Principles of Entrepreneurship Syllabus MGT 390-022: 4:6:30
Fall 2017 Room 477 (W) Nelson Rusche College of Business
SFASU-Department of Management & Marketing

Relentless pursuit of opportunity beyond the tangible resources currently controlled.
Entrepreneurship rewards performance and punishes shabbiness and ineptness.

Professor: Dr. Phil Stetz
Office Hours: BU 403e T/Thr: 1:45-3:30; 4:45-5:30
W: 12:30-4:00; 6:30-8:00
Phone: 936.468.1474
E-mail: pstetz@sfasu.edu

Prerequisites
Prerequisites have been waived for this course. Majors from all disciplines are welcomed.

Required Course Materials
Kathleen R. Allen: Launching New Ventures 5th Ed.

The author, Dr. Allen is a professor of entrepreneurship and founding director of the Marshall Center for Technology Commercialization. She is the author of 15 books in the field of entrepreneurship and technology. Her personal entrepreneurial endeavors include two successful companies in commercial real estate brokerage, development, and investment, and two that commercialized patented technologies. Dr. Allen served as entrepreneur-in-residence to a major aerospace firm, currently serves as advisor to several private companies, and is director of a NYSE company. She was just selected as Entrepreneurship Educator of the Year for 2014 by the U.S. Association for Small Business and Entrepreneurship.

Catalogue Description
Study of special circumstances surrounding starting and managing a small business. Special emphasis will be given to service and retailing as well as small-scale manufacturing operations. Credit Hours: 3.

Course Overview and Objectives
Principles of Entrepreneurship are designed to provide an understanding of the entrepreneur and the entrepreneurial process. Emphasis is on new venture planning and establishment of new firms as opposed to dealing with problems of an established business. The distinctive focus is on enterprise creation.

Specific learning objectives for the class include:
1. What is entrepreneurship;
2. Who is an entrepreneur;
3. Recognizing venture opportunities;
4. How sustainable is the venture;
5. Financing the start-up process;
6. Putting together a venture team (understanding the fits and gaps); and
7. How much startup capital will your venture need?

Additionally, this course will focus on the risks and rewards of entrepreneurship, the difference between an idea and an opportunity, and how to get the odds in your favor. This design helps to compress and accelerate the learning process and, if diligently adhered to, may save you sizable sums of ‘Unwanted Tuition’
Summary of Components that aggregate into a Final Grade

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Links Q &amp; A</td>
<td>50</td>
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<tr>
<td>Case Quizzes</td>
<td>150</td>
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<tr>
<td>Exam I</td>
<td>100</td>
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<td>Exam II</td>
<td>150</td>
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<tr>
<td>Entrepreneurial Project: Presentation/Paper</td>
<td>200</td>
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<td>(20/80)*</td>
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<td>Bonuses (+)/Penalties (-)</td>
<td>+/-</td>
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<td>Total</td>
<td>650</td>
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The instructor reserves the right to use any known form of testing procedure for any makeup exam or quiz.

Letter grades will be based upon the total number of points accumulated at the end of the semester. There will be no curves on the final letter grade. Grading Scale: A => 90%; B — 80-89%; C — 70-79%; D — 60-69%; F — < 60%.

*Petition for Re-Evaluation of Assigned Points:* A student may request that points awarded be evaluated. However, the student must provide an explanation/justification for their request, including documentation. The instructor does reserve the right that the re-evaluation of points may result in an _INCREASE OR DECREASE_ in the number of points you currently have.

**Links Exercise:** This exercise is an initial attempt to expose the student to the wide and various types of firms and the entrepreneurs who have started or are growing a business. Although each business startup is situational (time/place/environment), using the fundamental questions provided should help you gain insights into how and why the business is surviving or growing. (Hint: the more time you spend on answering theses questions, especially at a deeper level, the more you will learn and begin to think differently, i.e. changing your mindset). Please provide a one page typed word document addressing the questions and please attach a copy of the web page. Each student will give an informal presentation to the class (5-7 minutes).

**Case Quizzes:** To help insure the class is prepared to discuss the various cases, there will a quiz over each assigned case and will be given at the beginning of class. The quizzes will be of rigor to insure that the student has read the material (not skimmed). For those that take the time to reflect and contemplate, odds are high they will do very well. Quizzes may be made up only if the student is formally excused (Note excused absences). If not formally excused, the student will receive a 0 for the quiz.

**Posting of Grades:** Students are individually asked to grant permission for the posting of their grades coded through the use of a 4-digit combination. (Note: Bio Handout). E-mail will not be used as a medium to obtain grades. **Please Note:** Grades and recorded absences for class periods prior to an exam will be posted on the course web cite (http://144.96.234.243/psetetz/) after EACH exam. It is the STUDENT’S RESPONSIBILITY to check his/her grade and/or attendance record and report any discrepancies to the professor within 10 days after posting. If a notice or request to meet with the professor concerning any discrepancies is NOT formally initiated within the 10 days, recorded absences and grade for the period will be considered final.

