



MGMT: 3306 Entrepreneurship
Spring 2021
CRN: 26281



Instructor: Andrew E. F. Fultz

Email: via Course Messages in Blackboard (I will respond within 24 hours during weekdays)

Office: 209

Classroom: Blackboard

Online Office Hours: Wednesdays 5:30pm – 7:40pm (MST) via [Zoom](#)

Course Description

This course focuses on creating new ventures. We'll look briefly at what motivates some people to become entrepreneurs (i.e., to create new ventures), then delve into how to develop promising new business ideas, how to translate these ideas into new businesses, and close with considering how to manage and grow a young business.

Personally, I think entrepreneurship is exciting—it's a process and a pathway for becoming who you want to be by creating changes you want to see in the world. It's a social tool for organizing and creating resources that allows people—like you and me—to magnify their influence. Entrepreneurship is the most accessible such tool for most people at most times and in most places. While most of us, likely, won't be the next Jeff Bezos, Mark Zuckerberg, or Elon Musk (but don't let me stop you!), we can still create successful businesses that allow us to be who we want to be and to make important changes in the world.

I plan to enjoy myself in this class and I hope you plan to as well. Happy trails!

Learning Goals and Objectives

My goals for this class are (a) to help you build important personal and professional skills that will serve you beyond the classroom, (b) to give you a realistic picture of entrepreneurship, and to (c) help you understand topics relevant to starting and—to an extent—growing a small business (d) through hands-on engagement with course content¹.

More specifically, my goals are:

1. To introduce you to applied concepts of entrepreneurship, focused mostly on start-up related activities, and for you to understand more about what an entrepreneur is and what they do.
2. For you to understand entrepreneurship as (I believe) it really is, which does not necessarily match popular business press narratives about entrepreneurs.
3. To give you space and the opportunity to explore if and how entrepreneurship might fit into your future career and life plans.
4. And, if entrepreneurship is not for you personally, for you to have a better understanding and appreciation for entrepreneurship and the important role it plays in the economy today.

¹ But, if you do engage the content “hands-on”, please wash your hands. There's a pandemic out there. ©

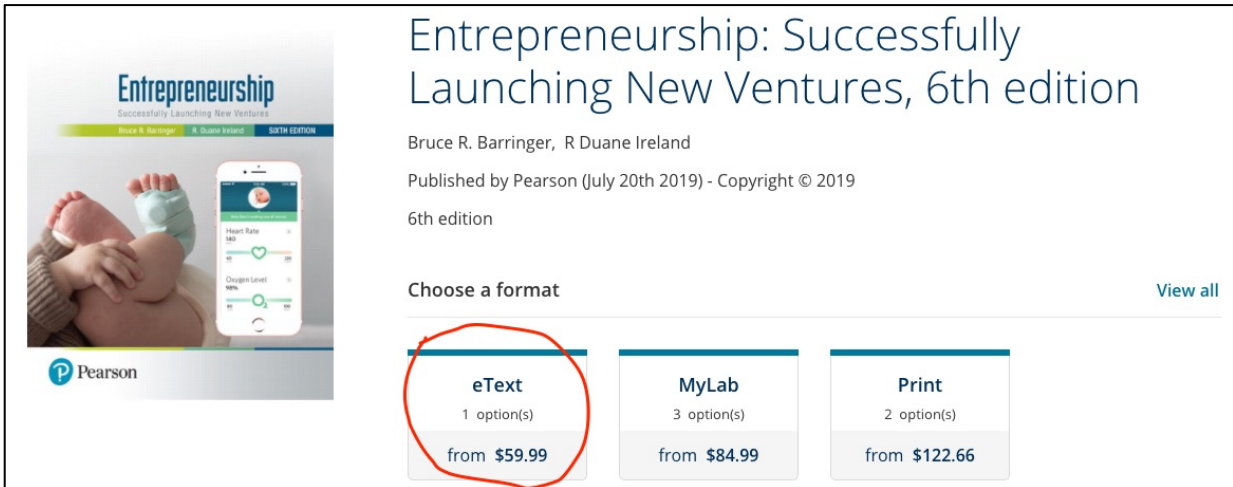
- To help you build skills working remotely as a team—an increasingly important skill even when there isn't a pandemic.
- Finally, to grow your comfort and skills with critically analyzing and applying tricky concepts, and with engaging your peers in critical yet respectful discussions.

