, 1997. Also, students are 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%
Individual Projects:	
Pitch	20%
Pitch Deck	10%
Website	10%
Participation:	20%
Final Exam (Cumulative):	20%
<hr/>	
	100%

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		

THE USE OF BLACKBOARD:

I choose to not use Blackboard for this class, with only some exception. Rather, I use a private Facebook page, which **all students are required to join**. Note that you must have signed up for Facebook and have an account to use this feature. This is a Closed Group. Only people in the class will be in the Group and this does not require you "friend" others in the group. The group can be found at the following address:

<https://www.facebook.com/groups/920059824694798/>

TRACKING GRADES:

If you would like to know your grades throughout the semester, please do one of two things: 1. Keep track of your grades and/or 2. Feel free to ask me what your grades are. Ex. "What is my quiz average?" I am happy to help and always available to do so.

Individual Project/Pitch: (20%)

Students will develop an elevator pitch not longer than 1.5 minutes, which will be presented before the class and in contest with classmates. The professor alone evaluates the pitches for grading and contest judges will not affect the outcome of the pitch grade. However, judges will evaluate each pitch. These evaluations will be shared with students.

Website: (10%) Students will develop a website as a demonstration and/or visual aide for use in their pitch. Students are urged to check out <http://www.weebly.com/>, www.wix.com, and www.wordpress.com to create original websites.

Pitch Deck: (10%) Students will develop a pitch deck, which can be used in the pitch contest. See syllabus timeline for information on how to build a pitch deck, find a template and see examples of quality pitch decks. This will also be discussed in class.

Quizzes: (20%) Quizzes are based upon readings, information presented in class by guest lecturers/artists/entrepreneurs, material presented in discussion and/or lecture in class, videos, text, media presented or otherwise offered by the professor or in the course of this course.

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.

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.

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 who need academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, [Services for Students with Disabilities](#) (214-768-4557) to verify the disability and establish eligibility for accommodations. These students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

FILMING, BLOGGING & CONTENT CREATION & USE

At times, projects and/or lectures and general course work may be filmed or recorded. Such materials may be used for research purposes or media use. By enrolling in this course, you have accepted this. The Arts Entrepreneurship Blog is <http://blog.smu.edu/artsentrepreneurship/>

RELIGIOUS OBSERVANCE

Religiously observant students who wish 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 are to be made.

FRIDAYS: Most Fridays will be dedicated to Pitching.

DAY 1

Intro

Review of Syllabus

What does “attracting” capital mean?

DAY 1

Collective Brainstorming

Syllabus Quiz

Read Chapter 1 in *S.F.A.C.O*

DAY 1

Read [“From Ideation to Startup”](#)
Answer all questions.

DAY 1

The Role of Story/Super Hero Powers
Value Proposition

DAY 2

Read Chapter 2 in *S.F.A.C.O*

DAY 2

Game Begins: The Marble Game

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

DAY 2

Ideation

DAY 2

Read Chapter 3 in *S.F.A.C.O*
Reading Quiz

DAY 3

Speed Dating Market Feedback

DAY 3

Market Feedback Game

Day 3

Budgeting / Networking

Read Chapter 4 in *S.F.A.C.O*

Day 3

Introducing your Classmate

Day 4
Introducing the Pitch Dec

Reading Quiz

Find a template at this article:
<http://onforb.es/14QWeA8>
Review P.D.'s here:
<http://bit.ly/1IH2E19>

Day 4
Legal Structures

Marble Game Complete, Objects Due

Read Chapter 5 in *S.F.A.C.O*

Day 4
Pitch Day

DAY 4
Niche Creation

Quiz on Legal Structures

DAY 5

Pitch Deck Due: Review in class

DAY 5
Pitch Day

Review Pitch Decks
Read Chapter 6 in *S.F.A.C.O*

DAY 5

Review pitch decks, if necessary
Reading Quiz

DAY 5
Need Fulfillment

DAY 6
Pitch Day

Start developing website

DAY 6

Read Chapter 7 in *S.F.A.C.O*

DAY 6

Market Positioning and Branding

DAY 6
Pitch Day

Reading Quiz

DAY 7
Grants

Create a grant proposal for your concept

DAY 7

Websites Due for in-class Review

DAY 7

Websites Due for in-class Review

DAY 7

Read Chapter 8 in *S.F.A.C.O*

DAY 8

Reading Quiz
Grants Due: Counts as Quiz Grade

DAY 8
Introduction to Pitch Contest
Venture Capital and Angel Investors

DAY 8
Event Fundraising

Read Chapter 9 in *S.F.A.C.O*

DAY 8
Pitch Day

Reading Quiz

DAY 9
Crowdsourcing

DAY 9

Design a crowdsourcing campaign (In Class)

DAY 9
Pitch Day

DAY 9

3 Ideas/3 Strategies

DAY 10

Choose an Imaginary Board

DAY 10

Practice Pitch Contest Structure

DAY 10

Practice Pitch Contest Structure

Day 10

Pitch Contest!

Day 11

Discussion

Day 11

Discussion

Day 11

Discussion

Day 11

Review

FINAL EXAM:

TBD

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.

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:

1. [SMU's Big iDeas](#) (Startup funds, mentorship and an incubator)
2. The [Meadows Exploration Grants](#) (Funds available to explore ideas and projects)
3. The Course [Accelerating Your Startup](#) (An elective in Arts Entrepreneurship. Teams chosen receive \$5,000 in startup capital).