

**SEATTLE UNIVERSITY**  
**MGMT 3790: Entrepreneurship Essentials**

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Term: Winter 2021  
Class Schedule: T/Th at 10:15am – 12:20pm (Sect. 01); 1:30pm - 3:35pm (Sect. 02)  
Class Location: Zoom (link in Canvas site)  
Instructor: Amelia Marckworth, marckwor@seattleu.edu, phone: 206-914-7769  
Office hours: By Appointment: [www.calendly.com/marckworth](http://www.calendly.com/marckworth)

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## **OVERVIEW**

This is the first of a two-course sequence designed to introduce students to the process of creating and exploiting entrepreneurial opportunities in the form of a new business or within an established organization. A primary focus of this course is on creating entrepreneurial opportunities, building value propositions, and developing business models. The goal is for students to develop entrepreneurial leadership skills and innovative mindset through experiential learning.

### **Class Format**

This course adopts a “flipped classroom” approach. Many learning materials will be delivered outside of class in the forms of readings, videos, and homework assignments. Class discussion and lectures are designed for students to inquire, integrate, and apply the topics in active problem solving. Students are expected to come to a class prepared to ask questions, engage in discussions of the topics, and participate in classroom activities.

Classroom activities will mostly be organized around teams. Students will form teams and work with their teammates on their business ideas/opportunities that have been approved by the instructor. Student teams will be asked to share their learning and progress through peer review assignments and class discussions/presentations.

### **The main learning objectives of this course are for students to**

1. Understand entrepreneurship perspectives and practice
2. Develop skills and the mindset to identify and create entrepreneurial opportunities
3. Appreciate how human-centric design thinking is an important tool to shape entrepreneurial opportunities
4. Learn how to craft an innovative business model
5. Appreciate the value of discovering and learning through experimenting and pivoting.
6. Develop skills and mindset of entrepreneurial leadership.

### **Required Textbook:**

- Heidi M. Neck, Christopher P. Neck, and Emma L. Murray. 2020. Entrepreneurship: The Practice and Mindset. Sage Publications, 2<sup>nd</sup> Edition. **(Please Note:** The textbook publisher provides several free interactive resources, available at: <https://edge.sagepub.com/neckentrepreneurship2e>)

### **Optional Readings:**

- Giff Constable et al.: Talking to Humans (can be downloaded at <http://www.talkingtohumans.com/download>)
- Eric Ries. 2011. The Lean Startup: How today's entrepreneurs use continuous innovation to create radically successful businesses.
- Ash Maurya, 2012. Running Lean: Iterate from Plan A to a Plan That Works
- Steve Blank and Robert Dorf. 2012. The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company.
- Alexander Osterwalder and Yves Pigneur. 2010. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers.

### **Grading and Evaluation**

<b>Grading Components</b>	<b>Maximum points</b>
Individual Assignments	110
Group Project	100
Class participation	30
Final exam*	60
<b>Total</b>	<b>300</b>

\*Students may choose to participate in the Jones Idea Challenge in lieu of taking the final exam.

### **Grading Scale**

<b>Percentage</b>	<b>Letter grade</b>
<b>= or &gt; 92%</b>	<b>A</b>
<b>= or &gt; 90% but &lt; 92%</b>	<b>A-</b>
<b>= or &gt; 87% but &lt; 90%</b>	<b>B+</b>
<b>= or &gt; 83% but &lt; 87%</b>	<b>B</b>
<b>= or &gt; 80% but &lt; 83%</b>	<b>B-</b>
<b>= or &gt; 70% but &lt; 80%</b>	<b>C</b>
<b>= or &gt; 60% but &lt; 70%</b>	<b>D</b>

Timely and full class attendance is required. Your contribution is an important part of the learning experience gained by each of your peers. Absence means you are taking away from the class dynamic and evolving culture of the class. Unexcused absences, leaving early, or arriving late all negatively impact your attendance AND your participation grade.

All classes will be conducted via a Zoom meeting and all students will be expected to keep their video camera turned on throughout class sessions. All class session will be recorded and made available to students in the class. If you are concerned about being filmed, please contact the professor.

Regularly, there will be exercises both in-class and on Canvas that are designed to reinforce the material under discussion. “Proactive” participation in each class and Canvas discussion is

expected, which means offering your thoughtful opinions, questions, feedback, ideas, etc., regularly, beyond the instructor's directly requesting it from you as part of a class assignment or exercise. Students are expected to check Canvas regularly for new content, discussion forums, and exercises, and respond by each assignment's deadline.

You will be noticeable by your absence/lateness/leaving early and if you do not participate actively in the class or Canvas discussions and exercises. I encourage thoughtful, regular participation that adds to the discussions. Research indicates students learn from each other, as well as from the instructor. If you are not in class and/or do not participate in Canvas, we cannot learn fully from you – and you cannot learn fully from us.

### **Personal technology**

An internet-connected computer or mobile device is required for all class activities. However, these personal devices are meant to enhance classroom learning environment, not to distract from learning. Just like an in-person class, students are only to use their devices for class-related items during class time, unless approved by the instructor. Failure to observe this basic rule of courtesy will result in losing the class participation grade for that period.

## **CLASS COMMUNICATION**

**Canvas Discussion** is the main means of out-of-class communication. Students are strongly encouraged to post their questions and reflections about the learning topics or assignments on the discussion board. A student may also respond to other students' posts. These posts should be short, concise, and thoughtful. Please send ALL class-related communications to the professor via Canvas. Emails directly to the instructor are strictly reserved for private messages – the communications that you cannot share with the class for privacy reasons.

