STEPHEN F. AUSTIN STATE UNIVERSITY
COURSE SYLLABUS
SUMMER II 2021

MGMT 3390 – Principles of Entrepreneurship
(formally known as MGT 390)
Section 600

Instructor: Dr. Brian G. Nagy
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Email: Brian.Nagy@sfasu.edu

Office hours: Mon. – 9:00AM to 10:00AM & 4:00 to 5:00PM
Tues. – 9:00AM to 10:00AM & 4:00 to 5:00PM
Wed. – 9:00AM to 10:00AM & 4:00 to 5:00PM
Also available via email and by appointment

Department: Department of Management and Marketing
College: The Nelson Rusche College of Business

COURSE DESCRIPTION:
This course provides an introduction to the process of entrepreneurship and managing new ventures.

ACADEMIC PROGRAM-RELATED 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 in the Curriculum Management Handbook at: http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources.

STUDENT LEARNING-RELATED OUTCOMES:
Upon completion of the course, participants should –

1. Understand the basic framework of entrepreneurship and the entrepreneurial process
2. Develop skills for identifying new opportunities and ideas
3. Gather primary and secondary market research to draw conclusions about hypotheses and make appropriate business model pivots
4. Develop and test business models using minimal viable products through customer validation
5. Build and manage high performance entrepreneurial teams
6. Examine and evaluate your personal entrepreneurial capacity
Course Material
This course USUALLY uses a platform called Experiential Entrepreneurship Curriculum (ExEC). It is NOT mandatory that you register and purchase the platform from the link that will be provided to you. There is no required textbook for this course. The course readings, activities, cases, etc. are all available through the ExEC (once you register and pay you will just go through the DL2 course site to access all the information).

Free Subscription to Entrepreneur.com/newsletters/ – Students will be required to sign-up (and provide evidence) for the Best of the Week stories from Entrepreneurship.com. The link is on the course site. You can subscribe to any of the weekly subscriptions that interest you.

Readings, videos, etc. from other sources may assigned to each week, per course schedule. Content notes and supplemental materials will be posted online. Additional material, which may include video segments or articles will be assigned and tested on. Often, this material will reflect content that is either new or just identified as relevant to the course, and is therefore not specified on the syllabus.

Policies, Course Procedures, and Method of Instruction
This course will be taught using blended-delivery methods (online and Zoom). Although the method provides freedom and flexibility for students, it is different from a “correspondence course.” Specifically, this course is NOT self-paced but has a set schedule and deadlines that must be met. In addition, it has a standardized process that must be followed and it has scheduled times and defined availability windows for completing assignments and exams.

The course consists of several lessons, each pertaining to a different topic and is sometimes associated with a book chapter and, often, additional material. A link is available for each topic. In order to keep students on track, Topics are released on scheduled dates, per course calendar and syllabus. This Topic links are very important: They provide information and links to lecture notes, additional readings, or assignments.

Teams
There will be several team projects in this course. The instructor will initially select teams based on your individual information and experience relating to the topic for the assignments. These projects will require team members to meet outside class (these meetings can be held in any format you wish, i.e., Face-to-Face, Zoom, Skype, using Google Docs, other Wikis, over the phone, etc.). Note that group work is the basis of for a significant percentage of your grade so you should plan and set aside time to meet with your team throughout the semester. Peer evaluation will be implemented. Peer evaluation will be implemented and have significant impact on your final grade.
SFA ACADEMIC INTEGRITY POLICY: (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.

If you engage in academic dishonesty related to this class, you will receive a grade of zero on the test or assignment. The professor reserves the right to assign the student a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. This policy is intended to protect the honest student from unfair competition with unscrupulous individuals who might attempt to gain an advantage through cheating.

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/.

WITHHELD GRADE POLICY (University Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of ‘withheld’ (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.
PROFESSIONAL CONDUCT (adapted from University Policy 10.4)
Students will be treated as professional, mature adults and are expected to behave in this manner during Zoom meetings. Students who engage in unprofessional behavior during Zoom meetings will be warned first, and if the problem persists, they will be asked to leave the Zoom meetings. Unprofessional conduct includes excessive talking among class members during class, sleeping during class, working on activities unrelated to class, showing a lack of respect for the rights of others (e.g., classmates, guest speakers, teacher), excessive tardiness, consistently leaving Zoom meetings early, and disruptive behavior in general. Students who continue to engage in unprofessional behavior will be permanently removed from the class with a grade of ‘F.’

When joining a professor-student meeting OR a student-group meeting via the Zoom platform, you are expected to appear just as you would if attending the class in person.

- Please be on time.
- Please mute yourself when not prompted to speak in the meeting.
- You are required to be in camera view at all times while attending the Zoom meeting/class.
- If you would not engage in a particular behavior in the traditional classroom setting, then it is not appropriate to enact the behavior while attending a Zoom class time/meeting.
- Select a location that is a quiet room free of distractions (for yourself and others).
- Dress in attire appropriate for the traditional classroom.
- Please do your best to avoid or eliminate background disruptions like visuals and noises stemming from pets, children, roommates, television, music and food.
- Students are required to complete proctored exams. See the Resources module in D2L for details of using Proctorio, if you have not already done so.

