



Course: PRAD 373 • Section 601 • Spring 2015

Public Relations & Advertising Entrepreneurs (PRAD 373)

Face-to-Face Class Time: Mon. 1:30 p.m. – 3:00 p.m.

Classroom: Loop Campus, 14 E. Jackson (Daley building), Rm. 402

Instructor: Dr. Matt Ragas, Ph.D.

Email: mragas@depaul.edu (preferred contact)

Twitter: @mattragas

Web: www.mattragas.com

Office: 14 E. Jackson, Suite 1257

Office phone: (312) 362-6003

Mobile phone: (407) 963-8763

Virtual and Face-to-Face Office Hours: Mon. and Wed., 3:00 p.m. - 5:30 p.m. (or by appt.)

Course Description:

Many public relations, advertising and communication professionals will work at some point in their careers as a freelancer, with or for a start-up agency or company, or even decide to start their own business. Others will work as “intrapreneurs” inside of established organizations, helping launch, market and grow new products and services. Entrepreneurship is at the core of the communication profession. This course provides students with a solid grounding in the process of planning, funding, launching, growing and managing a successful new business. Through assigned readings, lectures, discussions, quizzes, site visits with entrepreneurs and entrepreneurial businesses, and a final project consisting of an interview with a Chicago technology and digital-oriented entrepreneur and blog post/profile on the entrepreneur (including PR and advertising ideas for growing their business), students will learn about entrepreneurship from a public relations and advertising perspective.

This course was made possible by the support of Brendan Karp and TechNexus (www.technexus.com), a top venture collaborative based in Chicago, the Coleman Foundation (www.colemanfoundation.org) and the Coleman Center for Entrepreneurship (<http://colemanent.org>) in the Driehaus College of Business at DePaul. Professor Ragas is a 2013-2015 Coleman Foundation Faculty Entrepreneurship Fellow.

Course Format:

This is a hybrid course. This means that this course will meet both online and face-to-face in a traditional classroom setting throughout the quarter. This course will meet face-to-face each Mon. 1:30 – 3:00 pm in the classroom (Daley, Rm. 402) or offsite directly at TechNexus. **In-class attendance on all f-to-f dates is mandatory.** The course lectures, weekly quizzes and supplemental readings are posted to D2L and must be completed each Sun. by 11:59 pm Chicago time (CT) deadline. The weekly class Twitter assignment also shares the same Sun. at 11:59 pm deadline. Missed deadlines will result in zeroes on these assignments. No exceptions.

Course Objectives:

Upon completion of this course, you should:

- Demonstrate familiarity with contemporary trends and concepts in self-employment and entrepreneurship in general and specifically within the communication and media professions;
- Learn about the risks and rewards of self-employment and entrepreneurship;
- Understand how to research and identify a market opportunity and determine its feasibility;
- Examine the various forms of business ownership (and the pros and cons of each);

- Improve your business research, writing, and elevator-pitching skills;
- And learn the story of an actual Chicago entrepreneur and startup company, and develop unique public relations, advertising and marketing ideas that help grow the entrepreneur's business.

Required Reading Materials:

The required textbook for this course is:

- Barringer, B. R. (2009). *The truth about starting a business*. Upper Saddle River, NJ: Pearson.

I think you will find that the textbook is inexpensive and easy to read – generally a good combination.

Additional required weekly readings will be posted as PDF documents or links to the weekly modules found off the course homepage on Desire2Learn (D2L), DePaul's learning management system. You will login to D2L using your Campus Connect username and password. D2L login: <https://d2l.depaul.edu/>

Initial Remarks on Reading and Writing

Be an active reader of assigned readings and course materials. Using a highlighter is not enough. Read with pen or pencil in hand so that you can write down your thoughts, comments, questions, objections, and criticisms in the margin, a notepad or e-device. It will enhance your understanding of class discussion and your ability to contribute to it. It will also make consulting the readings in class and reviewing them after class much easier.

All written work should conform to normal standards of college-level written communication with correct grammar, punctuation, and spelling, as well as proper documentation/citations when necessary. As a communication professional, we are particularly expected to write and communicate at a very high level.

