COURSE DESCRIPTION

This course is an introductory course intended to provide students with a solid foundation in entrepreneurship. Over the past decade, there has been a tremendous surge in entrepreneurship as an increasingly common career path, and it has even been adopted as a legitimate major/minor for collegiate study. During this semester, we will explore, create, assess, and critique all manner of phenomenon related to new venture development. Entrepreneurship is approached as a way of thinking and acting, as an attitude and a behavior. Our emphasis is on entrepreneurship as a manageable process that can be applied to virtually any career, or even as a problem-solving process to be used throughout one’s life. The principal focus of the class will be on the creation and management of new ventures, the ways that they come into being, and factors associated with their success. Based on the design thinking perspective, this is a course of many ideas and questions, and you will be encouraged to develop and defend your own set of conclusions regarding each of these issues. It is also a course that integrates a number of different disciplines, ranging from sociology and psychology to economics, finance, marketing, and operations. Further, it is a course that mixes theory with practice, and you will be challenged to apply principles, concepts and frameworks to real world situations throughout the semester.

COURSE OBJECTIVES

- Expose students to ethical, legal, and global implications of entrepreneurship decisions.
- Further develop students’ related critical thinking, quantitative analysis, and general problem-solving capabilities.
- Enhance students’ capacity to creatively synthesize existing ideas, concepts, or expertise to discover novel solutions and approaches.
- Provide opportunities for students to enhance their group leadership and group collaboration capabilities.
- Improve students’ ability to communicate business ideas in appropriate written, oral, visual, and electronic formats.

*1. Purpose of Course

*2. Materials and Reference


*3. Evaluation (%)

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<thead>
<tr>
<th></th>
<th>Exam</th>
<th>Case Study</th>
<th>Design Thinking</th>
<th>Elevator Pitch</th>
<th>Business Plan</th>
<th>Attendance</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>13%</td>
<td>17%</td>
<td>20%</td>
<td>5%</td>
<td>33%</td>
<td>12%</td>
<td>100%</td>
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Attendance Policy:

Students who are absent for over 1/3 of the class will receive a grade of 'F' or 'U' for the course. (Exceptions can be made when the cause of absence is deemed unavoidable by the course instructor.)

Other Remarks:
COURSE STRUCTURE
This class will proceed by walking through the new venture creation and management process as it normally occurs: we will discuss the factors influencing the decision to become an entrepreneur, the opportunity identification and assessment phase, as well as the critical components required to move from an idea to an entrepreneurial firm. We will conclude by discussing the challenges implicit to managing and growing the firm past the startup phase. You will leave the course with a much better understanding of what it takes to become a successful entrepreneur and how to go about launching and managing a new business.

*Exams
We will have one exam. The exam may include multiple choice, fill-in-the-blank questions, and short essay questions. Exams will be given in the classroom during the scheduled time. All exams will be closed book and notes. Exam dates are posted on this syllabus. Failing to take a scheduled exam at the specified time will result in a zero for the exam, unless prior approval has been granted by the instructor. ***All the exam questions will be provided before the actual exam date.

*Case Study
Throughout the semester, we will have ten (10) discussions based on case studies from the textbook. You will earn points for each case by:
1. Attend the discussion.
2. Individually read the assigned case before the class.
3. A team-based/ or individual-based case study questions will be assigned and due during the class time.
   - Students should write responses to discussion questions provided during the class time and submit the responses as a team/ or an individual before the class finishes.
**Design Thinking Project**

1. Students will **individually** work on ethnographic observation homework on a daily-base design improvement. Since this assignment is essential for your group work/presentation, no assignment will be accepted after the start of the class on the date due. Late assignment will receive a 0 credit.

2. Students will **work in teams** of four to five people to complete the project during the class. The group work and presentation will be conducted during the class. A separate handout will be distributed which provides further details about the assignment.

**Elevator Pitch & Idea Assessment**

Students will **individually** pitch a new business idea to the class. These elevator pitches are to last approximately one minute and will be accompanied by a written feasibility assessment of the idea. A separate handout will be distributed which provides further details about the assignment.

**Business Plan Project**

Throughout the semester, students will make progress on a business plan project. Students will **work in teams** of four to five people to complete a business plan for a new venture that will be uniquely developed in- and outside of class. This project will consist of several different group assignments to be turned in as the course progresses, including a first stage business model canvas, set of market analysis, oral presentation, and a final written business plan report. A separate handout will be distributed which provides details about this assignment and the competition. It will take everything you learn in the class to complete the assignment successfully. Many students find this assignment to be extremely helpful in regard to their understanding of the entrepreneurial process. You’ll learn how to put a new business together in a manner that maximizes its chances for success.

**Attendance & Participation**

Student participation is key to facilitating classroom learning. You are expected to come to class prepared, and play an active role in the discussions that take place during class periods. This means reading all assignments and preparing for all cases in advance. Participation/contribution includes asking questions, answering questions, agreeing or disagreeing with points made by the instructor or your peers, providing unique insights, and providing examples of pertinent issues to the class.

**CLASSROOM RULES**

1. Beware that **case study** and **design thinking project** points represent 37% of the total grade of the course. These activities are conducted during the class time. Missing several class sessions will make a difference on your final grade.

2. You can use laptops and tablets to take notes during class. The use of these devices to engage in any activity unrelated to the class is not allowed.

3. The use of cell phones, headphones, and other distracting electronic devices is not allowed during class.

**COMMUNICATION**

Emails will be considered an official form of communication. When emailing me, please use business formal style (i.e. include subject, use professional title, be concise etc.).

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<tr>
<th>6. Assistance for Students with Disabilities</th>
<th>Class</th>
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<tr>
<td>○ Visual Impairment: Make textbooks(digital textbook, braille textbook, enlarged textbook etc.), Allow note takers</td>
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<tr>
<td>○ Physical Disability: Make textbooks (digital textbook), Allow note takers and assistants</td>
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<tr>
<td>○ Hearing Impairment: Allow note takers and translators, Allow lecture recording</td>
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<tr>
<td>○ Health Impairment: Excuse absence due to health problems, Allow note takers</td>
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<td>○ Learning Disability: Allow note takers</td>
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<tr>
<td>○ Intellectual Disability / Autism Spectrum Disorder: Allow note takers and mentors</td>
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<td>Assignment &amp; Evaluation</td>
<td>○ Visual Impairment / Physical Disability / Hearing Impairment / Health Impairment / Learning Disability: Extend assignment deadlines, Offer alternate assignment submission and response method, Extend testing period, Offer alternate testing method, Offer different testing room  ○ Intellectual Disability / Autism Spectrum Disorder: Offer individualized assignments and alternative evaluations</td>
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<td>Others</td>
<td>Students who take this course can get appropriate level of support service including the support listed above depending on the students’ individual characteristics and needs through consultation with professors and the Support Center for Students with Disabilities. If you have any questions concerning support service for students with disabilities you can contact Professor *** (Contact Information) or Support Center for Students with Disabilities (02-880-8787).</td>
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