MISSED ASSIGNMENTS AND EXAMS
All exams, quizzes, and assignments are due when noted. Missed assignment and Exam deadlines may result in the student earning a reduced grade, including a grade of zero (0) points.
GRADING COMPONENTS

All exams, quizzes, and assignments are due only as scheduled on this syllabus and course calendar. Grading will be based on the following:

<table>
<thead>
<tr>
<th>Graded Content</th>
<th>Points Available</th>
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</thead>
<tbody>
<tr>
<td>Class Contribution/Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Exercises</td>
<td>100</td>
</tr>
<tr>
<td>Networking/Interviewing Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Entrepreneurship Book Report</td>
<td>200</td>
</tr>
<tr>
<td>Weekly Pitches</td>
<td>100</td>
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<tr>
<td>Business Model Iterations</td>
<td>100</td>
</tr>
<tr>
<td>Final Pitch and Pitch Deck</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

**Team project. All team based points are subject to peer evaluation. Individual grades will vary as a function of peer evaluation.

All grades will be weighted on a straight scale as follows:

Course Grading Scale –
A  90% points
B  80% points
C  70% points
D  60% points
F  <60% points

Notes:
1. Grading curves will not be given for assignments or exams. Grades will also not be rounded up for any circumstances.
2. Extra credit will not be given on an individual basis for any reason. That being said, there may be opportunities for extra credit throughout the semester offered to the entire class to be determined and administered as the instructor sees fit.
3. Late assignments will not be accepted for any reason. (See section discussing exceptions)
4. Students will also not be able to redo assignments for credit.
Class Contribution (Individual)
Attendance in this course is not necessarily mandatory, but there is a class contribution grade that you will not be able to earn if you are not present in class (i.e., working on these things related to weekly assignments).

Why do I evaluate class contribution? Some students are under the misperception that class contribution consists primarily of “showing up.” However, class is like work in that few organizations will pay you merely to “show up.” To receive the rewards you want (pay, in the case of a work organization; grades, in the case of class), you are expected to add value to your organization. Similarly, I do not reward students for merely showing up. Much of the value add in the class comes from the perspectives that you bring to the class’s discussion and the ideas that you share in class. When we discuss a case or a theoretical concept, you may bring a work perspective (having worked in a similar organization), or a unique cultural perspective. Thus, class contribution really includes active contribution to your and your colleagues’ learning.

Weekly Assignment (Individual)
Throughout the semester you will have weekly assignments due by the end of the week. We will work on many of these as part of our in class activities (that does not mean you will not have to do any work outside of class). That being said, in addition to receiving points for just turning in the assignments you will be required to be in class to discuss the topics related to the activities and work on these assignments.

Networking Assignments (Individual)
The networking assignments for this course include interviews with practicing entrepreneurs to gain insights on the opportunities and challenges faced when starting new ventures.

Entrepreneurship Book Report (Individual)
You will pick from an entrepreneurship related book and do a write-up on it related to the course.

ZOOM CONDUCT
We will have synchronous (live) Zoom meetings individually and as a class throughout the semester. These meetings will be required, attendance will be taken, these will be used as part of your participation grade, and there are certain expectations in terms of conduct that you will need to adhere to:

When joining a class via ZOOM keep your camera on and...
• Dress and appear just as you would if attending class in person.
• Behave while Zooming as if sitting in a traditional classroom.
• Select a location that is a quiet room free of distractions (for yourself and others).
• Avoid public spaces with customers milling in the background, road noises, etc.
• DO NOT share our meeting link with students who are not in the course. I will be using the waiting room feature, but sharing the meeting link to someone outside of class will be met with grade reduction.

You have the opportunity to develop (at least) the following skills and ways of thinking that will enable you to innovate in whatever professional life you choose to lead:

● Risk-Taking: you have the chance to set your ideas, opinions and actions free to be prone to criticism and debate. You can experiment with different ideas and different approaches and jump out of your comfort zone.
● Embracing failure: you will fail in this class, many times and in many ways. You will learn to shake it off, to learn from it. You will hopefully learn to never stop failing.
● Collaboration: you will not succeed by yourself, so we will create a synergy station by having open conversations
● Communication: you will practice, develop and share effective, clear, persuasive written, oral, and presentation communication
● Curiosity: this class, this semester and thus your experience is a mystery. You must imagine it, and should do so by asking questions and making small bets.
● Critical thinking: you can suspend judgment, maintain a healthy skepticism, and exercise an open mind. In other words, you’ll be able to examine, interrogate, and investigate.
● Creative thinking: you have choice, in what ideas and learning to pursue and how to pursue it, although it should be some combination of generating many unique ideas and then combining those ideas into the best result. You will learn best by envisioning and doing tasks you enjoy that only you could come up with
● Innovation: you have the opportunity to apply your creative energy by turning your ideas into reality