The Writing Center

Consider visiting the Writing Center for help on your writing assignments. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing. All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you will receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>

To schedule real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>

To request feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>

Loop Campus Office: 1620 Lewis Center, 312.362.6726

Lincoln Park Office: 250 McGaw, 773.325.4272

For more information, visit: <http://www.depaul.edu./writing/>

Academic Honesty

Please take all possible steps to avoid plagiarism and cheating. Plagiarism (literary or artistic theft), copying someone else's work, or other forms of dishonesty will not be tolerated. **Any case of academic dishonesty will be considered grounds for an automatic failing grade in the course.** Having someone else do your work for you is also considered academic dishonesty. University guidelines will be followed for any offenses.

Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments or possessing unauthorized materials during an examination.

Plagiarism involves the representation of another's work as your own. For example:

- (a) Submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's.
- (b) Paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.
- (c) Submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else.

If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

Please refer to the Student Handbook for more details: <http://studentaffairs.depaul.edu/homehandbook.html>

Inclusiveness

This class encourages the free exchange of ideas. Every attempt is made to make all course materials non-sexist, diverse, and multi-cultural. Should I ever fail to meet this goal, please let me know immediately.

Students are expected to behave professionally and respectfully towards their classmates and the instructors. This includes both face-to-face and online interactions. I always welcome a diversity of viewpoints and perspectives, but we must always remain respectful in how we treat each other and the subjects we discuss.

Students with Disabilities

Students requesting classroom accommodation for disabilities, including LD and AD/HD, should provide me with written documentation from the appropriate university offices regarding the specific disability and accommodation requested **during the first week of class**. All discussions will remain confidential.

For more information, contact the Center for Students with Disabilities (CSD): <http://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/students-with-disabilities.aspx>, (773) 325-1677.

Offices: Rm 370, Student Center (2250 N. Sheffield), Lincoln Park Campus and Rm 1400, Lewis Center (25 E. Jackson), Loop Campus

Course Evaluation:

The evaluation of the coursework will be based on the student's performance in five areas, each which constitute a portion of the final grade. These areas include: 1) face-to-face class attendance and participation, 2) weekly online quizzes based on course content/readings, 3) weekly Twitter discussion on entrepreneurship articles (using the #PRAD373 hashtag), 4) status report memo on your final project progress, and 5) the "Interview an Entrepreneur" final project consisting of a well-researched blog post/story with your PRAD ideas and an elevator pitch at TechNexus. The following provides a point allocation for each of these areas:

1) Face-to-face class attendance and participation	(details below)	55 (18%)
2) Weekly online quizzes	(details below)	70 (23%)
3) Weekly Twitter discussion using #PRAD373 hashtag	(summary below and an assignment sheet provided)	35 (12%)
4) Status report memo on final project progress	(summary below and an assignment sheet provided)	40 (13%)
5) "Interview an Entrepreneur" final class project – blog and pitch	(summary below and an assignment sheet provided)	100 (33%)

TOTAL **300 possible points**

Course Grading Scale:

Your final grade is based on the percentage out of 300 possible points that you earned (e.g., $282/300 = 94\%$, which is an A, whereas $276/300 = 92\% = A-$). I round up partial points .5 or higher to the next whole number.

A: 93-100%

A-: 90-92%

B+: 87-89%

B: 83-86%

B-: 80-82%

C+: 77-79%

C: 73-78%

C-: 70-72%

D: 60-69%

F: 0-59%

1) Class Attendance and Participation (60 pts.):

Attendance: As this is a hybrid class, we only meet face-to-face once per week during the quarter. Therefore, your attendance at each session is particularly critical. Our face-to-face sessions will be held in the classroom as well as offsite at TechNexus twice during the quarter (I will provide you with directions and reminders).

Arriving late for class or leaving early (without prior approval) is the same as being absent for that class session. Class attendance is mandatory. Your attendance and participation grade will be reduced by a minimum of one letter grade after each unexcused absence so carefully plan your schedule.

Participation: Come to class prepared to participate – to actively discuss the readings and interact with the instructor and your classmates. This is where the real learning happens. Be sure to read, ask questions, disagree, formulate your own ideas, and engage with members of the class. Our ideas, opinions and viewpoints will differ depending on our backgrounds, experiences, and knowledge. It's okay in this class to respectfully disagree with the readings and with each other. I encourage you to speak up, talk back, and offer your own ideas. It's also important to recognize that any one of us may have personal experience with these issues and it's important to be conscious of this as you talk about the issues. You will receive points for attendance and participation.