Required Textbook

Particularly because we won't have in-person classes, the textbook is absolutely essential for this course.

Entrepreneurship: Successfully Launching New Ventures, 6th Edition
Authors: Bruce Barringer & R. Duane Ireland
ISBN: 9780134729954

The e-text is available for purchase here: <https://www.pearson.com/store/p/entrepreneurship-successfully-launching-new-ventures/P100002737929>



Entrepreneurship: Successfully Launching New Ventures, 6th edition

Bruce R. Barringer, R Duane Ireland

Published by Pearson (July 20th 2019) - Copyright © 2019

6th edition

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★ **Note:** Please consider this syllabus a draft—the specific content listed in the Course Schedule below is subject to change. I may have some additional readings; they will always be **freely** available.

Course Expectations

In brief, I expect you to bring your “A” game, meaning you read and watch the assigned materials, you meaningfully engage in course discussions, and you fully contribute to your team project. This course is online—it is more important than ever that you keep up with course materials.

In addition, I expect you to login to Blackboard *at least 3 times a week*: At least once to access assigned materials for the week, at least once to engage in discussion boards (to do a good job here, though, you should login multiple times to keep discussions going), and at least once for the end-of-week quiz.

As a whole, I expect you to:

- Be prepared every week—and keep up with all course materials and assignments
- Pay attention and seek to understand. And use this to contribute to the online discussions
- Participate *actively* in online discussions

- Treat everyone in class, and their views and opinions, with respect
- Complete all assignments on time
- Think—deeply and clearly

Netiquette Guidelines

If I haven't already mentioned it, we're in the middle of a pandemic. And that means we'll be communicating entirely via the internet. It is more important than ever to communicate clearly and respectfully with each other, so please take a few minutes to review these [Netiquette guidelines for online communication](#).

Grading Policy

Assignments and Points.

Weekly Discussions	25%
Weekly Quizzes	20%
Team Project*	25%
Mid-Term Exam	15%
Final Exam	15%
TOTAL	100%

* indicates "group" points

Grading Scale

Meaning	Letter	Percentage
Excellent	A	90% to 100%
Good	B	80% to < 90%
Average	C	70% to < 80%
Passing	D	60% to < 70%
Failure	F	< 60%

Particularly because we can't meet face-to-face, the assignments are intended to help you engage the course content in multiple ways. Weekly discussions help cement concepts by forcing you to think about them, talk about them, and encounter what others think about them. Weekly quizzes as well as mid-term and final exams test your knowledge and make sure we all stay caught up on the content. And finally, the team project gives you hands-on experience generating a business idea, assessing its feasibility, and producing a quality business model.

Weekly Discussions (25 points)

Every week, we'll be engaging in class discussions—discussions will be related to the assigned readings and lecture content, as well as the cases we read. Since we won't be in class, you need to engage frequently with each other and with me via these online discussions in Blackboard.

Grading rubric: Your discussion participation will be graded based on the **timing, quantity, and quality** of your engagement. I want to see you engaging in discussions *early in the week*—don't wait until Saturday to start talking with your classmates and me. I want to see you engaging multiple times throughout the week. And I want to see that all your comments are based on what you're reading and learning in class. Good participation means interacting early, often, and in a way that advances the discussion and helps others think more deeply about the course content.

Each week you will need to:

- write answers to the discussion questions
- respond to others' answers—you can agree or disagree (respectfully), you can build on their ideas, you can ask them questions, etc.
- always give careful, thought-out answers and comments that are based on the evidence at hand (i.e., the textbook and other course materials)

- **start the discussions early every week**—DO NOT wait until 11:58 pm on Saturday night to post your answers and comments! That doesn't count as good participation. And I won't be awake...

Negative examples: "Do you think entrepreneurship is important? Explain your answer"

- *Bad answer: "Yep, it's important. 'Cause entrepreneurs make cool stuff".*
- *Bad responses to your classmates' answers: "Yep, I agree" or "That's a stupid idea".*

These answers are too short—and there's no logic or argument supporting them. They don't tell us anything useful. They're hard for others to respond to. They're disrespectful. They don't help anyone engage more deeply in the topics from the week.

Weekly Quizzes (20 points)

The quizzes make sure everyone keeps up with all the assigned materials—readings, lectures, etc. On Friday morning, I'll post a **timed quiz** that is due by Saturday at 11:59pm (Mountain Time). Doing well on these quizzes requires that you keep up with all assigned materials.

