INSTRUCTOR INFORMATION
Instructor: Dr. Raymond Jones
Office: 403-F in McGee Business Building
Office Phone: 936-468-1893
Dept. Phone: 936-468-4103
Email: raymond.jones@sfasu.edu
Office hours: During F2F office hours I am also available to meet Virtually via Zoom
• Monday – 8AM-9:00am, 10:00-11, 12:30-1, 2:30-3
• Tuesday –11:00 to 3:00pm (Online)
• Wednesday - 8AM-9:00am, 10:00-11, 12:30-1, 2:30-3
Department: Management and Marketing
College: The Nelson Rusche College of Business

The primary means to get in touch with me is via raymond.jones@sfasu.edu
I will be posting announcements through the news feed on brightspace, so you might want to set it up so that those announcements are forwarded to wherever it will be easiest to check. Ideally, students should check brightspace daily for emails, announcements, etc.

Again, the quickest way to communicate with me is through your “Jacks” email.

Course description
This course provides an introduction to the process of entrepreneurship.

Course Objectives (Student Learning 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 personal entrepreneurial capacity

PROGRAM LEARNING OUTCOMES:
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.

COURSE/WORK EXPECTATIONS:
This is not your typical course! The point is that I know you all can do great and professional work, therefore, I provide an environment that has uncertainty, ambiguity, and fluidity built into the course to challenge you to do your best. The environment is not unlike the real world where there are NO RUBRICS. This may make you feel uncomfortable, nervous, scared, angry, mad, excited, happy, accomplished, etc. The point is that I expect you to challenge yourself, engage in the course, and expect the best from yourself.
My Philosophy of Teaching:
Learning should be an enjoyable experience for both the students and the instructor. The learning process is greatly facilitated by active involvement of both the students and the instructor. I expect you to help me create a positive learning atmosphere by actively participating in the discussion.

Additionally, for a positive learning environment to exist, an atmosphere of acceptance is vital. We should all try to keep an open, but questioning, mind about ideas that our peers present in the class. Before we criticize what appears to be a “silly” idea, we must remember that the person who “invented” the hula-hoop got rich! However, before we accept others’ ideas uncritically, we need to remember that Thomas Watson, Senior, founder of IBM, expected that the total worldwide market for computers would never exceed five (that’s right, five – not five billion, but five), machines!

Teaching Platform
This course uses Brightspace - Note that all course assignments will be accepted only through the Brightspace site and after the first week of the semester, it is assumed that all students can use the tools outlined in the Brightspace (DL2) Student Guides.

Communication
The four primary communication functionalities in this course:

1. **Course Announcements**: This is the primary means by which I communicate important information to the entire class. Note, anything posted here will also be sent to your email. Make a habit of checking the course at least every 24 hours. Read all messages from me promptly, as they may include important information regarding assignments or the course and e-mail me with any questions or concerns. This will include general news, announcements, and updates to the course.
   a. **Note**: Students are expected to check the course website at least every 24 hours.
   b. **Forwarding**: I highly recommend setting-up your News feed so that it forwards to your email or device that you use frequently as to stay as up-to-date as possible with new communications from me.

2. **Questions and Answers**: If you have general course content related questions please use this discussion forum to ask them. You are able to post a question or a comment to discussion forum, which I or other students can reply to.

3. **Zoom**: If you feel that you would benefit from a live discussion we can schedule to meet via Zoom during my office hours.

4. **E-mail**: Direct email to me is only to be used for private/personal matters. If I receive an individual email from you regarding general course content I will refer you back to the Course Announcements or Frequently Asked Questions. Please note, I will do my best to respond to you as quickly as possible, but always within 24 hours.

Course Material
This courses uses a platform called Experiential Entrepreneurship Curriculum (ExEC). It is 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 Brightspace (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

Blended delivery, Modules, and Course Pace
This course will be taught using blended-delivery methods (F2F, 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. These 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.

Times & dates
- All times noted in this syllabus are U.S. Central time. If you are outside this time zone, make sure to adjust the times and deadlines you go by, to reflect adherence with the syllabus schedule.
- Also note that all dates are written according to U.S. conventional format (month / day):
  1/21 = Jan. 21st

Sundown Rule
During the semester, students have five business days from the time grades are posted to inquire about a grade on any graded component. The purpose is to resolve any question as soon as grades are posted rather than wait till the end of the semester. Make sure you check your grades on Brightspace frequently and contact me immediately with any questions.

SFA ACADEMIC INTEGRITY POLICY: (University Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
In any business profession, ethics is of upmost importance, as numerous stakeholders rely on their employees to make important decisions. These decisions include accounting, management, human resources, marketing and any other aspect of the business world. It is the intent of the Department of Management and Marketing to foster and encourage integrity in all aspects of our classes. Therefore, there will be no tolerance of academic dishonesty, including but not limited to, plagiarism, cheating on examinations, papers, or other course-related work, copying or collaborating on assignments without permission, or other inappropriate conduct. Any instances of such academic dishonesty will be documented and reported to the Dean of the Rusche College of Business and the student will receive (up to) an F in the course.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**PROFESSIONAL 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.

**Additional information on professional conduct:**

Students will be treated as professional, mature adults and are expected to behave in this manner during class. Students who engage in unprofessional behavior will be warned first, and if the problem persists they will be asked to leave the classroom. 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 (classmates, guest speakers, teacher), excessive tardiness, consistently leaving class early, and disruptive behavior during exams. Students who continue to engage in unprofessional behavior will be permanently removed from the class with a grade of “F”.