You will not receive an “A” on the class attendance and participation portion of your grade for simply attending every f-to-f class. Active participation is critical. I will evaluate your class participation as follows:

A = Student reads assignments, actively engages with speakers, and interacts with other class members; for example, an “A” in this area means that you ask questions, express judgments and/or pose questions on multiple occasions at each class session; and also that you actively participate and contribute to small group discussions and activities.

B = Student participates as above about 75 percent of the time.

C = Student does not volunteer, but only responds to direct questions; student’s responses demonstrate vague familiarity with course readings and assignments.

D and below = Student never volunteers, cannot respond to direct questions, keeps silent during class discussions, and is unable to summarize readings.

Excused absence: In order to receive an excused absence, you must contact me *before* the class you may miss, and the circumstances of your absence must be significant. Such excused absences must have either a doctor’s note or a note from the advisor of a university-sanctioned organization. Saying you were unable to find the offsite location of our class will not be a valid excuse (directions will be provided and I have purposely chosen a partner in TechNexus that is located within the Loop and not far from campus). If you miss class, you are responsible for obtaining the notes and assignments from your classmates, and if necessary, from me.

If you come to a face-to-face class late or leave early, there is a very high chance that you will miss announcements of changes in the class schedule, readings, and/or activities. It is *your responsibility* to obtain all of the information about schedule changes, readings, handouts, and location of events.

Attendance will be taken each class by via a sign-in sheet. **IMPORTANT: It is your responsibility to sign-in. If your signature isn’t on the sheet, you’ll be marked absent. Of course, I will always try to remind you.**

2) Weekly Online Quizzes (70 pts. total during quarter – 7 graded weeks at 10 possible pts. per quiz):

Each week there will be a short online quiz to complete on the course D2L site based on the assigned readings (textbook chapter(s) and supplemental readings provided via PDF and/or Web links on D2L) and the online lecture (i.e., narrated PowerPoint slides). The quiz will be a mix of 5 T/F and M/C questions worth 2 points apiece. This assignment runs for 8 weeks (you’re off the first and the last two weeks of this class, plus your lowest weekly quiz grade is automatically dropped so you’ll have seven weeks total of quiz grades). Each weekly quiz is timed (you will have 15 mins. to complete or three minutes per question) and must be completed each week by the Sun., 11:59 pm CT deadline otherwise you will receive a zero for the week (no make-ups or exceptions). The quiz tests and rewards you for completing the readings and viewing my weekly online lectures. **Your lowest weekly quiz grade will automatically be dropped – i.e., you may take a week off.**

3) Weekly Twitter Discussion (35 pts. total during quarter - 7 graded weeks at 5 possible pts. week):

One of the best ways to learn about trends in entrepreneurship and find sources of inspiration for starting/running a small business (or freelancing) is to read about and discuss articles on the topic. Publications like *Forbes*, *Fortune*, *Fast Company*, *BloombergBusinessweek*, *Inc.*, *Entrepreneur*, and *BusinessInsider.com* regularly write about entrepreneurship and profile entrepreneurs. Entrepreneurship is also a frequent topic in mainstream media outlets like the *Chicago Tribune* (see the Blue Sky Innovation section), the *Chicago Sun-Times*, *The New York Times*, *The Wall Street Journal* and even TV shows such as “Shark Tank” and “The Profit” on CNBC. Using the class hashtag #PRAD373, for eight weeks during the quarter students will (1) post a Web link to and short summary of the article (in keeping with Twitter’s 144 character limit) or (2) comment

on a link and summary previously shared by a classmate. You must have a **public** Twitter account (you'll share your Twitter handle for the assignment with me) and use the #PRAD373 hashtag for your tweet to count and be graded. Your weekly tweet is due each Sunday by 11:59 pm CT (based on the Twitter time stamp). Tweets submitted *after* each week's deadline will not be counted and will receive a zero. This assignment runs for 8 weeks (you're off the last two weeks of the quarter, plus your lowest Twitter discussion grade is automatically dropped so 7 weeks of graded #PRAD373 tweets). **Your lowest weekly Twitter discussion grade will automatically be dropped – i.e., you may take a week off.** An assignment sheet will be provided.

4) Status Report Memo on Final Project (20 pts.):

A good final project takes more than simply a week or two to research and write. The purpose of requiring you to submit a status report memo on the final project is twofold: (1) Nudge you further along in researching and writing your post/preparing your presentation so it doesn't pile up until quarter's end and (2) provide you with another opportunity for me to review your work and provide feedback (you only need to submit a one page memo to me via D2L, but you may also choose to submit as a separate Word doc your in progress story/post. If you choose to do this, I will review your in-progress draft penalty-free and offer my high-level comments). An assignment sheet will be provided that outlines the expectations for this status report memo.