Team Project (25 points)

Each of you will be (randomly) assigned to teams of approximately 5 members. Together you will generate (a) a business idea, (b) perform a feasibility analysis for this idea, and (c) create a business model for this idea. More details will be given during the semester.

At various points in the semester, I'll ask you to evaluate your teammates to make sure everyone is carrying their weight. To succeed at this project, you and your team need do good work, and your teammates need to believe you contributed equally to the work.

Mid-Term and Final Exams (15 points and 15 points)

These will be similar in format to the quizzes, but are obviously more comprehensive. They are **timed**. The mid-term exam covers content from Weeks 1 – 7. The final exam covers content from Weeks 9 – 15. We'll discuss these more during the semester.

Policies

UTEP COVID-19 Policies

Given the current conditions in and around El Paso, please keep these things in mind:

- if you need to go to campus, please complete self-screening (screening.utep.edu) prior to every campus visit
- complete COVID-19 student training at [this site](#)
- contact me if temporary accommodations due to COVID-19 are needed (ie., due to positive COVID-19 test, symptoms, exposure)
- UTEP policies require you to STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive COVID-19 test. This is a difficult time for everyone—please do your part to keep yourself and those around you healthy and safe.

Course Drops

The deadline for dropping or withdrawing from this class is April 1, 2021, following [UTEP's academic calendar for Spring 2021](#).

Late Work

Assignment deadlines are consistent throughout the semester, clearly shown on the syllabus, and will be repeated on weekly overviews—***so late assignments will not be accepted***. If you have any doubt about a due date, ask me! If you know you will have an issue meeting a deadline, please talk to me ahead of time.

Academic Dishonesty

The bottom line—***don't cheat***. **Cheating is absolutely unacceptable**. You are hurting yourself and you are hurting your classmates. If I discover cheating, I am required to report it to the university. Please carefully review how UTEP defines integrity and dishonesty: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Please note: To facilitate our online quizzes and tests, we will be using Respondus Lockdown Browser and Respondus Monitor (which will make use of your webcam).

By continuing in this course, you agree to abide by UTEP's codes of conduct.

Technology Requirements

Since this course is online, you will need the following equipment:

- A computer with access to internet
- A working webcam and microphone
- Access to online academic databases (libraryweb.utep.edu)

Please note, if you have trouble accessing a computer with the needed equipment, please reach out to UTEP's Technology Support. They may be able to provide you with a loaner computer: https://www.utep.edu/technologysupport/TSCenter/tsc_egcheckout.html

Major Due Dates (*all times are in Mountain Time*)

- Weekly discussions and quizzes: due each Saturday evening by 11:59 pm
- Team project
 - *business idea: due 2/20 by 11:59 pm*
 - *feasibility analysis: due 3/6 by 11:59 pm*
 - *business model: due 4/10 by 11:59 pm*
- Peer Evaluation 1 — due 3/6 by 11:59 pm
- Peer Evaluation 2 — due 4/10 by 11:59 pm
- Mid-Term Exam — due 3/13 by 11:59 pm
- Final Exam — due 5/17 by 11:59 pm

Student Support

Center for Accessibility and Student Support

If you have a disability, please contact the Center for Accommodations and Support Services (cass@utep.edu; 915-747-5148).

Technology Support

For support with technology-related issues, please contact UTEP's Technology Support:

<https://www.utep.edu/technologysupport/>

Food Insecurity

If you have limited or uncertain access to a sufficient quantity of food, please visit the UTEP Food pantry:

<https://www.utep.edu/student-affairs/foodpantry/>. The pantry is operating during the pandemic.

Course Schedule (all assignments due by 11:59 pm (Mountain Time) on the specified due date)

