ENT/MUP 402 Entrepreneurship in Music

COURSE NUMBER: ENT/MUP 402

COURSE TITLE: Entrepreneurship in Music (WI and SI)

CREDITS: 3:3

PREREQUISITES/COREQUISITES: junior or senior standing

FOR WHOM PLANNED: Undergraduate students who are interested in Entrepreneurship in Music

INSTRUCTOR INFORMATION:
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CATALOG DESCRIPTION: Focus on entrepreneurship knowledge, skills and career development in music.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course students will be able to:

1) Demonstrate knowledge of at least one possible career in music
2) Create a professional credential file.
3) Describe the entrepreneurial skills needed for success in the music business
4) Develop a novel business plan in music performance that incorporates concepts of entrepreneurship
5) Complete a community engaged scholarship project involving music.
6) Communicate effectively as a writer and speaker about music

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

Students will achieve learning outcomes (see above) by participating in class discussions, group projects, assigned reading, student presentations and faculty/guest lectures. As a writing intensive class, it is understood that all writing assignments require drafts and revisions, except the blog assignment.

EVALUATION AND GRADING: Rubrics and guidelines for each assignment are found at the end of this document.

1. **Class participation. 5%**
   It is **essential** that each student come to class prepared to express informed views and ask intelligent questions to each presenter or to the professor.
   [All SLOs]

2. **Music Careers Blog. 5%**
   Since an important objective of the course is to gain a wider knowledge of potential careers in music, a wide range of reading is expected. Approved readings are to be selected from books, pamphlets, periodicals, Internet sites, and bulletins. Students are expected to locate and study relevant material on their own initiative. **A 250-word blog of your individual readings of articles/books/websites is due each Friday, minimum of two blogs/week.** Each student is expected to come to class with several questions to ask the presenter(s) based on the topic of the day and reading material.
   [Supports all SLOs]

3. **Career Profile: (Involves Speaking Presentation) 15%**
   Each student will interview a person(s) in their desired area of interest (who is not their applied teacher). Each student will prepare a brief, 5-7 minute profile report to be presented to the class on the assigned date. Your report should include: working conditions, additional education, institutions, projected hours and salary expectations. You might also include the career track that your person followed to arrive in their field.
   [SLO 1 and SLO 6]

4. **Professional Credentials Assignment 15%**
   Throughout the course of the semester, in-class activities and some written assignments will form the basis for your professional credential file. The UNCG Career Services Center is no longer offering new accounts for the Reference File Service. You may use any reference file service you wish; www.interfolio.com is one resource to consider. Supporting documents should be well conceived, planned, outlined, and revised throughout the semester. All drafts are graded. Late papers will not be accepted. The following is a list of possible written assignments**:** Career Goals Essay, Graduate School Essay, Resume, Sample Cover Letter, Short and Long Biographical Statement, Concert Review
   [SLO 2 and SLO 6]

5. **Business Model: (Involves Speaking Presentation) 30%**
   Students will be assigned to groups during the first week of class. Each group is responsible for developing a novel business plan in music performance and write a description of it. This plan should describe the entrepreneurial skills necessary to successfully complete the plan.
   [SLO 3 and SLO 4]

6. **Community Engagement/Outreach: (Involves Speaking Presentation) 30%**
   Students will be assigned to groups during the first week of class. Each group is responsible for developing and implementing a community outreach project in music, (see attached

guidelines). This may relate to your Business Model, but is not required to do so. Each group will prepare a professional presentation about the project to be given on the assigned date. These presentations should be well conceived, planned, outlined, and presented in an effective and concise manner. A formal handout should be carefully crafted and brought to the class, which would include your bibliography and any other additional information. Each presentation must be 20 minutes in length (no shorter, no longer).
[SLO 5 and SLO 6]

Overall Grading Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	94-96	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

REQUIRED TEXTS/READINGS/REFERENCES:

Beeching, Angela Myles. *Beyond Talent: Creating a Successful Career in Music*. New York, NY: Oxford University Press, 2010.

