

**ENT 312 – 700 and ENT 312 – 750**  
**ENTREPRENEURSHIP**

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**Office Hours: By Appointment** - *Please email and I will be happy to set up a call, video conference, or face-to-face meeting with you.*

**Prerequisite:** Junior standing or 21 hours of Foundations and Explorations Courses.

**COURSE DESCRIPTION**

*Entrepreneurship* examines the entrepreneur as the basic building block of the economic system via the discovery or identification of opportunities. Emphasis is placed on identifying and defending feasible opportunities within the industry and market, while recognizing and managing the complex systems in which entrepreneurs live and work that motivate or constrain innovation.

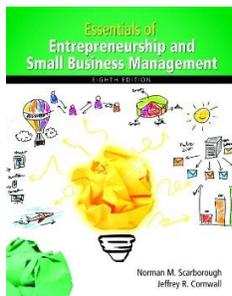
**COURSE MATERIALS**

***Required Resources***

To succeed in the online format for this course, you will need consistent access to the following: a personal or laptop computer with word processing software (preferably Microsoft Word), reliable high-speed internet access, a YouTube account, and a video recording device.

***Required Text***

Scarborough, N.M. and Cornwall, J.R. 2016. *Essentials of Entrepreneurship and Small Business Management*, 8<sup>th</sup> Ed. Pearson: Upper Saddle River, NJ. ISBN: 9780133930382



I will be using Blackboard extensively for posting class materials, submitting assignments, and sharing important information about the course. Please be sure to check the ENT 312 site every 48 hours for updated announcements or messages to the class. You will want to ensure the email address you have registered with Blackboard is one that you check daily.

**LEARNING OBJECTIVES**

This course observes entrepreneurs as the building block of economic systems, which exist in the realm of other political, social-cultural, financial, education, and legal-regulatory systems– all of which function concurrently, yet dynamically. Entrepreneurs discover or identify opportunities to solve problems in their environment, but must do so within the parameters of the relevant systems. Systems and institutions affect the level of entrepreneurship and innovation, but in turn entrepreneurial innovations force evolution across systems over time.

As a result of the interplay between innovation and these macro systems, individual entrepreneurs develop and refine functional systems within the firm, such as research and development, human resources, operations, and information management, to address the many macro systems influencing the business. Attention will be placed on understanding how entrepreneurs maintain viability in the economy, both locally and globally, and how other macro systems (i.e., political, social-cultural, financial, legal-regulatory, education, etc.) influence business planning and operations at the firm level. Further, students will consider how entrepreneurs and innovation influence the myriad of systems at play.

Since entrepreneurs operate in such a complex web of relationships and systems, students will be challenged to examine the entrepreneur as a benefit maximizer, weighing the wins and losses across this myriad of systems both now and into the future. As global citizens, entrepreneurs must carefully weigh not only the feasibility of their ideas for personal gain, but also the systems-wide effects of the implementation of innovation.

The course fulfills the Colonnade requirements as outlined below.

<b><i>Connections student learning outcome</i></b>	<b><i>How the course meets the learning outcome</i></b>
1. Analyze how systems evolve.	Utilize current theories to examine the entrepreneur as a catalyst and building block of evolution within economic systems.  Communicate the role of entrepreneurs in the evolution of financial, legal-regulatory, socio-cultural, and environmental systems.
2. Compare the study of individual components to the analysis of entire systems.	Analyze the entrepreneur within the industrial system to determine how niches evolve within industrial systems.  Compare the functional systems formed by entrepreneurs relative to differing industrial, political, financial, legal-regulatory, sociocultural, and environmental systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Identify and analyze how innovations spur shifts in industrial, economic, financial, socio-cultural, and legal-regulatory systems, and the feedback among these systems in constraining or catalyzing innovation within the firm and society as a whole.

**Additionally, upon successfully completing the course, students should be able to:**

- utilize the creative and innovation processes to “identify” or “discover” problems as opportunities
- communicate the elements of entrepreneurs’ functional processes
- gather and synthesize evidence to analyze the industry, product, and financial feasibility of an opportunity
- provide a written and oral defense of the feasibility of an opportunity

**GRADING**

Grading in the course is based on a total points system. Your grade is determined by your performance on an introduction, quizzes, exams, impact papers, an entrepreneur interview project, and a feasibility analysis project. If you require a certain grade in the course to achieve a particular goal (i.e., maintain your 4.0 GPA, graduate, avoid your parents’ wrath), then you will need to work to ensure that your performance on coursework is adequate to meet that goal.

***Performance Evaluation Procedures***

Item	Points Possible	Description
Introduction Discussion Board	5	
Quizzes	100	Top 10 @ 10 points each
1 Page Impact Papers	100	2 @ 25 points each; 1 @ 50
Exams	300	Top 2 @ 150 points each
Entrepreneur Interviews	70	
Feasibility Project and Pitch**	150	
<b>TOTAL POINTS POSSIBLE</b>	<b>725</b>	

\*\* Completed as a team Project. All team-based points subject to peer evaluation.

***Note: This is an Internet course, is completely on-line, and as such, requires self-discipline, hard work, and that you log in to Blackboard consistently. You may judge your potential for success in this course based on these considerations.***

To determine your percentage score, you will take the total points earned divided by the total points possible.

90+%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Please do not ask for an individualized “extra credit” to improve your grade. ***Keep in mind that to be fair to all students, I cannot offer one student an opportunity that I cannot or am unwilling to provide to the rest of the class.***

### ***Discussion Boards***

You will be required to provide an introduction discussion board, worth 5 points.

