



CAROLINA
UNIVERSITY

MG322 70 Entrepreneurship

FA-22 Session 2 Course Syllabus

PROFESSOR: Dr. Adnan Ozyilmaz, Professor of Management

Office Location: D-303

Office Hours: Monday, Tuesday, Wednesday, and Thursday, 09:00 am - 11:50 am and 01:30 pm - 07:00 pm (EST). Other times with appointment.

Phone number: 336 714 7925

Email Address: ozyilmaza@carolinau.edu

Web Address: <https://carolinau.edu/faculty-staff/ozyilmaz-dr-adnan>

Classroom: D-105 for MG322 70 Entrepreneurship course

MISSION STATEMENT

Carolina University is a Christ-centered University committed to educating aspiring leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

COURSE DESCRIPTION

This course (MG-322 70) is designed to provide an overview of the topics in entrepreneurship. The course will also take students beyond the classroom by helping them develop an entrepreneurial mindset so they can create opportunities and take action in uncertain environments. It will help students learn entrepreneurship by taking small actions to get feedback, experiment, and move ideas forward. Students will walk away from this course with the entrepreneurial mindset, skillset, and toolset that can be applied to startups as well as organizations of all kinds. Whether students have backgrounds in business, liberal arts, engineering, or the sciences, this course will take them on a transformative journey and teaches them crucial life skills. Specific topics to be discussed during the semester are entrepreneurship as a life skill, activating an entrepreneurial mindset, creating and recognizing new opportunities, using design thinking, building business models, developing customer base, testing and experimenting with new ideas, developing networks and building teams, creating revenue models, and financing for startups. This course will undoubtedly evolve during the semester. Any proposed changes will be discussed and announced ahead of time.

COURSE DELIVERY AND METHODS

This course will utilize textbook reading, reading of case studies from real-world examples, live and recorded lectures, Power Point slides, and presentations. If needed, other forms of learning will be added (e.g., guest speakers among writers of well-known research articles in entrepreneurship, entrepreneurs, corporate entrepreneurs from international companies, videos of entrepreneurs).

COURSE MATERIALS

Required Texts:

Neck, H. M., Neck, C. P., & Murray, E. L. (2021). Entrepreneurship: The Practice and Mindset. Los Angeles, CA: Sage. ISBN: 9781544354620

Required Resources:

N/A

Recommended Resources:

N/A

COURSE OBJECTIVES

In this course, the professor will demonstrate and cover the following:

1. Develop entrepreneurship as a life skill.
2. Activate an entrepreneurial mindset.
3. How to create and recognize new opportunities.
4. Develop a design thinking.
5. Build business models even in highly uncertain environments.
6. How entrepreneurs develop customer base.
7. How entrepreneurs test and experiment with new ideas.
8. Create revenue models.

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of this course, students will be able to:

1. Clearly identify an entrepreneurial opportunity to focus on.
2. Evaluate an idea and conduct a search to assess the market, given an entrepreneurial idea.
3. Explore the risks and rewards associated with the idea.
4. Develop a business strategy to help achieve success on the entrepreneurial opportunity
5. Advance an understanding of financing entrepreneurial opportunity.
6. Understand how to raise capital and how to speak to potential investors.

COURSE REQUIREMENTS AND ASSIGNMENTS*

Written case assignment (Opportunity identification)	10%
Mid-term exam	10%
Term Paper	30%
Presentation of term paper	10%
Class participation	10%
Final exam	30%
TOTAL	100%

Written Case Assignment (10%):

Opportunity identification is the objective of this assignment. How do you identify an entrepreneurial opportunity? Students are expected to identify an entrepreneurial opportunity around them and investigate why it is a viable entrepreneurial opportunity to invest on it. This assignment is due on November 3, 2022. The assignment should have a cover page (including first name, second name, student number, title of the assignment), be 5 pages (excluding the title page), be written in Time New Romans with 12 font size, and be double-spaced. You can submit it as a pdf file. This case assignment should be written on your idea, but not others. It requires individual endeavor to identify entrepreneurial opportunities around where you live. You should provide convincing arguments and analysis of why it is an opportunity. Providing justifications and strong analysis will be used to grade your assignment. When you write your case assignment, you should also apply the model, tools, concepts, and frameworks that you have been learning in the present course.

Mid-Term Exam (10%)

Students will be given a mid-term exam. The chapters to be covered and the type of questions to be included in the mid-term exam are to be discussed and decided in the class. November 9, 2022 is the date for the mid-term exam.