**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), Human Services Building, and Room 325, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

<table>
<thead>
<tr>
<th>The Dean of Students Office (Rusk Building, 3rd floor lobby)</th>
<th>SFA Human Services Counseling Clinic Human Services, Room 202</th>
<th>The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.</th>
<th>Crisis Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.sfasu.edu/deanofstudents">www.sfasu.edu/deanofstudents</a> 936.468.7249 <a href="mailto:dos@sfasu.edu">dos@sfasu.edu</a></td>
<td><a href="http://www.sfasu.edu/humanservices/139.asp">www.sfasu.edu/humanservices/139.asp</a> 936.468.1041</td>
<td>To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:</td>
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<tr>
<td></td>
<td></td>
<td>• Health Services</td>
<td>• Burke 24-hour crisis line: 1.800.392.8343</td>
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<tr>
<td></td>
<td></td>
<td>• Counseling Services</td>
<td>• National Suicide Crisis Prevention: 9-8-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Outreach and Support</td>
<td>• Suicide Prevention Lifeline: 1.800.273.TALK (8255)</td>
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<tr>
<td></td>
<td></td>
<td>• Food Pantry</td>
<td>• JohnCrisis Text Line: Text HELLO to 741-741</td>
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<tr>
<td></td>
<td></td>
<td>• Wellness Coaching</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Alcohol and Other Drug Education</td>
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<td><a href="http://www.sfasu.edu/thehub">www.sfasu.edu/thehub</a> 936.468.4008 <a href="mailto:thehub@sfasu.edu">thehub@sfasu.edu</a></td>
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<tr>
<th>Location:</th>
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<tbody>
<tr>
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- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- JohnCrisis Text Line: Text HELLO to 741-741
**Grade 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>
</tr>
</thead>
<tbody>
<tr>
<td>Individual meeting with Professor Jones (Pass/Fail)</td>
<td>10,000</td>
</tr>
<tr>
<td>Class Contribution/Engagement</td>
<td>150,000</td>
</tr>
<tr>
<td>Weekly Exercises (Pass/Fail per assignment)</td>
<td>150,000</td>
</tr>
<tr>
<td>Networking Assignment</td>
<td>100,000</td>
</tr>
<tr>
<td>Entrepreneurship Book Report</td>
<td>100,000</td>
</tr>
<tr>
<td>Weekly Pitches/News</td>
<td>100,000</td>
</tr>
<tr>
<td>Final Project (Venture Challenge Deliverables)</td>
<td>240,000</td>
</tr>
<tr>
<td>Venture Challenge (VC) (Effort)</td>
<td>100,000</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000,000</strong></td>
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**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% 900,000 points
- **B** 80% 800,000 points
- **C** 70% 700,000 points
- **D** 60% 600,000 points
- **F** <60%

**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.

**Individual Meeting with Professor Jones (Individual)**

A short meeting (10 min) during Dr. Jones’ office hours to discuss how you are doing in the course, why you took this course, your individual thoughts on entrepreneurship, or anything else you want to discuss. You must schedule this meet with the professor (or feel free to stop by during office hours) and it can be done anytime during the **FIRST EIGHT WEEKS OF THE SEMESTER**.

**Weekly Assignment (Individual & Team)**

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.

**Class Contribution/Engagement (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 (especially for you non-Texans!). Thus, class contribution really includes active contribution to your and your colleagues’ learning.

**How do I evaluate class contribution?** I will assign contribution grades based on the quality of your contribution, not just the quantity. Some of the criteria I will use to evaluate contribution quality include:

- Do you ask insightful questions that facilitate class learning?
- Are your points relevant to the discussion?
- Do you draw clear implications of your analysis?
- Do you present your arguments logically and coherently?
- Have you considered relevant counter-arguments, or do they “take you by surprise”?
- Do you enhance the class’s understanding of the issues?
- Can you effectively critique others’ comments or act as a “devil’s advocate” in discussion?
- Did you take pop quizzes?

Please note that asking good questions (such as asking for clarification about concepts that weren’t clear to you when you read the text) also constitutes “contribution” in my opinion!

Engagement has to do with attendance at certain entrepreneurial events or activities around campus.

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

**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.
THE OPPORTUNITY OF THIS COURSE

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 with 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.
● Our journey - I encourage you to create it, own it, and execute it.
<table>
<thead>
<tr>
<th>Date*</th>
<th>Topics, Readings, Videos, Discussions, Assignments</th>
</tr>
</thead>
</table>
| **Week 1** | -Log on to Course website, review and browse through Canvas course site  
-Make sure reach Q&A Forum for important course information  
**Introduction** |
| **Week 2** | **A Framework for Entrepreneurship**  
**Business Model Breakdowns**  
**Problems. Not Products** |
| **Week 3** | **High Quality Idea Generation** |
| **Week 4** | **High Quality Idea Generation**  
**Aligned Goals and Diverse Skills (Teams)** |
| **Week 5** | **Surveys vs. Focus Groups Vs. Interviews**  
**How to Interview Customers** |
| **Week 6** | **Your Ideal Customers** |
| **Week 7** | **From Interview to MVP** |
| **Week 8** | **Problem Validation Presentations** |
| **Week 9** | **Competitive Environment** |
| Week 10 | **Pivot or Preserve: Problem Validation**  
|         | Customer Interview Analysis  
|         | Solution Ideation |
| Week 11 | **Intro to Entrepreneurial Finance**  
|         | Networking Assignment Due  
|         | Book Report Due |
| Week 12 | **Discuss Final**  
|         | What is an MVP |
| Week 13 | **Discuss Final Deliverables:**  
|         | Final Executive Summary  
|         | Pitch  
|         | Pitch Deck |
| Week 14 | | Work on Final Deliverables |
| Week 15 – 4/24 | **Executive Summary, Pitch, Pitch Deck Due** |
| Finals Week | **Final Exam Due**  
|         | Wed., May 8 by 12:30pm |