YOUR OPPORTUNITIES

● You engage in meaningful learning
  ○ You must care deeply about the issues involved in your thinking
  ○ You will have ample opportunity to apply learning to problems that are meaningful to you

● You provoke your imagination
  ○ Nothing is off limits (except of course anything considered “illegal” by the university or law enforcement communities)
  ○ You can explore all possibilities and develop and compare any and all solutions
  ○ You can understand the implications and consequences of real-world choices
You ask your questions
  ○ Questions help construct knowledge; they point to the holes in our memory structures and are critical for indexing the information that we obtain when we develop an answer for the inquiry
  ○ People learn deeply when they are trying to solve problems or answer questions which they find important, intriguing, or beautiful
  ○ We ultimately cannot learn until the right questions are asked

You try, you can fail, and you succeed

You start your own business
  ○ I will provide you tremendous resources – you choose how to leverage them to make the most of this experience

OUR CONVERSATION

How will we understand the nature and progress of our learning?
  ○ You learn at your own pace – the choice is yours because all the material is at your fingertips from day one.
  ○ I will confront you with real-world problems and encourage you to grapple with these issues. I invite you to enhance our learning environment by unleashing your real-world problems and questions.
  ○ I will ask for your expectations, communicate mine, and we will reconcile those
  ○ My goal is to help you examine and assess your own learning and thinking, and to help you learn more effectively, analytically, and actively.
    ■ We will develop authentic tasks to arouse our creativity, and challenge us to rethink our assumptions and examine our mental models of reality
    ■ We will create a safe environment in which we can try, fail, receive feedback, try again, and succeed!

This experience is an opportunity - you choose what to do with it. If you want to develop ways to assess yourself that more closely match your journey, we will focus on that the first week. Think about what it means to be an A or B or C entrepreneur. What sort of evidence can you produce showing how you achieved a certain level of mastery in entrepreneurial thinking and doing? This is your journey - I encourage you to create it, own it, and execute it.
# SUMMER II SESSION SCHEDULE

SUBJECT TO CHANGE/REVISION AT THE DISCRETION OF THE UNIVERSITY AND/OR THE PROFESSOR

**MUCH MORE INFORMATION FOR EACH CLASS PERIOD WILL BE MADE AVAILABLE THROUGH D2L/BRIGHTSPACE ON A NIGHTLY BASIS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>June 28</td>
<td>Introductions&lt;br&gt;Review of the syllabus&lt;br&gt;‘What is entrepreneurship’ discussed</td>
</tr>
<tr>
<td>June 29</td>
<td>A Framework for Entrepreneurship</td>
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<tr>
<td>June 30</td>
<td>A Framework for Entrepreneurship</td>
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<tr>
<td>July 1</td>
<td>High Quality Idea Generation</td>
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<td>July 5</td>
<td>Business Modeling and the Canvas</td>
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<td>July 6</td>
<td>Aligned goals and diverse skills (new venture founding teams)</td>
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<td>July 7</td>
<td>Surveys, focus groups, and interviews of potential customers</td>
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<tr>
<td>July 8</td>
<td>Surveys, focus groups, and interviews of potential customers</td>
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<tr>
<td>July 12</td>
<td>Finding the ideal customer group(s)</td>
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<td>July 13</td>
<td>Finding the ideal customer group(s)</td>
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<td>July 14</td>
<td>From interviews to locating customers</td>
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<td>July 15</td>
<td>From interviews to locating customers</td>
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<td>Date</td>
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<tr>
<td>July 19</td>
<td>Resource attainment</td>
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<td>July 20</td>
<td>Resource attainment – human resource attainment</td>
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<tr>
<td>July 21</td>
<td>Resource attainment - financing</td>
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<tr>
<td>July 22</td>
<td>Weekly pitches (refinement of Second Weekly pitch from last Thursday</td>
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<tr>
<td>July 26</td>
<td>Tips for being a healthy and effective entrepreneur</td>
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<tr>
<td>July 27</td>
<td>Resources and intellectual property</td>
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<tr>
<td>July 28</td>
<td>Harvest and exit strategies</td>
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<tr>
<td>July 29</td>
<td>Weekly pitch – 3rd opportunity pitched</td>
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<td>August 2</td>
<td>Executive Summaries, proforma statements, and pitch decks</td>
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<td>Entrepreneurship book presentations</td>
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<td>August 3</td>
<td>Final business model presentations</td>
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<td>August 4</td>
<td>FINAL pitches and slide decks for the idea of your choice (among the</td>
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<td>3 pitched during this course)</td>
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<tr>
<td>August 5</td>
<td>Assets and Liabilities of Newness Review for the exam</td>
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<tr>
<td>August 6</td>
<td>Final exam completed</td>
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**The instructor reserves the right to amend the course content and schedule as needed.**