5) "Interview an Entrepreneur" Final Class Project (100 pts.):

For the final class project, you will interview and write an article about a Chicago area entrepreneur and startup business for the class Tumblr blog (<http://www.DePaulEntrepreneurs.com>). Based on your interview and research, this article will include your own PR/advertising/marketing tips on how to grow the entrepreneur's business. In addition to writing this blog post/article about the entrepreneur and startup, you will make a short "elevator pitch" about your post on the final class day. For this class project, we are fortunate to partner with [TechNexus](#), a top co-working community and innovation hub based in the historic Civic Opera Building. We are appreciative to Brendan Karp and the TechNexus team for this opportunity, and we're looking forward to high quality work. Final class presentations (i.e., timed "elevator pitches") in which you talk about your class blog post (entrepreneur profile and PRAD ideas) will be made at the offices of TechNexus on the last day of class. Guest judges at TechNexus will help select a winning "pitch" and a prize/incentive will be provided.

Deadlines for Assignments

Deadlines are real. Late work will be reduced by one letter grade for each 24 hour period it is not turned in past the deadline. Work turned in after the posted deadline or the *start of class*, is considered late by one letter grade—no exceptions. In a professional environment, the consequences of missing deadlines are much worse.

The status report memo must be submitted electronically using the Dropboxes on D2L. You will receive a receipt (no emails/attachments or hard copy submissions). The final project is posted to the class blog.

IMPORTANT: Assigned deadline for papers/presentation are not flexible so please plan accordingly.

Note about Office Hours

I am always happy to meet with you and help in any way that I can. As noted at the top of the syllabus, my virtual and face-to-face office hours are Mon. and Wed. 3:00 – 5:30 pm CT. If this day and time doesn't work for you, contact me and we'll find a time that does work. During the work week, I respond to all emails within 24 hours and within 48 hours on the weekends (unless I am traveling). Email (mrags@depaul.edu) is the fastest way to reach me followed by phone (office: 312-362-6003). When I say virtual office hours I mean that I will be closely monitoring my email during this time so expect an especially quick response. For a face-to-face meeting, my office is located in the Daley Building (14 E. Jackson) in Suite 1257 on DePaul's Loop campus. **IMPORTANT: So that your email doesn't get inadvertently lost in my inbox, please include: "PRAD 373" in the subject line of your email. Also, always sign your full name in the body of your email. Thanks!**

Technical Support

Please refer to the Technical Support widget, located along the right hand side of the course homepage on D2L, for links to student training, documentation and videos. **For phone assistance, call the TSC (Help Desk) at 312-362-8765.** TSC maintains the following hours: Mon. – Thurs. 8:00 am – 8:00 pm CT, Fri. 8:00 am – 5:00 pm CT, Sat. 8:00 am – 4:00 pm CT, and Sun. noon – 4:00 pm CT. The TSC is closed during univ. holidays.

Final Notes:

- I will make every effort to adhere to this class schedule and grading system, but reserve the right to make necessary changes.
- While electronic devices like laptops and tablets are allowed for taking notes during class, please DO NOT use them to Facebook, IM, e-mail, etc. It is disrespectful to your classmates and professor.
- Please avoid talking with your neighbors while I am speaking to the class or a student is talking.
- No reading of newspapers, magazines, books, etc. during class. While I appreciate your support for journalism and interest in current events, it is distracting and disrespectful to your classmates and me.
- Please turn your mobile phone to vibrate when in class unless it is needed for emergency purposes. Also, please NO TEXTING during class (this includes trying to stealthily text under your desk!).
- I am here to help. I love entrepreneurship. If you notice yourself having trouble with any material or assignment, please see me immediately. Feel free to approach me about any concerns you might have.
- I am open to suggestions as to how to improve the course content; facilitate the learning process; encourage interest in the subject; or any other topic you deem important. Come see or email me.
- Again, the following dates and topics are a good faith attempt at providing you with a tentative schedule, but please note that they are not etched in stone. There is something to be said for some flexibility.

