



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

COLLEGE of BUSINESS ADMINISTRATION

MGMT 3310 – 110 -- Entrepreneurship I

Fall 2017 / 16 week face to face

August 28- December 15

Tuesday's & Thursday's/ 1:00pm – 2:15pm/ Founder's Hall Room #211

I. COURSE OVERVIEW AND INSTRUCTOR CONTACT INFORMATION

Instructor: Angela Patrick, PhD.

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Office: FH **Room#:** 317C

E-mail: abpatrick@tamuct.edu

Office Hours: Tuesdays & Thursdays 10am – 1:00pm

College of Business Administration Department Information:

COBA Department Main Phone Number: 254-519-5437

COBA Department Main Email: cobainfo@tamuct.edu

COBA Department Main Fax#: 254-501-5825

- a. **Method of Instruction:** This is face-to-face course that also uses the TAMUCT Canvas Learning Management System, which can be accessed at <https://tamuct.instructure.com>. For information on how to access Canvas, please refer to section “Technology Requirements and Support” in this syllabus. The instructions in section VI of this syllabus will assist you with gaining access and technical support. Though no specific knowledge is required as a prerequisite to this course, it will be essential that you have a familiarity with the use of Microsoft Word, the Internet, and attaching documents at a minimum.
- b. **Student/Professor Email:** I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. Do not use my TAMUCT email for course related matters. If your concern needs my immediate attention, please send me a text and I will reply as soon as possible. Please provide in the subject line of each Canvas Inbox message the course information “MGMT 3310” so that I can identify your class. If you text me on my cell phone, please mention the same information in your text.
- c. **911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

II. COURSE INFORMATION

My Goal Is To Take You

From This



To This



Life's too short to build something nobody wants – Ash Maurya, Running Lean

Customers don't care about your solution. They care about their problems. – Dave McClure, 500 Startups

The only way to win is to learn faster than anyone else – Eric Ries, Lean Startup

You don't learn until you launch – Dan Norris, 7 Day Startup

"Some men see things as they are and say, why. I dream things that never were and say, why not"
– George Bernard Shaw

- a. **Course Overview and Description:** This course addresses the process of generating ideas for a new business with an emphasis on information sources and industry analysis.

There will be a focus on reviewing and application of material, concepts, and applications from the textbook. You will perform a considerable number of hands-on exercises and discussions designed to help you integrate and apply the material presented in the text. Therefore, it is important for students to proceed through the outlined course and prepare by having read and thought about the reading material each week. The overall objective of this course is for each student to develop a critical thinking approach regarding Entrepreneurship and to develop a greater appreciation for what it takes to start a new venture.

- b. **Overall Course Objective:** This course concentrates on identifying and evaluating opportunities that may become the foundation for a new business venture. Through experiential learning opportunities, students will apply what they learned. This course requires students to develop a new business venture using the business model canvas. Students will learn to assess the value of a concept and explore opportunity recognition, innovation and

creativity, the legal structures of business, and types of entrepreneurial ventures. In this course, you may re-evaluate your own views of entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action.

As a student in this course, you will practice ET&A by accomplishing the following objectives:

- Assess your personal entrepreneurial capacity.
- Differentiate between entrepreneurial and managerial thinking.
- Play with idea generation techniques to help you better create and shape ideas into bold opportunities.
- Evaluate opportunities using a rigorous feasibility and experimentation processes.
- Develop, define, and clearly communicate a business concept to determine its feasibility.
- Gain confidence to use entrepreneurial thinking and action with future opportunities.

Throughout this course, you will develop a mindset that will enable you to build a toolkit to create and evaluate entrepreneurial opportunities, marshal resources, and form teams driven by creativity, leadership, and smart action. In sum, this course is a journey through the fuzzy front-end of early stage entrepreneurial activity. This course is not intended to be a complete overview of entrepreneurship; it is an immersion experience for finding and creating opportunities.

c. **Student Learning Outcomes**

Upon the completion of the course, the student will:

1. Understand what characteristics of the entrepreneurial mindset predicts entrepreneurial success;
2. Conduct primary and secondary research on a business concept;
3. Determine resources needed to exploit an opportunity and explore the constituents of the entrepreneurial process;
4. Understand the process of creating a new venture;
5. Understand implementation factors leading to firm growth;
6. Produce oral & written feasibility analysis using the business model canvas.