You may also choose to purchase this text via Kindle at Amazon.com

REQUIRED SOFTWARE The Kauffman Center for Entrepreneurial Leadership (2004). *FastTrac Venture Planning* Workbook, & CD-ROM. Kansas City, MO.: The Ewing Marion Kauffman Foundation. Set includes workbook & CD-Rom, (for one price that is subsidized by the Kauffman Foundation). ISBN: 978-094-430341-2

Discounted at the campus bookstore (approximately $42.50).

TOPICAL OUTLINE/CALENDAR:

Topics included but not limited to:

Entrepreneurship for the Performer

How to Write a Business Model or Mini Business Plan

Mapping Success in Music

Community Engaged Scholarship in Music

Networking Basics

How to "work" a Room

Building your Image: Promotional Materials

Demos and CD's

Online Promotion: Websites

Removing your personal obstacles

Booking Performances

Building your Reputation

Connecting with Audiences

Performing at your Best

Managing your gigs, time, money

Raising Money for Music Projects

ACADEMIC INTEGRITY POLICY: Students are expected to adhere to the UNCG Academic Integrity Policy. For more information on UNCG's Academic Integrity Policy, visit the following: http://academicintegrity.uncg.edu

ATTENDANCE POLICY: none

FINAL EXAMINATION: Exam day will be used as a presentation platform for student projects. Peer evaluation and feedback will be expected and will be credited in your class participation grade.

Assignment 1. Class Participation Guidelines

There is a difference between talking a lot in class and participating in a meaningful conversation. You need to understand that true participation involves a variety of factors such as: listening respectfully; being prepared; making comments that are based on the assignment; and making comments that refer to the thoughts of other students.

	Strong Work	Needs Development	Unsatisfactory
Listening	• Actively and respectfully listens to peers and instructor	• Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	• Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	• Sometimes arrives unprepared or with only superficial preparation	• Exhibits little evidence of having read or thought about assigned material
Quality of Contributions	• Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	• Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	• Comments reflect little understanding of either the assignment or previous remarks in class
Frequency of Participation	• Actively participates at appropriate times	• Sometimes participates but at other times is "tuned out"	• Seldom participates and is generally not engaged

Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

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Assignment 2. Blogs

	4	3	2	1
Overall Use of Blogs	• All blog entries are completed and all show clear evidence of engagement with required materials	• All blog entries are completed, though not all of them show evidence of engagement with required materials	Almost all blog entries are completed, though not all of them show evidence of engagement with required materials	• Blog entries are few and generally simply retelling of personal experiences
Total Points: A=4, B=3, C=2, D=1, F=0				

Assignment 4. Professional Credentials

This assignment is graded pass/fail and will factor as an A or an F for 10% of your total grade.

Assignments 3, 5 and 6. Oral Presentation Guidelines

The ability to talk clearly and comprehensibly about music (and music-making) is a skill every musician needs! Use these presentations as an opportunity to 'teach' your peers. Don't go too fast, but keep the time limit in mind (which, by necessity, will be strictly enforced). What can you do to make your discussion memorable and meaningful? Speakers who make the effort to be expressive often improve their ability to become expressive musicians, so there are fringe benefits to this process!

A **PowerPoint** presentation should accompany your presentation. Beware of 'death by powerpoint.' The effectiveness of your ppt will figure into your grade, as will the presentation's content, organization, and delivery. Be prepared to answer questions. You will turn in an electronic **outline** (an exact copy of the one you or your group is using during your presentation).

Considerations for Group Oral Presentation

Students will be assigned to randomized groups during the first week of class. Group size will be determined by class enrollment; 4-5 people per group. Everyone in the group needs to participate—as equally as possible—in the presentation.