About Your Professor:

Matt Ragas, Ph.D. has been an entrepreneur since high school when he and a partner started and ran a part-time business buying and selling sports cards. In his senior year of high school in the mid-nineties, he co-founded an Internet-based electronic bulletin board service (BBS) for matching buyers and sellers of sports cards and collectibles. In the late-nineties, he was founding editor and one of the first employees of RagingBull.com, an early online investor community for discussing stocks. This Web-based startup attracted \$22 million in venture capital, several million unique monthly visitors, and was ultimately acquired by AltaVista, a leading search engine company of the Web 1.0 era. Around this time, he worked a stint as an Associate at a technology-focused, early stage venture capital firm where he screened business plans and conducted due diligence. At the dawn of Web 2.0 in the early 2000s, Matt partnered with one of the RagingBull co-founders to start a blog- and email-based subscription investment newsletter service. This bootstrapped company grew into Indie Research LLC, an investment research provider with several thousand paying subscribers and \$2 million in annual revenue. Since going back to school to complete his doctorate and become a professor, Matt remains an entrepreneur operating MRagas & Associates, a consulting firm that provides communication services.

About the Coleman Center for Entrepreneurship:

Created in 2003, the Coleman Entrepreneurship Center is an entrepreneurship support organization housed in the Driehaus College of Business at DePaul University. The Center provides current undergraduate and graduate DePaul students from across the university the support, encouragement, and resources they need to become a part of Chicago's booming entrepreneurial community, as well as, successfully launch and grow entrepreneurial businesses, non-profits and social ventures. Please consider using the Center as a resource:

Coleman Entrepreneurship Center
1 E. Jackson Blvd. (DePaul Center)

Suite 5000
 Chicago, IL 60604
 Phone: 312-362-8625
 Email: Dr. Terri Lonier, Ph.D. (tlonier@depaul.edu)
 Web: <http://colemanent.org>
 Twitter: @ColemanCenter

Spring 2015 – Course Schedule

Week of:	Module # and Topic	Assignments and Readings to Complete on D2L (and In-Class Work)	Assignment Due Date/Time	Face-to-Face Class Date/Time & Location
March 30	Module 1: What It Takes to Be a Business Owner (pp. 1-20 of text)	<ul style="list-style-type: none"> Module 1 readings / online lecture <i>(Class introduction and overview)</i> <i>(Sign-up in class for Twitter assignment)</i> <i>(Sign-up in class for class blog – Tumblr)</i> 	<ul style="list-style-type: none"> March 30, 1:30pm CT (all due date times are always Central time!) 	<ul style="list-style-type: none"> FIRST CLASS <u>Loop classroom</u> (14 E. Jackson, Rm. 1129): Mon, March 30, 1:30 – 3:00 pm
April 6	Module 2: Generating and Testing Business Ideas (pp. 21-40)	<ul style="list-style-type: none"> Module 2 readings / online lecture Weekly quiz (on Module 2) – start of this weekly assignment! Weekly #PRAD373 tweet – start of this weekly assignment! 	<ul style="list-style-type: none"> April 5, 11:59 pm CT April 5, 11:59 pm CT April 5, 11:59 pm CT 	<ul style="list-style-type: none"> <u>Loop classroom:</u> Mon., April 6, 1:30 – 3:00 pm Guest speaker: Terri Lonier (CEC) (2:00– 2:30 pm)
April 13	Module 3: Entry Strategies (pp. 41-60)	<ul style="list-style-type: none"> Module 3 readings / online lecture Weekly quiz (on Module 3) Weekly Twitter discussion <i>(Review capsules on TechNexus affiliated startups/entrepreneurs)</i> 	<ul style="list-style-type: none"> April 12, 11:59 pm CT April 12, 11:59 pm CT April 12, 11:59 pm CT 	<ul style="list-style-type: none"> <u>Loop classroom:</u> Mon., April 13, 1:30 – 3:00 pm Guest speaker: Chris Hunter (Phusion Projects) (2:20 – 3:00 pm)
April 20	Module 4: Getting Up and Running (pp. 61-80)	<ul style="list-style-type: none"> Module 4 readings / online lecture Weekly quiz (on Module 4) Weekly Twitter discussion <i>(Tour of TechNexus, Q&A, meet-and-greet with your entrepreneur)</i> 	<ul style="list-style-type: none"> April 19, 11:59 pm CT April 19, 11:59 pm CT April 19, 11:59 pm CT 	<ul style="list-style-type: none"> TechNexus visit: Mon., April 20, 1:45 – 2:45 pm (20 N. Upper Wacker Dr., Ste. 1200)
April 27	Module 5: Finding and Raising Money (pp. 81-108)	<ul style="list-style-type: none"> Module 5 readings / online lecture Weekly quiz (on Module 5) Weekly Twitter discussion <i>(Final list of entrepreneur-student pairings for project posted to D2L)</i> 	<ul style="list-style-type: none"> April 26, 11:59 pm CT April 26, 11:59 pm CT April 26, 11:59 pm CT 	<ul style="list-style-type: none"> <u>Loop classroom:</u> Mon., April 27, 1:30 – 3:00 pm Guest speakers: Vijen Patel and Ariana Soto (Pressbox) (2:20 – 3:00 pm)
May 4	Module 6: Building a New Business Team (pp. 109-127)	<ul style="list-style-type: none"> Module 6 readings / lecture Weekly quiz (on Module 6) Weekly Twitter discussion <i>(Final project: setting up interview, conducting background research)</i> 	<ul style="list-style-type: none"> May 3, 11:59 pm CT May 3, 11:59 pm CT May 3, 11:59 pm CT 	<ul style="list-style-type: none"> <u>Loop classroom:</u> Mon., May 4, 1:30 – 3:00 pm
May 11	Module 7: Intellectual Property (pp. 129-148)	<ul style="list-style-type: none"> Module 7 readings / lecture Weekly quiz (on Module 7) Weekly Twitter discussion <i>(Final project: setting up/conducting interviewing, researching/writing and brainstorming PRAD ideas)</i> 	<ul style="list-style-type: none"> May 10, 11:59 pm CT May 10, 11:59 pm CT May 10, 11:59 pm CT 	<ul style="list-style-type: none"> <u>Loop classroom:</u> Mon., May 11, 1:30 – 3:00 pm Guest speaker: Kapil Chaudhary (I2A Ventures and Launch U) (1:30 – 2:05 pm)