d. **Required Textbook and Supplemental Materials:**

- *Entrepreneurship: The Practice and Mindset*, by Heidi M. Neck, Christopher P. Neck, and Emma L. Murray. SAGE Publishing, 2017. ISBN: 9781483383521
- VentureBlocks Simulation, ISBN: 9781506384382
- Student Resources: edge.sagepub.com/neckentrepreneurship

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Valuable Resources:

APA Formatting Guidelines, <http://owl.english.purdue.edu/owl/resource/560/01>
 APA Formatting Citations Video, <http://www.youtube.com/watch?v=9pbUoNa5tyY>

III. COURSE REQUIREMENTS

a. *Shark Tank Challenge/ Pitch Competition (35% of course evaluation):*

Students will develop a written proposal for a hypothetical or actual innovation/business using the business model canvas. Students will also orally present their plan to a panel of judges in detail. Students can work individually or in a small group (2-3 members).

Begin to develop an impactful business concept that you can make a reality in 16 weeks (i.e., no restaurants, no hotels – these are too big. How do you do this? *PLEASE* don't take the easy road – that's a lame choice. Instead, identify a problem someone has and how you can solve it. Think of what you already have that you can use. Ask questions (of anyone, *myself included*). Rather than work forward from technology or a complex strategy, work backward from the needs of the customers and build the simplest product possible.

Need some inspiration? Here you go: <http://www.youtube.com/watch?v=yDc4zjAdp5A> Not doing it for you? Here's another: <http://bit.ly/1GKh2qe>. And a couple more: <http://bit.ly/13H9mGr> and <http://bit.ly/1kc9lZN>. I don't want to hear "*that's not possible*" or "*I can't do this*" or "*I don't know where to start*". It's all possible, it's very doable, and I'll help you get started.

The basic rules and guidelines established for the Shark Tank Challenge can be found on Canvas. Each student will individually upload a proposal and video pitch to Canvas.

All ideas or business concepts must be legal, within the boundaries of local or state laws, and be ethical.

This challenge is meant to encourage the actual development of entrepreneurial skills. All ideas will be graded on feasibility.

All ideas and business concepts submitted are expected to be original and created solely by each individual. All students are expected to honor other students' ideas with confidentiality (NO franchises or pre-existing businesses aloud).

The Proposal will be graded separately and represent 50% of the final score. The score will be based on the rubric below. The plan should follow the outline provided below and on Canvas. The oral presentation will represent the remaining 50% of the final score.

The oral presentation should be at least 8-10 minutes in duration and will be presented at a designated time and place in front of a panel of judges. A copy of your written paper, PowerPoint Slides, and any supplemental materials will be submitted beforehand to Canvas.

NOTE: Oral presentations will be conducted in a professional manner, to include appropriate business dress. Men: slacks, shirt, socks, shoes, and tie (No denims, jeans, boot pants, Levi's, sneakers, etc.). Ladies: blouse and slacks or dress, or suit with socks/stockings and either low or high-heeled shoes. Look Like professionals!

The oral presentation score will represent the presenters' command of information, data, clarity, persuasion of investment potential, and ability to respond to the judges' inquiry.

The written and oral presentation will be scored based on the criteria outlined below:

Shark Tank Challenge Written Proposal Rubric:

Written Proposal Rubric Scoring Scale 0 = no evidence 1 = little evidence or major flaws 2 = adequate minimum standards 3 = Research well done, few minor omissions, met standards 4 = Research well done, exceeded minimum standards	
Cover Page All information present, including: Business name Company logo (optional) Name(s) of the owner(s) Date	0 1 2 3 4
BUSINESS DETAILS QUESTIONNAIRE Includes each major section. Includes page numbers. Organized and neat. Mission statement Goals & Objectives Business Model Canvas	0 1 2 3 4
INTELLECTUAL PROPERTY QUESTIONNAIRE Includes each major section. Includes page numbers. Organized and neat.	0 1 2 3 4
Structure APA 6.0 Format Font size TNR 12 Double spaced 1" margins No typographical errors Spelling, grammar, sentence structure	0 1 2 3 4
INDIVIDUAL GRADE FORM	0 1 2 3 4

Proposal Score: Oral Presentation Score: Shark Tank Score: Notes:	
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Oral Presentation Rubric: Shark Tank Challenge