### **Assignments**

Course information as well as assignment instructions and due dates will be posted on Canvas. Students are expected to regularly check Canvas for assignments and other course communications. All assignments must be submitted to Canvas before 11:59pm of the due date except when otherwise noted. Unexcused late assignment submissions will not be accepted. The instructor may approve a late assignment submission under emergency or other rare circumstances that are communicated in a timely manner. Such excused late assignments are subject to a 10% grade penalty each day beyond the due date.

All assignments are to be typed in no larger than **12-pt font, single-spaced, Word format** (not PDF), to allow for the instructor's grading and comments in the document. Students are responsible for ensuring that an assignment has been posted correctly to Canvas and on time. Students must print their name and assignment number/title clearly on each document for credit and use a professional layout, including page numbers and checking for correct spelling, punctuation, and grammar. Papers that are not in a professional format or submitted late will not be accepted.

## Tentative Schedule

*Note: Time and schedule considerations may prompt modifications of this syllabus (deletion of assignments/topics, modification of examination dates, etc.). The instructor will inform any changes; however, it is the student's responsibility to keep up with any modifications that are made throughout the semester.*

<b>Module</b>	<b>Dates</b>	<b>Topics</b>
<b>Module I, part 1:</b> <i>Entrepreneurship is a Life Skill</i>	<b>Week 1:</b> 1/5: Talking to Humans: Pg. 1-43 1/7: Neck: Ch. 1	<ul style="list-style-type: none"> <li>• Course introduction and outline: Course syllabus</li> <li>• Practicing Entrepreneurship</li> </ul>
<b>Module I, part 2:</b> <i>Entrepreneurship is a Life Skill</i>	<b>Week 2:</b> 1/12: Neck: Ch. 16 1/14: Neck: Ch. 2	<ul style="list-style-type: none"> <li>• Social Entrepreneurship</li> <li>• Activating the Entrepreneurial Mindset</li> </ul>
<b>Module II, part 1:</b> <i>Creating and Developing Opportunities</i>	<b>Week 3:</b> 1/19: Neck: Ch. 3 1/21: Neck: Ch. 4	<ul style="list-style-type: none"> <li>• Creating and Recognizing New Opportunities</li> <li>• Using Design Thinking</li> </ul>
<b>Module II, part 2:</b> <i>Creating and Developing Opportunities</i>	<b>Week 4:</b> 1/26: Neck: Ch. 5 1/28: Neck: Ch. 6	<ul style="list-style-type: none"> <li>• Building Business Models</li> <li>• Developing Your Customers</li> </ul>
<b>Module II, part 3:</b> <i>Creating and Developing Opportunities</i>	<b>Week 5:</b> 2/2: Neck: Ch. 7 2/4: Neck: Ch. 8	<ul style="list-style-type: none"> <li>• Testing and Experimenting with New Ideas</li> <li>• Developing Networks and Building Teams</li> </ul>
<b>Module III, part 1:</b> <i>Evaluating and Acting on Opportunities</i>	<b>Week 6:</b> 2/9: Neck: Ch. 9 2/11: Neck: Ch. 10	<ul style="list-style-type: none"> <li>• Creating Revenue Models</li> <li>• Planning for Entrepreneurs</li> </ul>
<b>Module III, part 2:</b> <i>Evaluating and Acting on Opportunities</i>	<b>Week 7:</b> 2/16: Neck: Ch. 11	<ul style="list-style-type: none"> <li>• Anticipating Failure</li> </ul>
<b>Module IV, part 1:</b> <i>Supporting New Opportunities</i>	2/18: Neck: Ch. 12	<ul style="list-style-type: none"> <li>• Bootstrapping and Crowdfunding for Resources</li> </ul>
<b>Module IV, part 2:</b> <i>Supporting New Opportunities</i>	<b>Week 8:</b> 2/23: Neck: Ch. 13 2/25: Neck: Suppl. A	<ul style="list-style-type: none"> <li>• Financing for Startups</li> <li>• Financial Statements and Projections for Startups</li> </ul>
<b>Module IV, part 3:</b> <i>Supporting New Opportunities</i>	<b>Week 9:</b> 3/2: Neck: Ch. 14 3/4: Neck: Ch. 15	<ul style="list-style-type: none"> <li>• Navigating Legal and IP Issues</li> <li>• Engaging Customers Through Marketing</li> </ul>
<b>Module IV, part 4:</b> <i>Supporting New Opportunities</i>	<b>Week 10:</b> 3/9: Neck: Suppl. B 3/11: Presentations	<ul style="list-style-type: none"> <li>• The Pitch Deck</li> <li>• Team Presentations</li> </ul>
<b>Final Exam</b>	Final Exam: TBD	<i>Online</i>

## **OTHER CONSIDERATIONS**

### **Disability**

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

### **Student Services**

Seattle University provides a wide variety of services to students. The information can be found at the website: <https://www.seattleu.edu/sas/>

### **Recording of Classroom activities**

In this course, students may not make any audio or video recordings of course activities without written permission from the instructor. The students who have written permissions from the instructor to record are not permitted to redistribute any audio or video recordings of statements or comments from the course to individuals who are enrolled in this course.

### **Seattle University Academic Integrity**

Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy.” Seattle University academic policies can be found at the website: <https://www.seattleu.edu/redhawk-axis/academic-policies/>