**ENTR 4010: Topics - Digital Entrepreneurship - Spring 2019**

|  |  |
| --- | --- |
| Professor: Franz T. Lohrke | Email: [*FranzLohrke@lsu.edu*](mailto:FranzLohrke@lsu.edu) |
| Office: #3203 BEC | Office Hours: Tuesdays/Thursdays, 11:00 a.m.- 12 p.m. or by appointment |
| Phone: (205) 578-2126 | Twitter: @Ftlohrke and @LSUentrepreneur |

# COURSE DESCRIPTION

Examination of how increasingly digitized assets impact entrepreneurship by changing the functional areas of business like marketing, management, and finance

# COURSE PURPOSE AND OBJECTIVES

The “digitization of everything,” where assets move from being physical/analog to digital, represents a fundamental shift in how many companies will operate. This course provides an overview of how digitalization trends will impact important business functions.

The primary goal of this course is to help students learn important terms and concepts related to digitization. Through a combination of readings, videos, presentations, and on-line discussions, we will learn about current issues in digital entrepreneurship, as well as what trends might impact how businesses will operate in the future.

The learning objectives of this course include:

1. learning key vocabulary and concepts related to digitization as well as explore concepts in this area based on individual student’s interests.



1. developing each student’s understanding of digital entrepreneurship, marketing, management, and finance issues in start-up, small, and large companies/organizations.
2. increasing each student’s knowledge of e-commerce business models and concepts.
3. augmenting each student’s knowledge about content marketing, in general.
4. helping each student discover current trends in social media and ecommerce that could affect business

REQUIRED READINGS AND OTHER COURSE MATERIALS

All readings, videos, and course materials will be distributed on-line through Moodle or via email. Students will also need access to an SEO-trackable website. If a student doesn’t have access to a website, one can be established for about $11 on a site like [www.wix.com](http://www.wix.com).

**GRADING SCALE**

(A+ = 100-97; A = 96-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ =79-77...)

|  |  |
| --- | --- |
| CES assignment\* | 20 |
| Domain name purchased or accessed | 30 |
| Basic website established | 50 |
| Price comparison assignment\* | 25 |
| 3D printing assignment \* | 50 |
| Final website established | 100 |
| LinkedIn assignment\* | 50 |
| Website traffic summary assignment | 100 |
| Lynda.com assignment\* | 75 |
| Key trends paper | 100 |
| Key Trends presentation | 100 |
| Self-check assessments (4)\* | 50 |
| Participation | 50 |
| **TOTAL** | **800** |

**\***These are individual assignments.

**CONSUMER ELECTRONICS SHOW (CES) POSTING**

To kick off the semester, students will post news from CES on a discussion board on Moodle. Students should read postings of other students and must comment substantively on at least one of these postings to earn full assignment credit.  In addition, duplicate postings are not allowed, so students should be sure to review previous postings before adding their own.  Postings must be at least 100 words and include a link to the news article.

**PRICE COMPARISON AND 3D PRINTING ASSIGNMENTS**

To help students obtain direct knowledge about important concepts, they will complete two short assignments. Students will need to 3D print a product and check prices at a local store and then discuss their experiences. Details will be provided on Moodle.

**LINKEDIN ASSIGNMENT**

# Students will need to set up a LinkedIn profile and connect with the professor on the site. Profiles will be graded based on having a professional profile picture, significant details about work experience, hobbies, and other activities, as well as having/establishing connections with LSU alumni.

**LYNDA.COM ASSIGNMENT**

Students will need to complete a Lynda.com course as a course assignment. The topic can be any subject of interest to the student, but students are encouraged to complete a course relevant to their career goals. The course video must be at least 30 minutes long, and students will turn in a one-page (double-spaced) paper about key points they learned from the Lynda.com course. To receive full credit, students must post their certificate of completion on their LinkedIn site.

**WEBSITE AND TRAFFIC ASSIGNMENT**

Students will need to build a basic website and then drive traffic to it to learn about key concepts like search engine optimization (SEO).  This website can be about any topic in which a student is interested (like a social cause, a sport, his/her hometown, a technological trend, etc.…please no reviews of the Baton Rouge bar scene.).  Given the assignment only lasts a month, this can be a basic website, which students can build using the template at sites like <http://www.wix.com/>.  Alternatively, students can also monitor traffic to a preexisting website, if they can access its data.

The primary reason for building this is to drive traffic to it; given that, it should be somewhat interesting to people when they land there.  Readings about these issues will be provided on Moodle.  Students can do this assignment individually or partner with one other student on this project.

# SELF-CHECK ASSESSMENTS

Students will take four self-check assessments during the semester. These are relatively short (10-15 questions, primarily multiple choice), straightforward assessments to make sure students are understanding readings and key concepts. These should be viewed as “checkpoints” about a student’s understanding of class material. Students will be able to take these assessments twice, and the higher of the two scores will count.

**KEY TRENDS PAPER PRESENTATION**

Students will write a seven- to ten-page (double-spaced) paper about a key digital trend that interests them. This project can be done in a group of up to three people.

Students will give a presentation during Finals Week to inform other students about the digital trends that they have been tracking and analyzing during the semester for their Key Trends Assignment. Presentations should be professionally done. Length of presentations will depend on the final number of projects in the class.

