



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

COLLEGE of BUSINESS ADMINISTRATION

MGMT 3310 – 115 -- Entrepreneurship I
Summer 2018 / 8 week online
June 4- July 27

COURSE OVERVIEW AND INSTRUCTOR CONTACT INFORMATION

Instructor: Angela Patrick, PhD.

Cell Phone: 254-681-1416

E-mail: abpatrick@tamuct.edu

Office Hours: Virtual—make an appointment.

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 course is a 100% online course and 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. There are prerequisites to this course such as solid knowledge of APA style, familiarity with the use of PowerPoint, Microsoft Word, the Internet, and attaching documents. You will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course website. Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning. Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning.
- 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 text me and I will respond as soon as possible. Please provide in the subject line of each Canvas Inbox message the course information “MGMT 3310-115” so that I can identify your class. If you text me on my cell phone, please mention the same information in your text. Please practice good communication skills. Remember that Canvas communication and Canvas Inbox are communication in proper format. We will practice formal business communication emails so that you will develop good habits. Start out every Canvas message and discussion post with the name of the person you are addressing and close with your name. Utilize spelling and grammar check to help you write better.
- c. **UNILERT:** Emergency Warning System for Texas A&M University – Central Texas
UNILERT 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 UNILERT through their myCT email account. Connect at [Unilert](https://www.tamuct.edu/departments/security/unilert.php) [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

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>

COURSE REQUIREMENTS

a. *Shark Tank Challenge/ Pitch Competition (30% 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.

Begin to develop an impactful business concept that you can make a reality in 8 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/1kc9IZN>. 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 outlined in Canvas. 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 10-15 minutes in duration and will be done via video. A copy of your written paper, PowerPoint Slides, and video will be submitted.

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!

b. VentureBlocks Simulation (25% 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. Discussion Forum (30%): There will be a total of 6 Discussion Forums.

1. In each designated forum you are expected to post at **least one main message** that answers the question(s) raised. You will also comment on at least **two posts** from your fellow learners, providing substantive feedback.

Again, **you are required to post a total of three messages per discussion** in order to receive credit for each forum: one opening point of 150 to 200 words and two counterpoints of 100 to 200 words each. Be succinct, and not repetitive with what others have written. Brevity and originality improve dialogue. **Quality postings** are more than "Good job!" or "I agree with you!". If you agree with a classmate, *explain* the reasons for this. If you disagree with a classmate, provide reasons to support your position.

2. Each of your posts to the forum should be a 1-2 well-written and proofread paragraph per question. Do not use any attachments unless otherwise noted. I recommend typing your posts in a word document (this allows you to proofread) and then cut and paste your questions/responses directly in a forum message. Be sure to restate the question you are answering. Effective messages get to the point, are clearly stated, and are limited to one screen. Once again PROOFREAD and make sure you are spelling your words correctly, and using appropriate grammar. In other words, this is not like sending a text message to your buddy.

3. Messages should relate to the subject matter. They should provide information, opinions or questions about Entrepreneurship concepts. Online discussions work best when interaction occurs. Reply messages should explore, explain, or expand on a concept. If a classmate replies or objects to a discussion then the message has served its purpose. A focused message that induces replies from fellow students moves the discussion forward and enhances learning. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature.

4. It is important that you are prompt with your postings and responses! Otherwise your comments appear late and out of context. Your postings/insights on the discussion topic should be based on the following:

- a. Application of text concepts;
- b. Ability to articulate assigned analysis clearly; and
- c. Integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.
- d. Use citations and references if you are quoting another author or your textbook, or any ideas that are not originally your own.

d. Quizzes (15% of course evaluation): There will be a total of 3 quizzes throughout this course that will be worth 20% of your total course grade. 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.**

GRADING POINTS AND POLICIES

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

Assessment	% of Final Grade
Shark Tank Proposal/Pitch Presentation	30%
Venture Block Simulation	25%
Discussion Forum (6)	30%
Quizzes (3)	15%
T O T A L	100 %

Course Grades are assigned as follows:

Letter Grade	Equals	From	To
A	=	90 %	100 %
B	=	80 %	89 %
C	=	70 %	79 %
D	=	60 %	69 %
F	=	0 %	59 %

- b. Grading Policy:** Minimum points required for a specific course grade are noted on the above table.
- c. 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.

Evaluation of Work:

- a. Performance is excellent and stands out due to sharp insight into material and discussion of many sides of an issue. Submitted work is well articulated and logically and clearly written. “A” work indicates an example for others to follow.
- b. Performance is above the minimum requirements with an insight into the material at a level considered to be good to very good. Submitted work is of high quality. A “B” is considered a high grade and recognition for solid work.
- c. Performance satisfies only the minimum requirements and displays little or no initiative. Insight into the material is satisfactory and an acceptable understanding of all basic concepts was communicated. A student receiving a “C” has met the requirements, including course deadlines.
- d. Quality and quantity of work is below average and barely acceptable. “D” work is passing by a slim margin.
- e. Quality and quantity of work is unacceptable and does not warrant a passing of this course.