CATEGORY	4	3	2	1
CONTENT	Shows a full understanding of the topic. Demonstrates material insight with new ideas.	Shows a good understanding of the topic with detail.	Shows a good understanding of parts of the topic, conveys connections.	Does not seem to understand the topic very well.
PREPAREDNESS	Student is completely prepared and has obviously rehearsed, is well organized.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
VISUALS	Group presents visuals that present a vast and complete representation of material	Group presents adequate visuals to support presented information	Group presents some visuals but does not support information adequately	Presents little or no supporting visuals
SPEAKS CLEARLY	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
POSTURE & EYE CONTACT	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

ENTHUSIASM	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
SUBJECT KNOWLEDGE	Student is able to accurately answer almost all questions posed about the topic with substantial information and material.	Student is able to accurately answer most questions posed about the topic.	Student is able to accurately answer a few questions posed about the topic.	Student is unable to accurately answer questions posed about the topic.
ATTIRE	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).

- b. VentureBlocks Simulation (15% of course evaluation):** VentureBlocks is an easy-to-use (and fun!) online simulation for developing skills in conducting customer interviews, identifying potential business opportunities, and more. You will compete outside the classroom for 30-60 minutes to develop entrepreneurial skills. Missions, levels, and points guide you through the customer development process and provide instant feedback so you can learn from mistakes in a low-stakes environment.
- c. Attendance/Participation/Quizzes (15% of course evaluation):** You are expected to have read all assigned readings before you come to class. You are also expected to participate actively in class discussions, group exercises and in class cases. Participation includes attending class, reading assigned chapters, bringing in requested materials or assignments, and participating in class discussions. If for some reason a student is unable to attend class, he/she will be responsible for obtaining notes, assignments, and other relevant course information from other classmates. Please do not ask me the question “did I miss something important.” Participation (assessed every class) is graded based on your level of attendance, substantive discussion, demonstration of preparedness for class as well as overall above and beyond engagement you demonstrate in class. Disruptive behavior will count negatively on your participation within this course. Disruptive behavior includes, but is not limited to, talking amongst each other in-class when it is not appropriate, working on other course work, sleeping in-class, disrupting your fellow classmates’ learning environment. You are senior business students preparing for professional employment, please treat our learning environment the way you would treat your employer. The final participation score will be the sole discretion of the professor.

There will be a total of 3 quizzes throughout this course that will be worth. Each quiz will cover the information covered in the text, lectures, and assignments. See course schedule and Canvas

for quiz dates. **No make-ups for missed quizzes unless there is a documented medical emergency.**

e. Paper Clip Challenge (15%):

“If at first the idea is not absurd, then there is no hope for it.” - Albert Einstein

You don't need to have a business degree or invent the next Facebook to be an entrepreneur! Creative problem solving is at the crux of entrepreneurship. How can you create value with a marble?

Objective: Gain the highest valued item amongst your classmates. But what's the goal? To have some fun and learn a bit about creating value out of essentially nothing.

Guidelines:

- Each student is provided one marble for this challenge.
- Each student needs to trade at least five times over the three-week period.
- No monetary exchanges are permitted (for example, no cash, change, check, credit card, PayPal). Any violation to this guideline will result in forfeiting the points for this challenge.
- Each trade must include a photo of the item being traded and the item traded in the same picture. (Individuals within the trade do not need to be included in the picture, just the items)
- Please have fun with this challenge. You are not permitted to trade with yourself or family members. Any violation to this guideline will result in forfeiting the points for this challenge.
- To increase competition amongst classmates, a Facebook group has been set up to record the project's progress. You are not required to post your process, but you will earn points for your participation on the Facebook page. Please join the following Facebook group: <https://www.facebook.com/groups/1121892741245344/>
- You will have three weeks to complete this project (see schedule and Canvas for dates). We will do a round table and each student will have no more than four minutes to present his/her experiences and reflection on the assignment.

This project was adapted from Kyle MacDonald's One Red Paperclip story:

<http://oneredpaperclip.blogspot.com/>

g. Lemonade Stand Challenge (20%): NOTE: This is different than the shark tank assignment.