Term Paper (30%)

Students are expected to develop an entrepreneurial initiative (a real or a hypothetical one). For example, one of my entrepreneurial initiative was my idea to develop a software to convert/translate/interpret documents from one language to another (e.g., google translator of google corporation) when I was doing the entrepreneurship course during my graduate education. You can also use this opportunity to develop a business plan that will help you initiate your own business in the coming months right after your graduation. The objective of the term paper is to apply the concepts/tools/models that you will learn in this course to an entrepreneurial endeavor (real or hypothetical one). The topic is your own choice. The paper should be 15 pages (double-space, Times New Romans, 12 font size, cover page with your name, student number, and title of the paper on it). Due date is the last day of the course (December 1, 2022). Your term paper should address broadly to the following issues:

1. Clearly identify an entrepreneurial opportunity to focus on.
2. Evaluate your idea and conduct a search to assess the market, given your idea.
3. Explore the risks and rewards associated with your idea.
4. Develop a business strategy to help you achieve success on your entrepreneurial

opportunity.

5. Discuss how you will financially support your entrepreneurial opportunity.
6. Investigate how to raise capital and how to speak to potential investors.

Presentation of Term Paper (10%)

You are expected to present your final paper in 15 minutes in a professional manner.

Class Participation (10%)

Your contributions to class discussions will be graded. Accordingly, engagement in in-class discussions (I record this after each class), office hours appointments (not required, but a way to show you're engaged), attendance and punctuality (assessed with the app), and contributions to other individual presentations (you will have a chance to give feedback after each individual presentation).

Final Exam (30%)

Students will be given a final exam. The chapters to be covered and the type of questions to be included in the final exam are to be discussed and decided in the class.

*Comments and suggestions are welcome. Again, changes will arise based on course experience and your ideas, but will be discussed before implementation.

COURSE SCHEDULE**

October 17, 2022 – December 4, 2022, D-105

Monday/Tuesday/Wednesday/Thursday, 11:20 a.m. -12:50 p.m. (EST)

** The course schedule is a tentative one, meaning that during the semester we may add, remove, or revise reading materials on need basis.

Week	Date	Scheduled Topic	Chapter
Week 1	October 17	<p>Part I. Entrepreneurship Is a Life Skill</p> <p>Practicing Entrepreneurship</p> <ul style="list-style-type: none"> • Entrepreneurship Requires Action and Practice • Entrepreneurship May Be Different From What You Think • Types of Entrepreneurship • Entrepreneurship Is a Method, Not a Process 	Ch. 1
	October 18	<p>Practicing Entrepreneurship (Continues)</p> <ul style="list-style-type: none"> • The Method Involves Creating the Future, Not Predicting It • The Key Components of the Entrepreneurship Method • Entrepreneurship Requires Deliberate Practice • How This Book Will Help You Practice Entrepreneurship <p>Case Study: Saurbh Gupta, founder, Gyan-I Inc.</p>	Ch. 1
	October 19	<p>Activating an Entrepreneurial Mindset</p> <ul style="list-style-type: none"> • The Power of Mindset • What Is Mindset? • The Self-Leadership Habit • The Creativity Habit 	Ch. 2
	October 20	<p>Activating an Entrepreneurial Mindset (Continues)</p> <ul style="list-style-type: none"> • The Improvisation Habit • The Mindset as the Pathway to Action <p>Case Study: Maliha Khalid, founder and CEO, Doctory</p>	Ch. 2
Week 2	October 24	<p>Part II. Creating and Developing Opportunities</p> <p>Creating and Recognizing New Opportunities</p> <ul style="list-style-type: none"> • The Entrepreneurial Mindset and Opportunity Recognition • Opportunities Start With Thousands of Ideas • Four Pathways to Opportunity Identification 	Ch. 3

	October 25	<p>Creating and Recognizing New Opportunities (Continues)</p> <ul style="list-style-type: none"> Alertness, Prior Knowledge, and Pattern Recognition From Idea Generation to Opportunity Recognition <p>Case Study: Jillian Lakritz, founder, Yoee Baby</p>	Ch. 3
	October 26	<p>Using Design Thinking</p> <ul style="list-style-type: none"> What Is Design Thinking? Design Thinking as a Human-Centered Process Design Thinking Requires Empathy The Design-Thinking Process: Inspiration, Ideation, Implementation 	Ch. 4
	October 27	<p>Using Design Thinking (Continues)</p> <ul style="list-style-type: none"> Pathways Toward Observation and Insights Interviewing as a Useful Technique for Identifying Needs Variations of the Design-Thinking Process <p>Case Study: Anton Yakushin, cofounder and CEO, VentureBlocks</p>	Ch. 4
Week 3	October 31	<p>Building Business Models</p> <ul style="list-style-type: none"> What Is a Business Model? The Four Parts of a Business Model The Customer Value Proposition (CVP) 	Ch. 5
	November 1	<p>Building Business Models (Continues)</p> <ul style="list-style-type: none"> Different Types of CVPs and Customer Segments The Business Model Canvas (BMC) <p>Case Study: Gautam Gupta, cofounder, NatureBox</p>	Ch. 5
	November 2	<p>Developing Your Customers</p> <ul style="list-style-type: none"> Customers and Markets Types of Customers Customer Segmentation Target Customer Group 	Ch. 6
	November 3	<p>Developing Your Customers (Continues)</p> <ul style="list-style-type: none"> Customer Personas Customer Journey Mapping Process Market Sizing <p>Case Study: Haim Saban, The Mighty Morphin' Power Rangers</p> <p>Written Case Assignment is Due</p>	Ch. 6
Week 4	November 7	Testing and Experimenting With New Ideas	Ch. 7