In order to help assess each member's contribution to the group effort, 1) each group is required to keep detailed **minutes** of its meetings, and 2) that each person will turn in a **personal write-up** detailing his or her activities in support of this project. Poor minutes will hurt the group grade, so identify a good secretary at the start of each group meeting, and it is wise to review the previous meeting's minutes for accuracy at the start of the next meeting; this review often helps the group get back on track quickly. (**Electronc** versions of both items—the minutes and the personal write-ups—are due on the day of the presentation.) An average of the group grade and the individual grade will comprise the final grade.

Rubric for individual and group presentations:

	4	**3**	**2**	**1**
Subject Knowledge	• Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	• Student is at ease and answers most questions with explanations and some elaboration.	• Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	• Student does not have grasp of information; student cannot answer questions about subject
PowerPoint	• Student's slides reinforce and enhance the presentation. • Presentation has no misspellings or grammatical errors.	• Student's slides relate to the presentation • Presentation has no more than two misspellings and/or grammatical errors.	• Student's slides rarely support the presentation • Presentation has three misspellings and/or grammatical errors	• Student's slides are superfluous • Presentation has four or more spelling errors and/or grammatical errors
Communication Effectiveness	• Student maintains eye contact with audience, seldom returning to notes. • Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	• Student maintains eye contact most of the time but frequently returns to notes. • Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	• Student occasionally uses eye contact, but still reads mostly from notes • Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	• Student makes no eye contact and only reads from notes • Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.
Group Work	• Works very well with others. Assumes a clear role in decision-making and responsibilities.	• Student works well with others. Takes part in most decisions and shares in the responsibilities.	• Student works with others, but has difficulty sharing decisions and responsibilities.	• Student cannot work with others in most situations. Cannot share decisions or responsibilities.
Total Points for Group Presentations: A=14-16, B=11-13, C=8-10, D=5-7, F=0-4 **Total Points for Individual Presentations: A=11-12, B=8-10, C=6-7, D=4-5, F=0-3**				

Assignment 5. Novel Business Plan

Rubric for assignment 5

	4	3	2	1
Opportunity Identification	• Draws on a diverse range of strategies to identify opportunities exhibiting elements of novelty, and potential market value.	• Draws on several strategies to identify opportunities exhibiting an element of novelty and/or potential market value	Relies on one or two strategies to identify opportunities with limited novelty, diversity and business potential	• Opportunity is not novel.
Opportunity Assessment	• Provides a comprehensive, thorough analysis of opportunities. • No significant errors or omissions	• Provides a systematic, unbiased analysis of opportunities. • May contain some errors and/or omissions	• Provides a limited and/or biased analysis of opportunities	• Analysis of opportunities contains numerous errors and/or omissions.
Start-up Process	• Addresses key steps in the startup process. Plans/diagnoses/ recommendations are well-supported and appropriate. • Identifies appropriate strategies for risk reduction. • No significant errors or omissions	• Addresses key steps in the startup process. Plans/diagnoses/recomme ndations are moderately supported and doable but not necessarily the most effective approach. • May contain some minor errors or omissions.	• Omits key steps in the start-up process. Provides little support for plans/diagnoses/recomm endations. •Plans/diagnoses/recom mendations are often inappropriate	•Plans/diagnoses/ recommendations do not connect properly with the suggested startup plan.
Total Points: A=11-12, B=8-10, C=6-7, D=4-5, F=0-3				

Assignment 6. Community Engagement/Outreach

This project is considered pass/fail. You will provide self-assessment as part of your proposal and project report. (Your group presentation will be graded by the rubric provided above.)

Your proposal should be no more that 1-2 pages. Please include the following:

- Name(s)
- Title
- Narrative – In the narrative, please describe the "who, what when, where, and why" of your project.

As you prepare your narrative, ask yourself the following questions:

- How does this project contribute to the community?
- What will success look like for this project?
- How will that success be assessed? Assessment can include measurement or narrative. We just want to know how you will know that the program has been successful and how you will evaluate the success.
- What do you hope to learn through this project?

Provide final report on project, including self-assessment.