May 18	Module 8: Marketing (pp. 149-178)	<ul style="list-style-type: none"> • Module 8 readings / lecture • Weekly quiz (on Module 8) • Weekly Twitter discussion • Status report memo due via D2L dropbox (by the start of f-to-f class) 	<ul style="list-style-type: none"> • May 17, 11:59 pm CT • May 17, 11:59 pm CT • May 17, 11:59 pm CT • May 18, 1:30 pm CT 	<ul style="list-style-type: none"> • <u>Loop classroom:</u> Mon., May 18, 1:30 – 3:00 pm
May 25	Module 9: Financial Management (pp. 179-190) and Growing a Business (pp. 191-202)	<ul style="list-style-type: none"> • Module 9 readings / lecture • Weekly quiz (on Module 9) • Weekly Twitter discussion • <i>(Final project: Review memo feedback; continue working on blog post/story work; seek feedback/proofreading from peers)</i> 	<ul style="list-style-type: none"> • May 27, 11:59 pm CT (adjusted deadline) • May 27, 11:59 pm CT (adjusted deadline) • May 27, 11:59 pm CT (adjusted deadline) 	<ul style="list-style-type: none"> • <u>Loop classroom:</u> NO F-TO-F CLASS (University holiday – Memorial Day!)
June 1	Module 10: Starting a Business & Maintaining a Healthy Personal Life (pp. 203-209)	<ul style="list-style-type: none"> • Module 10 readings / lecture • No weekly quiz (on Module 10)! • No weekly Twitter discussion! • <i>(Final project: Interviews and write-ups should be completed; refine PRAD ideas and work on/practice elevator pitches)</i> 	<ul style="list-style-type: none"> • May 31, 11:59 pm CT • N/A • N/A 	<ul style="list-style-type: none"> • <u>Loop classroom:</u> Mon., June 1, 1:30 – 3:00 pm (review day and pizza party/potluck)
June 8 (Final Exam Week)	Final Presentations (Elevator Pitches) at TechNexus!	<ul style="list-style-type: none"> • Blog post/story due up on class blog before/by the start of last class or late <ul style="list-style-type: none"> ○ Reminder: elevator pitches are timed – short and sweet – practice your delivery/pitch! 	<ul style="list-style-type: none"> • June 8, 1:30 pm CT 	<ul style="list-style-type: none"> • <u>TechNexus visit (elevator pitches: final presentations):</u> Mon., June 8, 1:30 – 3:00 pm (20 N. Upper Wacker Drive, Ste. 1200)