This course aspires to give you real-world experience being an entrepreneur. To do this we have decided to launch what we call the “3-20 challenge.” In simple terms, on **September 26** you will be asked to start the planning stage for your new business. Then on **October 9** you will launch a new short-term business. You will have from **10/5 – 10/13** to launch, run and close your business. The rules will be fairly simple: **(And can change, if and when needed!) I have reserved the foyers in both Bernie Beck and Warrior Hall for each team to set up a table each day to run your business from 10/9 – 10/12.**

The following are the guidelines for the Challenge:

1. You will be given \$40 start-up capital by an angel investor
2. You can start your business on or after (not before) **October 5**.
3. You have until **October 13** to complete your business operations. You will be assessed on the total amount of money you have on hand at the beginning of class on **October 17**.
4. You will have to pay back the \$40 plus rent, taxes, and dividends on **October 17**:

- a. Rent: You must pay \$2 in "rent" for every day your group uses the tables in either Bernie Beck or Warrior Hall.
 - b. Taxes: You must pay 15% of your profit in exact change during class.
 - c. Dividend and returns: You must pay back the \$40 plus 10% of your profit to your "angel investor" – the person who originally invested the \$40. If you have not generated sufficient profits to do either, you simply pay back whatever you have. You hold no obligation or liability to pay back any part of the remaining balance of the \$40. As with taxes, we use the "angel profit" money for the entire class in a manner to be determined.
 - d. At the beginning of class on **October 17** each group will hand me 4 sealed envelopes that contain the rent, taxes, dividends/returns, and profits. Make sure that the names of each group member are clearly written on the envelopes.
 - e. We will donate this money to a non-profit collectively decided by the entire class.
5. You may not invest more than \$40 **to begin** this challenge.
 6. You may not incur any liabilities or other risk beyond the \$40 start-up investment unless you have the cash on hand minus any obligations. This also means that all obligations can be met, including paying back your "loan".
 7. You must stay in compliance with all laws. If you are unsure of whether your ideas fit within the law, find out. Be aware of all tax regulations, both state and federal.
 8. You may select your own groups: 3-5 per group.
The team, after consulting with the instructor, has the authority to fire a non-performing member. For course credit, a non-performing member then must be accepted by another team or complete the project alone.
 9. Each group is responsible to create a flyer in order to promote the challenge at TAMUCT.
 10. Your group is to complete a loan package that needs to be accepted in order to get funding. Concise description of the business to include: **Due Date: October 3**
 - Target market
 - Business Name
 - Projected Sales
 - Concept Statement
 - Estimated cost of goods
 - Names of group members
 - Roles of each member (CEO, CFO, etc.)
 - Business model (how will you make money)
 11. Create a Balance Sheet and Profit and Loss Statement (assume payment of these on statements) **Due Date: Upload to Canvas by October 17**
 Assume these costs:

Rent:	\$2 per week
Taxes:	15% of profit
Interest on Loan:	10%
Use of personal items:	\$.50 per item
 12. Evaluated based on revenue, profit, profit margin, and profit per employee PLUS

In order to foster reasonable levels of participation from all group members, each member's level of participation will be evaluated by every other member of his or her group. Class members will also evaluate the presentation for organization, completeness, and professionalism. Based on these evaluations, each student will receive a group grade that represents the overall group grade weighted by his/her contribution to that grade. Each member is expected to take an active part in the lemonade stand days/presentation. Final grade will be the determined by me.

- 13. You will have from **October 9 - October 12** to operate your business on campus (more information to follow).
- 14. Most important:
LEARN!
HAVE FUN!

IV. GRADING POINTS AND POLICIES

a. Percentage of each assignment as it contributes to your final grade:

Assessment	% of Final Grade
Shark Tank/ Pitch Presentation	35%
Venture Block Simulation	15%
Attendance/Participation/ Quizzes (3)	15%
Paper Clip Challenge	15%
Lemonade Stand Challenge	20%
T O T A L	100 %

NOTE #1: **NO LATE WORK WILL BE ACCEPTED** and there are NO extra credit assignments.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in an emergency or other extreme circumstances where the majority of the course at a minimum 75% has already been completed. Any request for an incomplete grade in this course must be approved by the professor and department chair prior to the end of the course. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. TAMUCT uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

NOTE #3: Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will not be reviewing of previously graded material at the end of the semester.

