

Course Code & No. - Section: ENTP 200 - Section 2
Course Title (Credits): Foundations of Entrepreneurship (3)
Term & Year: Spring 2015
Course Ref. No. (CRN): 10213

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Office: TCES, upstairs cubicles
Office Hours: M 11:30-12:45 and by appointment

Class Meeting Time: T, TH 11:30 a.m. - 12:45 p.m.
Location: TCES 106

Prerequisites: none

Course Description

This course teaches the processes used to develop an idea- whether of a for-profit or not-for-profit product or service- from initial conception to organizational launch and subsequent sustainability. Specific process elements include the creation of a simple (2-page) business plan and a market strategy, testing for financial viability, and preparing to “open for business” and operate thereafter. The course provides a broad exposure to the application of a wide spectrum of concepts and tools useful in one’s personal, as well as professional life: formulating and communicating key messages, orally and in writing; value creation; budgeting resources, developing and executing a plan of action; collaborating with others.

SNC Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**.

Student Outcomes

Upon successful completion of this course, a student will be able to:

1. Engage in **entrepreneurial thinking** and understand the entrepreneurial mindset, the traits and characteristics that define (and don’t define an entrepreneur).
2. Integrate interdisciplinary knowledge and **professional preparedness** skills necessary to start and build a **sustainable** new business, from idea conception to organizational launch.
3. Demonstrate competency in team collaboration skills.
4. Draft a mini-business plan, effectively utilizing entrepreneurial keywords and phrases, as a foundation for the development of a new opportunity.
5. More effectively deliver oral presentations.
6. Conduct on-line and classic library academic research as applicable to selected student business enterprise projects.
7. Calculate start-up costs and initial capital requirements; prepare break-even and other financial analyses.

8. Identify the stages of a company's lifecycle and the attendant challenges in managing growth.
9. Evaluate sources of capital for new ventures.

Instructional Strategies

Student outcomes will be assessed using the following: This is a hands-on class that requires daily participation in team activities to originate, validate and develop a business plan. Students will be assessed based on their participation in taking weekly surveys, posting and analyzing results, choosing between strategic alternatives using the business model canvas, helping other teams chose strategies, and presenting their team's findings to the class.

Required Texts and Materials

Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0-470-87641-1

Attendance

Class participation is critical to your successful learning experience in this course. Therefore, attendance, participation, and positive attitude in class will contribute significantly to your grade. Students who have more than four unexcused absences will drop a full letter grade from their "total grade" as well as for each absence thereafter. If you come to class more than five minutes late, then you will be counted as tardy. Two tardies will equal one absence. Absence from class, whether excused or not, does NOT excuse any student from completing assignments due during the missed class period. **If a student is absent, work due on that day is still due. It may be e-mailed, brought in by a classmate, or sent by whatever means students find convenient. Please be on time.**

NO late assignments will be accepted.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library)
2. Reference materials (for use inside Prim Library)
3. Books (can be checked out)
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles) Electronic databases, such as EBSCO: Academic Search Premier.
5. Hardcopy periodicals
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluation the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

Course Expectations

The table below clarifies the minimum respective responsibilities of students and the instructor in this class. Failure by students to meet with these responsibilities will diminish their educational experience, performance, and/or course grade. Noncompliance by an instructor may affect his/her personal performance rating.

STUDENT RESPONSIBILITIES	FACULTY RESPONSIBILITIES
1. Students are responsible for their own educational achievement.	1. Faculty members are responsible for facilitating a classroom learning environment in each class session in which all students have an opportunity to achieve the learning outcomes of the course.
2. Students are responsible for coming to all class sessions fully prepared to participate in discussions and/or activities scheduled for the period. This includes reviewing all assigned readings, completing class preparational assignments, assigned homework, and/or other preparatory tasks assigned by the instructor.	2. Instructors are responsible for ensuring that class preparation assignments, homework, etc. is relevant to the planned topic for the class and overall course objectives. The professor will be able to communicate relevance to students if questioned.
3. Students are responsible for asking relevant questions about course concepts about which they are uncertain. If such questions cannot be dealt with during the regular class period, students are responsible for arranging to meet with the instructor during office hours.	3. Instructors are responsible for responding appropriately and professionally to student inquiries about course concepts, and – if required – agreeing to consult privately with students during office hours in order to clarify course concepts when not possible to do so during class without detracting from educational experience of other students.
4. Students are responsible for bringing to the instructor's attention as soon as possible the presence of any special learning needs of which the instructor should be cognizant in order to properly perform his/ her professional responsibilities. If a student requires special ADA accommodations, he/she is responsible for contacting Academic Services to discuss their needs (see Section VIII, p. 35, in the 2008-09 catalog).	4. Instructors are responsible for: (a) complying with all applicable laws, regulations and SNC policies with regard to students with academic learning challenges, and (b) taking reasonable steps to assist or counsel students in general regarding means of maximizing their educational achievement in the class.
5. Students are responsible for ensuring they understand the performance standards established for the course, and for accepting that such standards will be applied equally to all students in the interest of professional fairness and equity.	5. Instructors are responsible for measuring student outcome achievement against performance standards appropriate to the level of the course (e.g., lower vs. upper division). Moreover, instructors are responsible for communicating these standards and expectations to assess students.
6. Students are responsible for compliance with SNC policies regarding academic integrity, and for accepting the consequences of violations thereof. For additional clarification, please see p. 43 of the 2008-09 catalogs: <i>Cheating and/or Plagiarism</i> .	6. Faculty members are responsible for discussing the SNC policy regarding academic honesty, cheating, and/or plagiarism, both in syllabi and direct classroom discussion. Faculty will also make clear to students the reason for the policy, and discuss standardized proto-calls for attribution, through citations and references, of the original work of others.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