**Class Room Etiquette:** In order for the classroom to be conducive to learning, **ALL cell phones** are to be turned off and stored before class begins. If a student is observed using a cell phone during class, the student will earn a –10-point penalty.

**Class Participation:** Effective entrepreneurs and managers are characterized by their skills in communication. They do not advance in their careers by passively waiting to be called upon. Thus, students are expected to be prepared for each class period and to be able to offer informed and thoughtful comments in class discussion. Classroom exchanges are a useful tool for assessing the knowledge students brings to the class from preparing ahead of time (reading the chapter & being able to answer the questions presented at the end of each chapter) and for determining what they are learning about the subject. Participation is valued in this entrepreneurship class, just as it is in the workplace.
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<tr>
<th>Date</th>
<th>Topic</th>
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<td>Orientation and Course Preview</td>
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<tr>
<td>Sep 6</td>
<td>LINKS</td>
<td>Problem/Solution(What&amp;How)/Customers</td>
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<td>Sep 13</td>
<td>Ch. 1: Understanding Entrepreneurship</td>
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<td>Ch. 2: Preparing for the Entrepreneurial</td>
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<td>Journey</td>
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<td>Sep 20</td>
<td>Ch. 3: Recognizing Opportunity</td>
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<td>Sep 27</td>
<td>Ch. 6: Analyzing the Industry and Market</td>
<td>Case: Notting Hill Notes Quiz</td>
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<td>Oct 4</td>
<td>Ch. 7: Analyzing Product/Service:</td>
<td>Project: 1st &amp; 2ND choice Inc 500/5000 Firms</td>
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<td>Risks and Benefits</td>
<td>Library Day MA</td>
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<td>Oct 11</td>
<td>Exam I (Lecture, handouts, text)</td>
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<td>Oct 18</td>
<td>Ch. 4: Developing a Business Model</td>
<td>Case: Calyx &amp; Corolla Quiz</td>
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<td>Ch. 5: Feasibility Analysis</td>
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<td>Oct 25</td>
<td>Ch. 8: The Founding Team</td>
<td>Ent’l. Firm Workshop</td>
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<td>Nov 1</td>
<td>Quest Speaker</td>
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<td>Nov 8</td>
<td>Ch. 9: Analyzing Startup Financials</td>
<td>Ratio Analysis</td>
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<td>Nov 15</td>
<td>Ch. 16: Funding a Startup Venture</td>
<td>Case: A-1 Lanes Quiz</td>
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<td>Thanksgiving</td>
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<td>Nov 29</td>
<td>Entrepreneurial Presentations</td>
<td>MA</td>
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<td>Dec 6</td>
<td>Entrepreneurial Presentations</td>
<td>MA</td>
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<td>Dec 13</td>
<td>Finals Week: Exam II (Lecture, handouts,</td>
<td>All assignments and Hand-Ins related to the</td>
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<td>text)</td>
<td>project are due at beginning of class.</td>
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**NOTES:** MA: Mandatory Attendance: Unexcused Absence -- -20pts.

**Attendance:** This course has a **Formal Attendance Policy** and attendance will be taken each class period. Students are allowed two unexcused absences; however, if a student has MORE than two (2) unexcused absences (including activities of mandatory attendance) each additional unexcused absence over 2 will result in a one-half letter grade deduction. An **Excused Absence** follows the guidelines as set out per university policy (e.g., illness, death in the family, university sanctioned event, etc.).

In order to be officially excused for the purposes of this course, valid demonstration for an excused absence should take the form of a letter signed by a person in a position to make an authoritative determination (objectively verifiable) as to the validity of the cause of the absence claimed by the student. Excuses for illness and emergencies require documentation from appropriate sources within **Eight (8) calendar days** of the absence and need to be supported with a doctor’s note that includes the date and time of your visit accompanied with an authorized signature. For students who were treated by the University Health Services (UHS) clinic, please provide their (USHS) customary documentation of the illness to the Office of Student Rights and Responsibilities and the original to the instructor. Students are responsible for all material missed due to any absence. If work is not made up in a timely and satisfactory manner, a –20 point penalty will be assessed per incident.

Additionally, students who continual come late to class will begin to earn a - **10 point penalty** for each occurrence - if the student has come to class late on two previous occasions. If the student is very late > 20 minutes, s/he will receive a ½ day absence. Finally, if a student leaves after the break (usually taken half way through the session, s/he will earn a ½ day’s absence.