Course Grades are assigned as follows:

Points	Letter Grade
1000-900	A
899-800	B
799-700	C
699-600	D
599-below	F

- a. **Grading Policy:** Minimum points required for a specific course grade are noted on the above table. There are NO expectations that I may deviate from these required point ranges.
- b. **Posting of Grades:** All student grades will be posted in the Canvas grade book and students should monitor their grading status through this tool. Grades for Exams will be posted the day after the availability period has expired. Grades for longer Written Assignments will be posted within one week from the due date.
- c. **Quality Work:** All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc. Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email correspondence.
- d. **Identifying Submissions:** Submissions must clearly identify the student and the title of the assignment.
- e. **Submission Style Requirements:** For written assignments, all work should be proofread, free of grammatical errors, include proper citations and references in accordance with The Publication Manual of the American Psychological Association, 6th ed. ***All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format.***
- f. **Due Dates and Late Submissions:** The assignment instructions and deadlines are clearly laid out in the syllabus. As such, it is expected that all work will be submitted **on time**, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after. Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. **Late work is not accepted.**
- g. **Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced and students will receive written notice as soon as possible.

V. PROFESSIONAL WRITING AND COMMUNICATION STANDARDS

- a. **Course Standards:** Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and references in accordance with American Psychological Association (APA) standards.

VI. TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Issues & Troubleshooting: For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

VII. COURSE AND UNIVERSITY POLICIES/PROCEDURES

a. Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

b. Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

c. Academic Accommodations.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

d. Tutoring.

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

e. The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the

UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just wants a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

f. University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>

g. A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional

information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

VIII. Policies/Expectations

- a. **What You Can Expect of Me:** You can expect that I will be an active participant in the online course room. I will be prepared and ready to engage in active learning. I will work to create a respectful learning environment where all of us can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 16 weeks together! I will be available to answer your questions and help you be successful in this course.
- b. **I reserve the right to make reasonable alterations to the course calendar and syllabus. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole.**
- c. **Attendance is essential in a class of this nature. Make sure to check Canvas daily and attend all regular scheduled classes.**

IX. COURSE OUTLINE AND CALENDAR

This is a TENTATIVE COURSE CALENDAR and is **SUBJECT TO CHANGE**

	Required Readings	Exams and Coursework Due Dates
Week 1 8/28	1. Entrepreneurship: A Global Social Movement	*Read Syllabus *Paper Clip Challenge Begins
Week 2 9/4	2. Practicing Entrepreneurship	
Week 3 9/11	3. Developing an Entrepreneurial Mindset	
Week 4 9/18	4. Supporting Social Entrepreneurship	*Paper Clip Challenge Ends *Round Table Discussion
Week 5 9/25	5. Generating New Ideas	*Lemonade Stand Challenge Begins
Week 6 10/2	6. Using Design Thinking	*Loan Package Due VentureBlocks Simulation (with Chapter 6) Quiz #1 Due by: Sunday 10/8
Week 7	7. Testing and Experimenting in Markets	*Your job this week is to run your Lemonade Stands.

10/9		I will be away this Week due to a Research Initiative.
Week 8 10/16	8. Building Business Models 9. Planning for Entrepreneurs	P&L Due from sales
Week 9 10/23	9. Planning for Entrepreneurs	
Week 10 10/30	10. Creating Revenue Models	
Week 11 11/6	11. Learning From Failure	
Week 12 11/13	12. Bootstrapping for Resources	Quiz #2 Due by: Sunday, 11/19
Week 13 11/20	13. Financing for Startups Appendix A. Financial Statements and Projections for Startups	NO Class—Happy Thanksgiving!
Week 14 11/27	14. Developing Networks	SHARK TANK Proposal and Presentation Due by: Sunday, 12/3
Week 15 12/4	15. Navigating Legal and IP Issues	Shark Tank Challenge Presentations Begin!!!!
Week 16 12/11	16. Marketing and Pitching Your Idea Appendix B. The Pitch Deck	Quiz 3 Due by: Thursday, 12/14

I reserve the right to make reasonable alterations to the course calendar and syllabus as provided. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole. Any changes will be announced via in-class and Canvas.

Important Dates:

Monday, August 28th – Classes Begin

Wednesday, September 13th – Last day to drop course with no record

Friday, November 10th – Last day to drop course with a “Q” or withdraw with a “W”

Friday, December 15th – Classes End

Friday, December 15—Last day to file for Degree Conferral (Registrar's Office)
Friday, December 15 – Commencement (End of Fall Term)
Friday, December 25-January 1 – WINTER BREAK