Week	Dates	Topic	Preparation Materials	Assignments	Due	
1	Week of Jan. 18	Course Intro + Intro to E-ship	Read Syllabus (in BB) Read Chapter 1 (textbook) Read <i>SoulCycle (case 1.1)</i> Read Shane Chapter 1 (in Course Documents) Watch Course Intro Video + Week 1 Mini Lecture	<ul style="list-style-type: none"> • Introductions • Chapter 1 quiz 	1/23	
2	Week of Jan. 25	Recognizing Opportunities and Generating Ideas	Read Chapter 2 Watch Week 2 Mini Lecture(s) Read <i>PledgeMusic and Zinepak (case 2.1)</i>	<ul style="list-style-type: none"> • Chapter 2 Quiz • Online discussions 	1/30	
3	Week of Feb. 1	Feasibility Analysis	Read Chapter 3 Watch Week 3 Mini Lecture(s) Read <i>Embrace Infant Warmer (Case 3.2)</i>	<ul style="list-style-type: none"> • Chapter 3 Quiz • Online discussions • Business Idea (assigned)* 	2/6 <u>2/20</u>	
4	Week of Feb. 8	Developing an Effective Business Model	Read Chapter 4 Watch Week 4 Mini Lecture(s) Read <i>Etsy (Case 4.1)</i>	<ul style="list-style-type: none"> • Chapter 4 Quiz • Online discussions 	2/13	
5	Week of Feb. 15	Industry and Competitor Analysis	Read Chapter 5 Watch Week 5 Mini Lecture(s) Read <i>Panera (Case 5.1)</i>	<ul style="list-style-type: none"> • Chapter 5 Quiz • Online discussions • Business Idea (due)* 	2/20 <u>2/20</u>	
6	Week of Feb. 22	Writing a Business Plan	Read Chapter 6 Watch Week 6 Mini Lecture(s) Read <i>Birchbox (case 6.1)</i>	<ul style="list-style-type: none"> • Chapter 6 Quiz • Online discussions • Feasibility Analysis (assigned)* 	2/27 <u>3/6</u>	
7	Week of Mar. 1	Preparing the Proper Ethical and Legal Foundation	Read Chapter 7 Watch Week 7 Mini Lecture(s) Read <i>Preparing a Proper Legal Foundation (case 7.1)</i>	<ul style="list-style-type: none"> • Chapter 7 Quiz • Online discussions • Feasibility Analysis (due)* • Peer Evaluation 1 (due)* 	3/6 <u>3/6</u> <u>3/6</u>	
8	Week of Mar. 8	Mid-Term Review Mid-Term (week 1 – 7 content)			<u>3/13</u>	
9	Week of Mar. 15	SPRING BREAK — NO CLASS				

10	Week of Mar. 22	Assessing a New Venture's Financial Strength and Viability	Read Chapter 8 Watch Week 8 Mini Lecture(s) Read <i>TBD case</i>	<ul style="list-style-type: none"> • Chapter 8 Quiz • Online discussions <hr/> <ul style="list-style-type: none"> • Business Model (assigned)* 	3/27 4/24
11	Week of Mar. 29	Building a New Venture Team	Read Chapter 9 Watch Week 9 Mini Lecture(s) Read <i>TBD case</i>	<ul style="list-style-type: none"> • Chapter 9 Quiz • Online discussions 	4/3
12	Week of Apr. 5	Getting Financing or Funding	Read Chapter 10 Watch Week 10 Mini Lecture(s) Read <i>TBD case</i>	<ul style="list-style-type: none"> • Chapter 10 Quiz • Online discussions <hr/> <ul style="list-style-type: none"> • Peer Evaluation 2 (due)* 	4/10 4/10
13	Week of Apr. 12	Unique Marketing Issues	Read Chapter 11 Watch Week 11 Mini Lecture(s) Read <i>TBD case</i>	<ul style="list-style-type: none"> • Chapter 11 Quiz • Online discussions <hr/>	4/17
14	Week of Apr. 19	Intellectual Property	Read Chapter 12 Watch Week 12 Mini Lecture(s) Read <i>TBD case</i>	<ul style="list-style-type: none"> • Chapter 12 Quiz • Online discussions <hr/> <ul style="list-style-type: none"> • Business Model (due)* 	4/24 4/24
15	Week of Apr. 26	Preparing For and Evaluating the Challenges of Growth	Read Chapter 13 Watch Week 13 Mini Lecture(s) Read <i>TBD case</i>	<ul style="list-style-type: none"> • Chapter 13 Quiz • Online discussions 	5/1
16	Week of May 5	Strategies for Firm Growth	Read Chapter 14 Watch Week 14 Mini Lecture(s) Read <i>TBD C</i>	<ul style="list-style-type: none"> • Chapter 14 Quiz • Online discussions 	5/10
17	Week of May 12	Final Exam Review			
		Final Exam (week 9 – 15 content)			5/17