Chapter-related discussion boards will be available each week for students to post questions about material that was difficult to understand. However, these discussion boards will not be worth any points. They are simply available to help students find answers to questions they may have about the material, and ***although participation is encouraged, it is not required.***

### ***Quizzes***

A 10 question, 10 point quiz will be administered for each chapter. Full information related to quizzes are posted on Blackboard, and each quiz must be taken during the week in which the material is covered (see the course outline). Only your top 10 quiz scores will be used in calculating your final grade.

### ***Impact Papers***

Students are required to submit **3**, one page impact papers on an assigned topic. Paper topics are provided below and due dates for each paper are detailed on the course outline.

***Impact Paper #1 (25 points):*** Entrepreneurs are considered the “building blocks” of the economy and the innovations created by entrepreneurs spur evolution of macro systems (besides the economy) over time. Explain why this is true, and provide an example of how entrepreneurs have changed the economy and how entrepreneurs have influenced a system other than the economy. Discuss the impact this had on society. **(DUE: 9/17 by 11:59 PM)**

***Impact Paper #2 (25 points):*** Systems Effects on Entrepreneurs – How do “macro systems” affect entrepreneurs, and the opportunities available to them? Explain how two or more macro systems (e.g., sociocultural, legal-regulatory, technology, etc.) influence functional systems implemented by entrepreneurs in a country other than the United States. **(DUE: 10/15 by 11:59 PM)**

***Impact Paper #3 (50 points):*** Using the TIME greatest inventions of 2016 list, examine how entrepreneurs have put forward innovations that spans two systems. (For example, upon its introduction Bitcoin certainly influenced the financial and legal-regulatory systems.) Discuss how those systems affect the implementation of the innovation, as well as the subsequent impact and benefit this innovation will make on these systems over time. **(DUE: 11/12 by 11:59 PM)**

Papers must be submitted in Microsoft Word, single-spaced, with double-spacing between paragraphs, 1 inch margins, and 12-point Times New Roman or Calibri font. APA formatting is required, with in-text citations and a reference list. All papers must be submitted through SafeAssign for plagiarism detection. The reference list does not count towards the 1-page limit. Additional details for the Impact Papers are available on Blackboard via the Impact Papers menu option.

### ***Exams***

There will be two regular exams, and an optional final exam (covering the last 3 chapters and required readings material on the course outline). Only your top two exam scores will be considered in calculating your final grade. Exams will cover material related to chapters, as well as any additional readings, videos,

and discussion shared or researched online. All exams will consist of multiple choice and short essay type questions.

If you miss a regularly scheduled exam, then the general policy is that you will be required to take the final. However, at the discretion of the instructor, a make-up exam may be given in extreme cases beyond the student's control. To be considered for a make-up exam, you must either discuss your situation with the professor **PRIOR TO** the exam (i.e., university sponsored event) or provide reliable documentation in the event that you missed an exam due to an emergency or extreme circumstance.

### ***Entrepreneur Interviews***

You are required to interview two entrepreneurs **in person**. Please take care to ensure the entrepreneurs have not yet been interviewed by other students. Detailed guidelines are provided on Bb.

Your projects (in full) are due by **10/20 at 11:59 PM**. Please ensure you meet this deadline, as **no late projects will be accepted**. Keep in mind that entrepreneurs are busy people. It is important that you make firm plans, well in advance to ensure that you complete this project. Waiting until the "last minute" in securing and conducting an interview often has negative consequences for completing the project.

### ***Feasibility Analysis***

You will be required to form teams of 2-4 to determine whether a business opportunity you identify is feasible from industry, product/service, and financial feasibility perspectives. **Additionally, a brief analysis of impacted systems is required to make a final recommendation regarding implementation.**

Each team will "pitch" the feasibility of their opportunity via a short YouTube video presentation. All guidelines and requirements for the project will be posted on Bb in the Projects folder. Each individual's score on a project produced by a team is subject to peer evaluation.

### **COURSE CONDUCT**

For this class to work in the way that it is most effective, we must build and maintain a climate of respect and trust. Activities that diminish the learning environment will not be tolerated. Examples of such behaviors include (but are not limited to):

- Disrespectful or inappropriate posts or replies on Discussion Boards
- Cheating (giving, using, or attempting to use unauthorized materials, information, or devices in any academic exercise).
- Copying from another student's exam, written assignment, quiz and/or allowing a student to copy your own work.
- Plagiarism (work worded too closely to a source other than your own)
- Producing copies of tests prior to them being administered

Severe penalties will be associated with undertaking any of the aforementioned behaviors. Any incident of cheating will result in **FAILING** the course.

## ADA ACCOMMODATION

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## TITLE IX/DISCRIMINATION & HARRASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159. [Sexual Assault Resources](#)

## COURSE POLICIES

- **Late Policy:** No late assignments or projects will be accepted under any circumstances.
- **Sundown Rule:** You have one week from the time grades are posted on Bb to inquire about a specific grade.
- **Changes to the Syllabus:** The instructor reserves the right to make modifications to the syllabus, appendix to the syllabus, tentative course outline, project requirements, etc., if needed. Students will be provided no less than one week notification of any changes if at all possible.

### Weekly Schedule for Doing Your Best in ENT 312 Online:

- (1) Read the chapter and other readings, review PowerPoint slides, listen to the audio lecture supplement, and watch any required or supplemental videos.
- (2) Take the chapter quiz.
- (3) If you have any questions about the material (**not related to the quiz**), post in the Chapter Discussion.
- (4) Review ALL my replies to the discussion board group as it may have helpful information for the exam.
- (5) Submit any major assignments due during the week by the deadline.