BS 152: Introduction to Entrepreneurship

***DONNELLY COLLEGE***

Term

Day/Time

Room

3 Credit Hours

**INSTRUCTOR INFORMATION:**

Instructor:

Office hours:

E-mail address:

**COURSE DESCRIPTION:**

This course is an introduction to the theory of entrepreneurship and its practical implementation. It will introduce the traits, skills and attributes of successful entrepreneurs; the entrepreneurial process; opportunity recognition and development; opportunity feasibility; and business capitalization.

**PREREQUISITES:**

Placement into College Level Courses

**REQUIRED TEXTBOOK & SUPPLIES:**

**Entrepreneurship, 11th edition (2020) by Robert Hisrich, Michael Peters, and Dean Shepherd**

**Publisher: McGraw Hill**

**ISBN: 978-1-260-04373-0**

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills**: Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills**: Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving**: Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking**: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills**: Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry**: Students will engage independently and effectively in lifelong learning.
7. **Values**: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

Note: The Philosophy of General Education can be viewed in its entirety on the college’s website.

**PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associates of Arts, students will demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. The ability to conduct research using sources, strategies, and approaches across disciplines.

**STUDENT LEARNING OUTCOMES:**

**Upon completion of the Introduction to Entrepreneurship course, students will have the ability to:**

1. Recognize the steps of the entrepreneurial process
2. Identify potentially successful entrepreneurial opportunities
3. Discuss the feasibility of entrepreneurial opportunities
4. Understand the common characteristics necessary to be a successful entrepreneur.
5. Identify and utilize resources aimed at helping entrepreneurs succeed.
6. Identify ethical challenges related to entrepreneurial start-ups.

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| **Donnelly College****Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| Students will communicate effectively in writing and speaking. | The student will demonstrate proficiency and creativity in written and verbal communication. (1). | Students will have the ability to discuss the feasibility of entrepreneurial opportunities (PLO1). | Final Written Assignment and Presentation |
| Students will demonstrate proficiency in information literacy skills. | The student will demonstrate effective use of current technology in support of academic work (2). |  |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. | The student will demonstrate proficient use of qualitative and quantitative methods in problem solving (3). |  |   |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | The student will demonstrate Critical and Analytic thinking across a range of disciplines (4). | Students will have the ability to understand the common characteristics necessary to be a successful entrepreneur (PLO4).Students will have the ability to identify potentially successful entrepreneurial opportunities (PLO 4).Students will have the ability to recognize the steps of the entrepreneurial process (PLO4). | Written Assignments and examination |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. |  |  |   |
| Students will engage independently and effectively in lifelong learning. | The student will demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines (6). | Students will have the ability to identify and utilize resources aimed at helping entrepreneurs succeed (PLO 6). | Final Written Assignment and Presentation |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | The student will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment (5). | Students will have the ability to identify ethical challenges related to entrepreneurial start-ups (PLO 5). | Written Assignments |

**TEACHING METHODS:**

The concepts of this course will be taught through a combination of lectures, interactive lectures, flipped classroom methods, Socratic questioning, discussion-based learning, case-based learning, collaborative learning, inquiry-based learning, guest speakers and/or problem-based learning.

**COURSE REQUIIREMENTS:**

**Grading procedures:**

Exam: The course will cover the 9 chapters in the text. 2 exams worth 100 points will be administered at the end of each section of the course. The exams will be multiple choice and may include short answer questions.

Final Exam: There will be a **comprehensive** final exam worth 200 points at the end of week 16.

Homework: Before hosting a guest speaker or resource highlight event, there will be a homework assignment. Resource highlight assignments require the review of online resources (webpage, social media pages) provided by the resource, and 2-3 questions to be prepared in advance for the speaker. Students must be present for the speaker to earn the points. Each homework assignment is worth 25 points.

Written Assignments: Two (2) community-based research and application papers are required, worth 100 points each. Papers should be 2-4 pages in length, not including the title and reference pages. Every paper must use APA formatting (Times New Roman or Arial, 12-point font, running heads) and should include a title page and citation/reference page with at least 2 references in addition to the textbook. The final written assignment will require an oral presentation worth 50 points.

The following rubric will be used to evaluate Written assignments.

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| **Rubric** | **Capstone**  **5** | **Milestone****4** | **Milestone****3** | **Benchmark****2** |
| **Context of and purpose for writing**Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary conventions**Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (see glossary) | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

 The following rubric will be used to evaluate Oral communication in the final presentation.

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|  | **Capstone**454-60 points | **Milestones**3 2 48-53 points 42-47 points | **Benchmark**1Less than 41 points |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)  | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

Grading Recap and Scale:

 Examinations: 2 @ 100 points per exam 200

 Final Exam: 200

 Oral Presentation: 1 @ 50 points 50

 Homework: 8 @ 25 200

Written Assignments: 2 @ 100 points each 200

 **Maximum available points 850**

The grading scale for the course will be as follows:

 A=90-100% 765-850 points

 B=80-89% 680-764 points

 C=70-79% 595-679 points

 D=60-69% 510-594 points

A cumulative score below 60% is not passing and will result in an F for the course.

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:**

Attendance: As with reading the text and doing the homework, attendance is not an optional exercise. The student is expected to attend class and participate in his/her own education. **Lack of attendance or poor attendance will be considered in arriving at the final grade. This course has 16 scheduled weeks. Any student with more than three (3) absences may have his/her grade reduced by one letter grade. If a student is absent for two consecutive weeks, they are to be administratively withdrawn from their course within a week of the last absence.**

**EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.**

**ACCOMODATION OF RELIGIOUS OBSERVANCES:**

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

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| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks                | 7 weekdays before the end of class |
| 4 to 5 weeks                | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

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| **Week** | **Class session** | **Reading, Prep, and Assignments** |
| **Week 1** | Introduction, Syllabus & Entrepreneur self-assessment/analysis | DISC assessment |
| **Week 2** | The Entrepreneurial Mind-set | Read chapters 1-3 in Entrepreneurship |
| **Week 3** | Generating and Exploiting new entries/Creativity and Business Idea | Read chapters 1-3, 4 in Entrepreneurship |
| **Week 4** | Understanding your customer/Market researchIntroduce Paper 1 | Read chapter 1-3 in Entrepreneurship  |
| **Week 5** | The Business Plan: Creating and Starting a Venture | Read chapter 1-3, 7 in Entrepreneurship **Exam 1 (chapters 1-3)** |
| **Week 6** | Small Business Systems/Business Operations |  |
| **Week 7** | The Marketing Plan |  |
| **Week 8** | Creating Actions Steps for Success/Marketing Blitz | Paper 1 due (1 page business plan) |
| **Week 9** | The Financial Plan, Sources of Capital, Funding | Read Chapters 10-11 |
| **Week 10** | **Resource highlight** – SCORE Mentors KC/1 Million Cups |  |
| **Week 11** | **Local company spotlight** (HR Block/Cerner/Hallmark/Sprint) | **Exam 2 (chapter 4, 7, 10, 11)** |
| **Week 12** | **Resource highlight** – Kauffman Foundation/KC Source Link Introduce final project |  |
| **Week 13** | Informal Risk Capital, Venture Capital, and Going Public | Read chapter 12 in Entrepreneurship text |
| **Week 14** | Accessing Resources for Growth for External Sources | Read chapter 14 in Entrepreneurship text |
| **Week 15** | **Resource highlight & tour** – KCK Chamber of Commerce/Greater KC Chamber of Commerce  | Homework – Review Kauffman website and FB page, prepare 2-3 questions |
| **Week 16** | Final Presentations | Paper 2/final project due**Final Exam (comprehensive)** |