Individual Notable Entrepreneur Presentation	10%
Class Participation/ Class Activities (self-graded, reviewed by instructor, plus other assignments)	40%
Written Mini-Business Plan	30%
Final Team Presentation	10%
Peer and Self-review of Contribution	10%

Grading Scale:

A+ (97-100) = 4.0
A (93-96) = 4.0
A- (90-92) = 3.7
B+ (87-89) = 3.3
B (83-86) = 3.0
B- (80-82) = 2.7
C+ (77-79) = 2.3
C (73-76) = 2.0
C- (70-72) = 1.7
D+ (67-69) = 1.3
D (65-66) = 1.0
E/F (below 65) = 0.0

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Class Schedule

Date	Class Time	Homework which is DUE on this date
T 1/20	Orientation and Class Overview Vision of the Future	
Th 1/22	Entrepreneurial Thinking America's Greatest Entrepreneurs Intro to Mini-paper	Due: <i>Think Like an Entrepreneur</i> article
T 1/27	Characteristics of an Entrepreneur SWOT Analysis	Due: read <i>Atlas Shrugged</i> story and write one page of observations, interpretations and applications
Th 1/29	Surveys	
T 2/3	What Type of Entrepreneur are You? Groups: Defined and SWOT Discussion	Due: Turn in SWOT analysis , read <i>Personal and Business Visions</i> article, and begin thinking about type of business you might be interested in starting
Th 2/5	Visual Literacy and Oral Communication Notable Entrepreneur Assignment	
T 2/10	Introduction to the Business Model Canvas Ideas vs. Opportunities Five Anchors of Opportunities	Due: Select entrepreneur for presentations and read pp. 14-49
Th 2/12	Creativity and Brainstorming Idea Creation	
T 2/17	Class Presentations Begin Students Share Business Ideas	Due: bring 3 business ideas to class and be ready to share
Th 2/19	Value Proposition	Due: read pp. 22-25; research a company of your choice and their value proposition
T 2/24	Create Survey to Test Value Proposition	Due: First draft of value propositions
Th 2/26	Pivot Concept and Revise Value Propositions and Survey Questions	Due: Post survey and 5 interviews on Moodle
T 3/3	Customer Segments	Due: read pp. 20-21 and <i>Customer Segments</i> article
Th 3/5	Channels, Key Resources and Key Activities	Due: read 26-27; 34-37 and post next 5 interviews on Moodle
T 3/10	Purple Cow	
Th 3/12*	Minimum Viable Product Planning	Due: Post third set of 5 interviews on Moodle
T 3/17	Spring Break	
Th 3/19	Spring Break	
T 3/24	Minimum Viable Product Presentations	Due: Minimum viable products

Th 3/26	Timmons Model Introduce the Mini Business Plan	Due: Post fourth set of 5 interviews on Moodle
T 3/31	<i>Groups: Business Plan Workshop</i> Works Cited	
Th 4/2	Entrepreneurial Life Cycle; The Art of Sales, Customer Conversion, and Customer Relationships	Due: read Roxanne Quimby case study and pp. 28-29; 147-159
T 4/7	Marketing/ Elevator Pitches	Due: read <i>4 P's</i> article and submit final 5 validations
Th 4/9	Student Elevator Pitches	Due: Be ready to give your elevator pitch to the class
T 4/14	Value and Cost Structure, and Key Partnerships	Due: First draft of Mini-Business Plan – bring two copies to class and read pp. 38-43
Th 4/16	Revenue Streams and Stegmart Case	Due: read pp. 30-33
T 4/21	<i>Groups: Case Study</i>	Due: read Tesla case study
Th 4/23	Teambuilding	Due: Business Model Canvas
T 4/28	Business Organizations/ Alternative Business Models	Due: <i>Business Organizations</i> article
Th 4/30	<i>Groups: Prepare for Final Presentations and Lessons Learned</i>	Due: Mini-Business Plan
T 5/5	Class Survey and Prepare for Final Presentation	Due: Peer Presentations Reviews and read <i>Three Entrepreneurial Stories</i>
5/6 and 5/7	Reading Day	
T 12/9	Final- Saturday, May 9 11:30-2:30	

****Syllabus is Subject to Change****