

*Plainview Campus School of Creative Arts*

University Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Number & Name:MUSI 3200, Entrepreneurship for Music

Term:Spring 1 2021

Instructor:Dr. Richard Fountain**,** Professor of Piano

# Contact Information:

**Cell phone (no calls/texts after 9pm):** (402) 613-0158

**Email**: [fountainr@wbu.edu](mailto:fountainr@wbu.edu)

Office Hours, Building and Location:HMW 129; TBA

# Course Meeting Time and Location:

Meeting day & time: Online asynchronous course via Blackboard

Catalog Description: Experiential development of practical skills in marketing, business communication, accounting, time management, and interpersonal skills necessary for professional musicians, with special attention to the application of a Christian worldview to daily professional life.

Prerequisites: Consent of instructor.

# Required Textbook & Resource Material:

Beeching, Amanda Myles. *Beyond Talent: Creating a Successful Career in Music (2nd ed.).* New York: Oxford University Press, 2010.

Cutler, David. *The Savvy Musician: Building a Career, Earning a Living & Making a Difference.* Ashland, OH: Helius Press, 2009.

Your personal Bible. We will be applying Scripture frequently in this course.

Optional Materials:None.

# Course Outcome Competencies:

***In preparation for careers in music, students will develop and demonstrate:***

* Professional competence in written communication through creating sample emails, text messages, and social media posts, constructing a resume and website, and crafting a cover letter for an imagined employer.
* Professional competence in oral communication through mock interviews (role-playing as both employer and employee) and through public presentations.
* Personalized marketing plan for their areas of specialty including a detailed budget and timeline of activities.
* Knowledge of and competence in basic accounting and tax preparation procedures, including compliance with applicable local, state, and federal laws.
* Detailed dawn-to-dusk time chart for an imagined work week, including all applicable work activities as well as breaks and meals.

Attendance Requirements:As this is an asynchronous online course, “attendance” is something of an amorphous concept. For the purposes of our course, students are counted as “present” if they participated in the discussion board activities each week. If a student is “absent” for a week (i.e., does not participate in the discussions), the instructor may contact the student to remedy the situation. If the student is absent for two weeks (25% of the course in an 8-week session), the instructor may automatically assign a grade of “F” to the student for the course.

**NB:** There will be a brief questionnaire as a “second-day” assignment, due on Tuesday, January 11. This is an ungraded assignment that fulfills the university’s census reporting requirements. Please ensure that this assignment is completed as soon as you log into the course.

Statement on Plagiarism and Academic Dishonesty:*Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.*

Disability Statement:*In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.*

# Course Requirements & Grading Criteria:

Attendance and Participation: 10%

Resume/CV project: 15%

Time chart project: 10%

Website project: 10%

Tax project: 10%

Business plan: 15%

Case studies: 15%

Public presentations: 15%

There are no exams in this course. Just as in the real world, students will be evaluated on their continuing commitment to professional-quality work and behavior.

Resume/CV:Students will prepare both a formal one-page resume and multi-page curriculum vitae (CV) for future professional use. Each student’s documents will be tailored to the common format in his or her specialty (performance, classroom teaching, research, church work, etc.).

Time chart:Students will provide a snapshot of a typical week in their current life (or, for students who already maintain a detailed calendar, an imagined week in their chosen field of specialty). This snapshot should take the form of a spreadsheet covering the waking hours of each working day (for some students this will include weekends). Work activities such as emails, meetings, classes, practicing, rehearsal planning, etc. should be described and scheduled as precisely as possible. Breaks and meals are to be marked appropriately.

Website:Students will create a website appropriate to their field using a free Web hosting service such as Wix or WordPress. Examples of sites could include, but are not limited to, a middle-school choral ensemble, an independent music studio, freelance performing, or a non-profit arts organization. Sites will be evaluated for grammar, spelling, and fluency in addition to appropriateness of audiovisual content and ease of navigation on desktop and mobile platforms.

**Tax project:** Students will fill out mock tax forms, such as Form 1040, Schedule SE, and Schedule C based on sample income data provided by the instructor. Students will be evaluated on the accuracy of their calculations as well as the thoroughness of their documentation. *NB: Students should NOT use real personal information such as Social Security numbers or bank account information in these forms!!* This is an exercise intended to prepare you for the tax liability you will face upon graduation.

Business plan:Students will create a business plan for their particular field of expertise. The plan could launch a new endeavor or revitalize an existing entity such as a school ensemble or non-profit music organization. Plans will include a multilayered timeline (short-, mid-, and long-term) as well as specific financial estimates of cost and return on investment. Students will also create an executive summary of their plan to serve as an “elevator speech” when encountering potential network partners.

**Case studies:** Students will examine a series of case studies throughout the session, presenting various problems arts professionals may encounter in their careers. Responses to the case studies should be thorough, but not long (1,000 words maximum), diagnosing the problem(s) presented in each study and suggesting specific strategies to effect positive change. This is a formal academic writing assignment, with the expectation that grammar, spelling, logical structure and other elements of professional writing are apparent.

Public presentations:Students will research, prepare, and present a PowerPoint (or Keynote, or Canva, or similar professional software) presentation on an entrepreneurial project of their choice. The presentation should demonstrate awareness of the contextual interplay of the topics considered in this course. The presentation will be a minimum of 15 minutes in length, exclusive of Q&A.

*Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.*

# Tentative Schedule (calendar, topics, and/or assignments subject to change at the instructor’s discretion):

# Week 1 - Introduction: Who/What are You and Who Do You Want to Be?

Defining your goals: Vision, mission, and goal statements

Creating your opportunities [Cutler, Intro and Ch. 1, pp. 1-16; Beeching, Ch. 1, pp. 1-13]

Bio, resume/CV, repertoire lists, and other documents [Cutler Ch. 4; Beeching Ch. 3]

# Week 2 – Time Management and Work/Life Balance

Four Quadrants of Time Management [Beeching Ch. 11, pp. 274-283]

Biorhythm: Finding and using your most productive hours

**(Resume/CV due; Case Study #1)**

# Week 3 - Establishing Your Professional Identity

Building a Digital Presence: Creating a website [Cutler Ch. 5, pp. 93-102; Beeching Ch. 5, pp. 128-140]

**(Time chart due)** Building a Digital Presence: Managing social media [Cutler Ch. 5, pp. 103-112; Beeching Ch. 5, pp. 123-127]

# Week 4 - Networking is Not a Naughty Word

Establishing and feeding your network [Cutler Ch. 7, pp. 141-154; Beeching Ch. 2]

Maintaining and leveraging your network

**(Website project due)**

# Week 5 - Expanding Your Professional Visibility

The Four “P’s”: Marketing your “product” [Cutler Ch. 3]

Defining and reaching your target audiences [Beeching Ch. 7]

Press releases, email blasts, and social media ads

First Impressions: Body language

**(Case Study #2)**

# Week 6 – Financial Management and Tax Preparation

Basic income and expense tracking [Cutler Ch. 8; Beeching Ch. 11, pp. 283-294]

Taxes 101 – Income tax, payroll and self-employment taxes, W-2s, W-4s, W-9s, 1098s, 1099s…

Tax deductions, quarterly taxes and other self-employment issues

Health insurance, Social Security, and retirement planning

Working session: How to complete tax forms

Follow the Money: Understanding funding structures and spending processes in organizations [Cutler Ch. 11, Beeching Ch. 12]

**(Business Plan due)**

# Week 7 – Non-Profit Business Structures

**(Tax project due)** LLCs, 401(c)3s, corporations…how do they work?

Forming and maintaining your own non-profit organization

# Week 8 - Presentations

**(Presentation materials due through Blackboard)**

**There will be NO final exam for this course. The projects and presentations are sufficient to prove that you have internalized the course material.**

# Grade Representation:

# Grade of A - Excellence overall, no major weaknesses

A-level work implies excellence in thinking and performance within the discipline. It also implies development of a wide range of knowledge and skills acquired through critical thought. A-level work is clear, precise, accurate, well-reasoned, and generally correct with attention to detail and correction of errors. A-level work displays high achievement in all aspects of this course: written work, teaching activities, examinations, projects and class involvement. A-level work is prepared in a timely manner with no missing assignments. A-level work is completed with a significantly high degree of intellectual autonomy and perseverance. A-level work requires regular class attendance.

# Grade of B – Demonstrates more strengths than weaknesses

B-level work implies quality thinking and performance within the discipline. It also implies development of a wide range of knowledge and skills acquired through critical thought. B-level work is clear, precise, accurate, well-reasoned, and generally correct with attention to detail and correction of errors. B-level work may have occasional lapses into weak reasoning and incomplete performance. B-level work displays achievement in all aspects of this course: written work, teaching activities, examinations, projects and class involvement. B-level work is usually prepared in a timely manner with few missing assignments. B-level work is completed with a significant degree of intellectual autonomy and perseverance. B-level work requires regular class attendance.

# Grade of C – Demonstrates the minimum level of skill development required; demonstrates equal strengths and weaknesses

C-level work implies inconsistent thinking and performance within the discipline. It also implies some lack of knowledge and skills acquired through critical thought. C-level work may be unclear, imprecise, inaccurate, lacking reason, and sometimes incorrect with a lack of attention to detail and correction of errors. C-level work will have occasional lapses into weak reasoning and incomplete performance. C-level work displays inconsistent achievement in some aspects of this course: written work, teaching activities, examinations, projects and class involvement. C-level work is occasionally prepared in an untimely manner with missing assignments. C-level work is completed with a low degree of intellectual autonomy and perseverance.

# Grade of D – Demonstrates a lack of skill development; demonstrates more weaknesses than strengths

D-level work implies a significant lack of thinking and performance within the discipline. It also implies a lack of knowledge and skills acquired through critical thought. D-level work is unclear, imprecise, inaccurate, lacking reason, and often incorrect with little attention to detail and correction of errors. D-level work will have frequent lapses into weak reasoning and incomplete performance. D-level work displays inconsistent achievement in most aspects of this course: written work, teaching activities, examinations, projects and class involvement. D-level work is usually prepared in an untimely manner with a significant number of missing assignments. D-level work is completed with little intellectual autonomy and perseverance.

# Grade of F – Demonstrates a lack of skill development; demonstrates significantly more weaknesses than strengths; fails to complete the required work of the course

F-level work implies a complete lack of thinking and performance within the discipline. It also implies a lack of knowledge and skills acquired through critical thought. F-level work is unclear, imprecise, inaccurate, lacking reason, and is incorrect with no attention to detail and correction of errors. F-level work will have regular lapses into weak reasoning and incomplete performance. F-level work displays a lack of achievement and incomplete performance in most aspects of this course: written work, teaching activities, examinations, projects and class involvement. F-level work is prepared in an untimely manner with a significant number of missing assignments. F-level work is completed without intellectual autonomy and perseverance.