

AMAE 3387
ATTRACTING CAPITAL: DONORS, INVESTORS AND PUBLIC FUNDS
Spring 2014

Professor James Hart
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(214) 768-7659
Office Hours M, W, F 10:30am to 11:30am or by appointment

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 focuses 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:

- The ancient relationship between bartering, exchange of service and goods as entrepreneurs
- The relativity of value
- Branding in relation to exchange of value
- Sales techniques and budgeting
- Legal Structures
- Pitch Development
- Website Creation for Funding Purposes

REQUIRED READING/WATCHING:

Links, web articles, videos, audio and other digital content and original text sent by email the evening before the next day's course or with advance notice.

Grading Breakdown:

Average of Quizzes:	25%
Individual Project:	
Pitch	25%
Website	25%
Participation:	25%
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	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		

Games played during the course, which factor into the participation grade:

The Marble Game:

Game I

Students will be divided into groups of 4 (or 5 when odd numbers appear). Each group will receive a single marble. It is then the responsibility of the group to trade-up this single marble for something of greater value, consistently. Just after Thanksgiving, the group with the greatest accumulated value, decided upon by student vote (majority rules), and wins this portion of the game.

The Lemonade Game:

Game II

Students will be divided randomly into groups of 4 or 5, depending on number of students within the class. Stationed at major entry/exit points of Meadows School of the Arts, these two groups will then compete against each other, in the process of bartering and trading goods for lemonade. No cash may be received. Rather, the lemonade providing groups must convince those who want lemonade that 1. They want lemonade and 2. To exchange something (objects only) that is of greater value than the budgeted value of the lemonade. Each group will face one another, selling the exact same product/s, ingredients, how each party's lemonade is made in all way. With this in mind, each group must brand their product and sell it in such a way, so as to gain more accumulative value than their competing teams. Again, teams will vote as to which group accumulated the most value. In the event of a tie, the professor will decide.

Combine and Trade Up:

Game III

Each playing group, as Game III, is to combine their gathered goods and trade up for a single object of greater value. Same voting rules apply. These goods are then to be given to the local nonprofit of the group's choice, so that the nonprofit can sell the good for cash value.

Individual Project: (25% pitch presentation, 25% website)

Students will develop a pitch not longer than 2 minutes, which will be presented before the class and in contest with classmates. The professor alone evaluates the pitch and contest judges will not affect the outcome of the pitch grade. In addition, to the pitch, students will develop a website as a demonstration and/or visual aide / pitch deck for use in their pitch.

Quizzes: (Averaged and 25%)

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 or other media presented or otherwise offered by the professor or in the course of this course.

I do not tell students what will be on quizzes. Please do not ask. Your goal for this course is to be present, to absorb the material as best you can and to retain the information. If you have questions, I am happy to address them at any time.

Participation (25%): Attendance plays a dominant role in this evaluation. If you are not present, you cannot participate. If you miss 0 classes, for participation you get an A. If you miss 1 to 2 classes, you receive A-. 3 = B, 4 = B-, 5 = C, 6 = C-, 7 = D, 8 = D-, 9 or below = F. Grading is structured as such, as participation and attendance are key component of this class and expected at all times.

SMU HONOR CODE

All work undertaken and submitted in this course is governed by the University's Honor Code. 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. Content created in the course of this class, by students may be used for content creation purposes. 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.)

DAY 1 – Jan. 17

Intro

Review of Syllabus

DAY 2 – Jan. 22

Legal Structures and Understanding Your Concept
What is Money?

DAY 3 – Jan. 24

Legal Structures and Understanding Your Concept
Game: Truck full of Grapes

DAY 4 – Jan. 27

Quiz on Legal Structures

DAY 5 – Jan. 29

Understanding your Concept
The role of Story

DAY 6 – Jan. 31

Game Begins: The Marble Game
Discussion

DAY 7 – Feb. 3

Venture Capital, Angel Investors
Game: Speed dating concepts

DAY 8 – Feb. 5

Budget Discussion

DAY 9 – Feb. 7

Pitching Concepts

DAY 10 – Feb. 10

Discuss Lemonade Game

Marble Game Value presented and voted on

Day 11 – Feb. 12

Lemonade Game I

Day 12 – Feb. 14

Demonstrating a Financial Return or Gathering of Assets
Introduction to Fiscal Sponsorship

Day 13 – Feb. 17

Adam Huttler
Guest & Founder of Fractured Atlas

Day 14 – Feb. 19

Introduction to Need Fulfillment

Day 15 – Feb. 21

Practicing Need Fulfillment with Pitch

DAY 16 – Feb. 24

Practicing Need Fulfillment with Pitch

DAY 17 – Feb. 26

Practicing Need Fulfillment with Pitch

Sale and Liquidity

DAY 18 – Feb. 28

Social Media and Audience Development

DAY 19 – March 3

Website Creation as part of pitch
Pitch Deck

Assignment: Start developing website

DAY 20 – March 5

Website creation as visual aide for pitching
Pitch Deck

DAY 21 – March 7

Marketing Strategy

DAY 22- March 17

Spring Break

DAY 23 – March 19

Market Positioning

DAY 24 – March 21

Fundraising Events

Banks

Government

DAY 25 – March 24

Grants

Assignment: Create a grant proposal for your concept

DAY 26 – March 26

Websites Due for in-class Review—Counts as **Quiz**

DAY 27 – March 28

Websites Due for in-class Review—Counts as **Quiz**

DAY 28 – March 31

Jason Warner visit?

DAY 29 – April 2

Grants Due: Counts as **Quiz** Grade

Cash due from Sales, if applicable

DAY 30 – April 4

Introduction to Pitch Contest

DAY 31 – April 7

Bootstrapping

DAY 32 – April 9

Crowdsourcing

Design a crowdsourcing campaign

DAY 33 – April 11

Enchantment

DAY 34 – April 14

Practicing Pitches

DAY 35 – April 16

Practicing Pitches

DAY 36 – April 18

Practicing Pitches

DAY 37 – April 21

Pitch Contest!

DAY 38 – April 23

Review

DAY 39 – April 25

Individual Projects Due.

Discussion

Day 40 – April 28

Discussion

Day 41 – April 30

Final Quiz

Day 42 – May 2

Review

Day 43 – May 5

Day 44 – May 7 – 13

Exam

Note: Changes to this curriculum may occur with one week's notice, following which time; all students will receive an emailed and updated version of the curriculum.