**Disclaimer:** This syllabus is provided to you as a guide for the class content and expectations for the semester. It is **not a contract**, and is subject to change as necessary.
Rusche College of Business
Syllabus Addendum

Program Learning Outcomes:
Program learning outcomes define the knowledge, skills, and abilities students are expected to
demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to
determine student learning and to evaluate overall program effectiveness. You may access the program
learning outcomes for your major and particular courses at http://www.sfasu.edu/cob/ug-plo.asp.

Student Academic Dishonesty (University Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and
students.
Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism.
Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any
assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned
exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism
is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism
include, but are not limited to (1) submitting an assignment as if it were one's own work when is at least
partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained
from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one's
paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit
for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion
from the university. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Course Grades (University Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of
WH will be assigned only if the student cannot complete the course work because of unavoidable
circumstances. Students must complete the work within one calendar year from the end of the semester in
which they receive a WH, or the grade automatically becomes an F, except as allowed through policy
related to active military service. If students register for the same course in future semesters, the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the
grade point average. Please refer to the complete policy at http://www.sfasu.edu/policies/course-
grades.pdf.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with
disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services
Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify
the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to
request services in a timely manner may delay your accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/.

Student Conduct (University Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of
other students to learn from the instructional program (see the full Student Conduct Code at
http://www.sfasu.edu/policies/student-conduct-code.pdf.) Unacceptable or disruptive behavior will not be
tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject
to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including
electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion
over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class
regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert
Program. This program provides students with recommendations for resources or other assistance that is
available to help SFA students succeed.
Entrepreneurial Project:
This exercise consists of a presentation and a paper

To help the student understand and to gain a working knowledge of course concepts and principles, students will be asked to do a project on an entrepreneurial firm (as defined in class) and its respective management team and lead entrepreneur. In this way, students will begin to understand what it takes not only to start up a company but also to comprehend the critical nuances that must be addressed for the firm to be successful. This project will require doing research, not only in the library but also on the Internet.

It will be up to the student to choose which firm and entrepreneur they wish to investigate. (Inc 500/5000 provides 5000 choices delineated by region, industry, etc.) The instructor suggests you spend ample time thinking and investigating the various entrepreneurs and their firms that are now changing the economic landscape of America and possibly the world before you make your choices. Above all, pick a firm in an industry that is of interest to you AND has sufficient information (from the web, magazines, library, data bases, etc.) available for you to complete the assignment.

Picking an entrepreneur/firm will come about in two stages: First – a student is asked to list 2 businesses (in rank order of interest) that are the most interesting and turn the list into the instructor by the due date noted in the tentative schedule (TS). For each firm, provide the full name of the business, a brief description of what the firm does, the Industry within which it operates, and a copy of the firm’s home web page. (Be sure the URL for the home page is also included.) Late or incomplete proposals will be returned and will bear a – 2-point penalty/per day on your final paper grade until completed correctly. The instructor will then review the list and make any suggestions that may be of help to the student in accomplishing the project. Final firm pick will be awarded on first come first serve basis and finalized as noted in the (TS). Once approved, the instructor must approve any deviation.

Paper: The paper should be written in an engaging style incorporating the questions that will be handed out to the students. A workshop will be held to address the specifics of writing the paper and the questions that are to be addressed. In addition to addressing the questions in the handout (these will flow from the lecture and reading content), the student is asked to give insights into their own personal observations and thoughts about the entrepreneur/firm (e.g. what they think about the business model). The report is to be typed, double-spaced, numbered, stapled, with 1” margins and Times New Roman – 11 pt.

Presentation: The student is also asked to give a formal presentation (MS PowerPoint) to the class (15-20 minutes depending on class size) addressing the suggested topics about the entrepreneur, the business, and the environment. The presentation will be followed by a short question and answer period.

Please keep in mind you will need to be well prepared to be able to present all the information and materials in the time allotted. Therefore, prepare your presentation carefully (remember the principle of the 2-minute elevator ride). Watch for flow and clarity of your presentation and above all, practice it before class.

Presentations will be graded on content, timeliness, how it was presented, and how pertinent and informed questions were answered in a concise and informative manner. Before the presentation, please provide the instructor with a presentation handout (two (2) slides/page). On the final class period before finals, turn in a digital copy of your presentation and final report and a hard copy of your final report as noted in the (TS). Any LATE WORK will earn a ½ letter grade deduction per day until handed in. Be prepared for any problems.

All students are expected to be present at all presentations. Only university excused absences will be accepted and must be objectively documented. If you have an unexcused absence as a presenter, you earn a score of “0” for the presentation, if you were to be in attendance, you would receive a -20 point deduction in the calculation of your final grade. If you are formally excused, either as a presenter or participant, the student will be required to make up the absence with an additional written assignment. If not completed in a timely and satisfactorily manner, a -25 point penalty will be assessed.