**REQUIRED SOURCES FOR PAPER AND PRESENTATION**

The presentation should include at least ten business press (e.g., *Wall Street Journal*, *Business Week*, or *Fortune*), trade publication (e.g., *Progressive Grocer),* orscientific/technical publication (e.g., *Popular Science*) articles about important trends. Students can also earn extra credit by generating their own primary data (e.g., through surveys of potential customers) about important trends.

Conversely, there are sources that should NOT be used for the project. Using these will result in at least a letter grade deduction from the presentation. In addition, these sources will not count toward the required sources:

* + - Wikipedia, Encarta, or any other virtual or hard-copy (e.g., *World Book*) general encyclopedia
    - Websites with questionable information (e.g., [www.walmartsucks.org](http://www.walmartsucks.org))
    - Any information about important trends contained in any textbook
    - Any analysis done by any student in the current or previous semesters either at Louisiana State University or any other college/university

**ACCOMMODATIONS**

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or [**www.lsu.edu/disability**](https://www.lsu.edu/disability/index.php).

## **General Statement on Academic Integrity**

## Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom.  The Commitment to Community charges students to maintain high standards of academic and personal integrity.  All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at [**www.lsu.edu/saa**](https://www.lsu.edu/saa/index.php).  It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability.  For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation.  For a second academic violation, the result could be suspension from LSU.  For graduate students, suspension is the appropriate outcome for the first offense.

**PROFESSOR BIO**

Dr. Franz T. Lohrke is the Alvin C. Copeland Professor of Franchising and Entrepreneurship. He has assisted aspiring entrepreneurs for over 20 years through his teaching and community service activities. For example, he has taught entrepreneurship and strategic management classes at the undergraduate and graduate levels as well as served as a judge in statewide business plan competitions. He has been a due diligence team member for an angel investment group and contributed frequently to stories in the business press about entrepreneurship and small business.

Before joining the faculty at LSU, he served as a faculty member at other universities including the University of Southern Mississippi, the University of South Florida, the University of Alabama, and Samford University. Prior to his academic career, he worked primarily in the hospitality industry including banquet services and restaurant management at Walt Disney’s EPCOT theme park.

Dr. Lohrke earned his Ph.D. in Business Administration (Major: Strategic Management, Minor: International Business) from Louisiana State University, Masters in Business Administration from the University of Iowa, and Bachelor of Arts in Business Administration from Flagler College.



**ENTR 4010 Schedule of Class Activities**

**Spring 2019**

**(Subject to Change as Circumstances Warrant)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | | **Topics** | **Assignments** |
| Jan | 7 | **Introduction**  The Internet of everything (people, places, and things) | Form groups (if desired) |
| Jan | 14 | **Digitization of Entrepreneurship**  The future of shopping  The digitization of everything  Industries being disrupted by digitization | **CES assignment due January 15th at 11:55 pm** |
| Jan | 21 | Impact on barriers to entryand information asymmetry  The opportunities versus threats of convenience versus security  Online business models |  |
| Jan | 28 | Website design guidelines  The gig economy | **Purchase or secure a domain name by February 1st at 11:55 pm** |
| Feb | 4 | **The Digitization of Marketing**  Competing in the age of “omni-channel” retailing  **Product/Service**  How the Internet of Things (IoT) changes business models  Service innovation in a digital world  Digital disruption  Crowdsourcing innovation | **Self-assessment #1** |
| Feb | 11 | **Promotion**  Branding in the digital age  Search engine optimization (SEO) basics  Local SEO |  |
| Feb | 18 | Social media marketing | **Lynda.com assignment due on February 22nd at 11:55 pm** |
| Feb | 25 | **Place**  The Internet of place  The coming era of on-demand marketing  Near field communications (NFC) and proximity marketing  Voice-activated virtual assistants  A primer on 3D printing  **Price**  Understanding digital markets  "Omni-channel" retail insights and consumer's path-to-purchase  Calculating content marketing ROI | **Basic website should be set up by March 1st at 11:55 pm**  **Self-assessment #2** |

|  |  |  |  |
| --- | --- | --- | --- |
| Mar | 4 | **MARDI GRAS HOLIDAY** (Tuesday)  **The Digitization of Management**  The Internet of People  Digital recruiting  Work rules in a gig economy | **3D printing assignment due**  **March 8th at 11:55 pm** |
| Mar | 11 | Big data/Analytics  Digital supply chains  **March 15th-17th Startup Weekend** | **Price comparison app**  **assignment due March 15th at 11:55 pm** |
| Mar | 18 | Augmented versus virtual reality and training with virtual reality  Transforming work with smart spaces and biohacking | **Linkedin Assignment due March 22nd at 11:55 pm** |
| Mar | 27 | **The Digitization of Finance**  Blockchain  Virtual currencies | **Self-assessment #3** |
| Apr | 1 | Financial technology (“fintech”) | **Final website should be ready for final grading by April 1st at 11:55 pm** |
| Apr | 8 | **Aging 2.0 reverse pitch competition (5:00 pm)**  Mobile payments  Financial intermediaries in digital business | **Website traffic assignment due April 12th at 11:55 pm** |
| Apr | 15 | **SPRING BREAK** |  |
| Apr | 22 | Crowdfunding  **Wrap up and details about presentations** | **Self-assessment #4** |
| Apr | 29 | **FINALS WEEK**  **Tuesday, April 30th, 5:30-7:30 pm**  **Final presentations** | **Key trends paper due April 30th at 11:55 pm** |

**The last day to drop the course without a “W” is January 17th.**

**The last day to drop the course is March 22nd.**