INSTRUCTOR POLICIES:

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. For written assignments, all work should be proofread, free of grammatical errors, include proper citations, and be in accordance with American Psychological Association (APA) standards.

NOTE #1: There is NO EXTRA CREDIT assignments available for this course.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. 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. For a request of an incomplete grade to be considered, at least two-thirds of the course work have to be completed. Finally approval of an incomplete is up to the department chair.

NOTE #3: Questions concerning one’s grade on a particular task (e.g., test, case) This 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.

NOTE #4: Late Submissions/Resubmissions

You have a period of 7 days each week to complete and submit the weekly assignments. Make sure to plan your time wisely and avoid last minute submissions since no late assignments will be accepted. All assignments must be turned in by the due date unless an extension has been granted. EXTENSIONS ON ASSIGNMENTS WILL BE CONSIDERED ONLY IF THEY ARE REQUESTED AT LEAST 48 HOURS BEFORE THE DUE DATE OF THE ASSIGNMENT UNDER QUESTION. After the fact extensions will not be granted, so if you are

sick and you know you will not be able to take a test or submit an assignment on the set due date, make sure to contact me at least 48 hours in advance.

NOTE #5: Changes to Syllabus

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be notified via an announcement in the course. Changes may be made within the last two weeks of the semester only in exceptional circumstances.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course is a 100% online course and 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

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (your email and phone number) to discuss your situation.

To successfully complete an online course, you must have access to these minimum technology tools:

Reliable Internet connection

Desktop or Laptop computer with 2Gb RAM and 60Gb Hard drive space (4Gb RAM, 400Gb Hard drive is preferred)

Windows Vista, 7, 8, or 8.1, or Mac OSX 10.7-10.9

Internet Explorer 9 or 10, Firefox 4 or higher, Chrome 19 or higher, or Safari 4.0 (Macs only)

Text Editor - MS Word, LibreOffice or OpenOffice

Audio/Video Player

headset with a microphone or speakers and a microphone

Course-Recommended Plug-ins

Course-Recommended Software

The above listing is for minimum requirements. Your browser must have JavaScript enabled for you to access your courses properly. In addition, Canvas will display popups with information, so popup blockers may need to be disabled. Some courses will require that you purchase additional software related to the course and your field of study.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

c. Other Technology Support

For log-in problems, 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): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

COURSE AND UNIVERSITY POLICIES/PROCEDURES

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 Academic 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.

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.

Academic Accommodations.

At Texas A&M University-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 webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas 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 online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas 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 Dr. DeEadra Albert-Green at deadra.albertgreen@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 A&M-Central Texas 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.

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 Monday-Thursday 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 at [<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 want 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.

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 A&M-Central Texas 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 A&M-Central Texas 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 Library website [<https://tamuct.libguides.com/>].

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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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>].

EXPECTATIONS

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 8 weeks together! I will be available to answer your questions and help you be successful in this course.

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.

Attendance is essential in a class of this nature. Make sure to check Canvas daily. In order to successfully pass this course a student must engage in the online course room and complete all assignments.

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

	Required Readings	Exams and Coursework Due Dates
Week 1 4-Jun-18	1. Entrepreneurship: A Global Social Movement 2. Practicing Entrepreneurship	Read Syllabus Discussion Forum Guidelines Agreement & Discussion #1 Due by: Sunday, 6/10
Week 2 11-Jun-18	3. Developing an Entrepreneurial Mindset 4. Supporting Social Entrepreneurship	Discussion #2 Due by: Sunday, 6/17
Week 3 18-Jun-18	5. Generating New Ideas 6. Using Design Thinking	VentureBlocks Simulation (with Chapter 6) Quiz #1 Due by: Sunday, 6/24
Week 4 25-Jun-18	7. Testing and Experimenting in Markets 8. Building Business Models	Discussion #3 Due by, Sunday 7/1
Week 5 2-Jul-18	9. Planning for Entrepreneurs 10. Creating Revenue Models	Discussion #4 Due by: Sunday, 7/8
Week 6 9-Jul -18	11. Learning From Failure 12. Bootstrapping for Resources	Discussion #5 Due by: Sunday, 7/15 Quiz #2 Due by: Sunday, 7/15
Week 7 16-Jul -18	13. Financing for Startups Appendix A. Financial Statements and Projections for Startups 14. Developing Networks	SHARK TANK Proposal and Video Presentation Due by: Sunday, 7/22
Week 8 23-Jul -18	15. Navigating Legal and IP Issues 16. Marketing and Pitching Your Idea Appendix B. The Pitch Deck	Quiz 3 Due by: Thursday, 7/26 Discussion # 6 Due by: Thursday, 7/26

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 Canvas.