



Syllabus

SCHOOL OF MANAGEMENT ENT 300: Entrepreneurship

5 Credits

Effective: Summer 2016/2017

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: Instructor

Contact Information:

COURSE DESCRIPTION

This course provides an introduction to entrepreneurship. Topics include business planning, financing, market development, operations, management, legal issues and social responsibility as they relate to starting and running an entrepreneurial venture. Topics are presented in the context of developing an overall new venture business plan where students will develop a plan for a real or imaginary new venture.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Apply theories, models, and analytic tools to identify relevant business areas.
- Recognize the importance of a comprehensive approach to business development.
- Identify a new product/service concept and develop a launch plan
- Identify types of startup financing and their relative merits.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Benefits and risks of starting a business
- Entrepreneurial options: franchise, small independent business, major enterprise
- Exit options
- Marketing strategy: pricing, product, promotion, and distribution for a new business
- Resource sourcing

- Types of legal entities
- Understanding the critical parts needed for a business plan
- Value of business planning

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Business Opportunity Report	30%
Business Development Plan	30%
Investor Pitch Presentation	25%
Instructor Determined Activities, Participation, and Discussions	15%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Business Opportunity Report

Students will develop an idea (product/service) for an entrepreneurial business venture. The business idea needs to be a new venture, not an existing company.

The report will include the areas listed below. Note that the second and third assignments will build off of this, using the same entrepreneurial business venture idea.

Describe:

1. the product or service
2. the target market (what group is going to buy the product/service)
3. the pricing for product/service
4. manufacturing or process for provision of product/service

Students are expected to use readily available information from Internet searches or through the library database for the rationale. Using this available information, students will provide rationale. Evaluation will focus on how well the student demonstrates their ability to make a thoughtful recommendation based on insightful, intelligent rationale.

In addition to the report, the instructor may assign a presentation. If the instructor elects to have a presentation:

- A. Each student will have 25 minutes to present, with 5 minutes of that time devoted to Q&A. All students are expected to attend all individual presentations to listen and participate in Q&A.
- B. Students should turn a copy of their slides prior to their presentation. The key points of their

presentation should be summarized in the presenter notes.

<i>Components</i>	<i>% of Grade</i>
Presentation (written or oral)	15%
References/supporting documentation	15%
Writing mechanics / clarity, conciseness	10%
Quality of insights and rationale	35%
Comprehensiveness of report	25%
TOTAL	100%

Business Development Plan

Students will develop a sample plan for developing their entrepreneurial idea. The emphasis will be on exhibiting a working knowledge of what needs to be considered in a business development plan, as opposed to the depths of the plan which would be needed in real situation.

The report will include the areas listed below.

1. Estimated startup budget of the entrepreneurial enterprise, including:
 - a. Estimate of revenue per month for the first year
 - b. Estimate of cost per month for the first year
2. Marketing communications – a brief description of how the target audience will become aware of the product/service including:
 - a. What the message will be to convince prospects to buy
 - b. What media will be used to communicate message
 - c. A summary of cost by month

Students are not expected to do exhaustive research such as contacting media outlets for actual costs; students are only expected to use information readily available for the rationale. However, using available information students will provide rationale for both points above. The emphasis will be on the student demonstrating their ability to make a thoughtful recommendation with insightful, intelligent rationale.

In addition to the plan, the instructor may assign a presentation. If, if the instructor elects to have a presentation:

- A. Each student will have 25 minutes to present, with 5 minutes of that time devoted to Q&A. All students are expected to attend all individual presentations to listen and participate in Q&A.
- B. Students should turn a copy of their slides prior to their presentation. The key points of their presentation should be summarized in the presenter notes.

<i>Components</i>	<i>% of Grade</i>
Quality of insights and rationale	35%
Comprehensiveness of report	25%
Presentation (written or oral)	15%
References/supporting documentation	15%
Writing mechanics / clarity, conciseness	10%
TOTAL	100%

Investor Pitch Presentation

Students will combine the two previous assignments into a business plan proposal to be presented to the investors (imagined investors that would be approached). The student audience serve as this (imagined)

investor group.

The project, whether written or a presentation, will be evaluated on how comprehensively it covers the information needed by an investor to make an informed decision for funding the project.

Please note, if the instructor elects to have a presentation:

A. Each student will have TBD* minutes to present, with 5 minutes of that time devoted to Q&A. All students are expected to attend all individual presentations to listen and participate in Q&A. (*Time to be determined by instructor, depending on size of class.)

B. Students should turn a copy of their slides prior to their presentation. The key points of their presentation should be summarized in the presenter notes.

<i>Components</i>	<i>% of Grade</i>
Depth and detail of plan	35%
Assumptions and analysis	35%
References/	15%
Presentation mechanics / clarity, conciseness	15%
TOTAL	100%

Instructor Determined Activities, Participation, and Discussions

Complete all sessions (as applicable)

Online and Hybrid classes are required to use online discussion board (Blackboard – Bb). Participation through discussion is an integral part of this course, although it is typically less formal than other assignments submitted throughout the course. Participation is active engagement in discussions with enhancing points, new ideas, constructive disagreement, real-world examples, personal insight, expanded resource material, and collaborative sharing. Instructors will determine the type of questions. The instructor will provide instructions for in-class participation and discussions. To provide structure for balanced participation and enhancement of discussions follow these guidelines for online discussions:

- (1) Post initial responses to the instructor’s discussion questions (normally two per week) and (300-350 words per response) no later than midnight, day three of class for Discussion Question #1 and no later than midnight, day five of class for Discussion Question #2 (e.g. Saturday class – post initial responses to the discussion questions by midnight Monday).
- (2) Post at least four thoughtful and topic-relevant comments to responses made by classmates on at least four days of the school week. The expectation is to collaboratively share throughout the week rather than waiting until the last day.
- (3) Respond to any questions that the instructor or peers have regarding your original discussion question posts by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Demonstrates study of text	50%
Class participation	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.