		<ul style="list-style-type: none"> Experiments: What They Are and Why We Do Them Types of Experiments Deeper Look at Prototypes 	
	November 8	Testing and Experimenting With New Ideas (Continues) <ul style="list-style-type: none"> Hypothesis Testing and the Scientific Method Applied to Entrepreneurship The Experimentation Template Interviewing for Customer Feedback Case Study: Katrina Lake, CEO, Stitch Fix	Ch. 7
	November 9	Mid-Tem Exam	
	November 10	Developing Networks and Building Teams <ul style="list-style-type: none"> The Power of Networks The Value of Networks Building Networks 	Ch. 8
Week 5	November 14	Developing Networks and Building Teams (Continues) <ul style="list-style-type: none"> Virtual Networking Networking to Build the Founding Team Case Study: Jeff Goudie, AmeriCan Packaging	Ch. 8
	November 15	Part III. Evaluating and Acting on Opportunities Creating Revenue Models <ul style="list-style-type: none"> What Is a Revenue Model? Different Types of Revenue Models Generating Revenue From “Free” 	Ch. 9
	November 16	Creating Revenue Models (Continues) <ul style="list-style-type: none"> Revenue and Cost Drivers Pricing Strategies Calculating Price Case Study: Balaji Viswanathan, founder, Invento Robotics	Ch. 9
	November 17	Planning for Entrepreneurs <ul style="list-style-type: none"> What Is Planning? Planning Starts With a Vision Plans Take Many Forms 	Ch. 10
Week 6	November 21	Planning for Entrepreneurs (Continues) <ul style="list-style-type: none"> Questions to Ask During Planning The Business Plan Debate Tips for Writing Any Type of Plan 	Ch. 10

		Case Study: Boyd Cohen, cofounder, loMob	
	November 22	Anticipating Failure <ul style="list-style-type: none"> • Failure and Entrepreneurship • The Failure Spectrum • Fear of Failure 	Ch. 11
	November 23	Anticipating Failure (Continues) <ul style="list-style-type: none"> • Learning From Failure • Getting Gritty: Building a Tolerance for Failure Case Study: Emily Lagasse, founder, Petwell Supply Co.	Ch. 11
	November 24	Part IV. Supporting New Opportunities Bootstrapping and Crowdfunding for Resources <ul style="list-style-type: none"> • What Is Bootstrapping? • Bootstrapping Strategies • Crowdfunding Versus Crowdsourcing • Crowdfunding Startups and Entrepreneurships 	Ch. 12
Week 7	November 24	Bootstrapping and Crowdfunding for Resources (Continues) <ul style="list-style-type: none"> • The Four Contexts for Crowdfunding • A Quick Guide to Successful Crowdfunding Case Study: Daymond John, founder, FUBU	Ch. 12
	November 24	Financing for Startups <ul style="list-style-type: none"> • What Is Equity Financing? • The Basics of Valuation • Angel Investors Student presentations	Ch. 13
	November 24	Financing for Startups (Continues) <ul style="list-style-type: none"> • Venture Capitalists • Due Diligence Case Study: Rich Palmer, founder, Gravyty Student presentations	Ch. 13
	December 1	Final exam	

ASSIGNMENT WEIGHTS

Assignment Type	Weight of Assignment (points or percentage)
Written case assignment (Opportunity identification)	10%
Mid-term exam	10%
Term Paper	30%
Presentation of term paper	10%
Class participation	10%
Final exam	30%
TOTAL	100%

COURSE ASSESSMENT

Assessment	Course Learning Outcome(s) Met
Written case assignment (Opportunity identification)	1, 2, 3
Mid-term exam	1, 2, 3, 4, 5, 6
Term Paper	1, 2, 3, 4, 5, 6
Presentation of term paper	5, 6
Class participation	1
Final exam	1, 2, 3, 4, 5, 6

GRADING SCALE

Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

PROFESSOR/STUDENT INTERACTION

Carolina University institutional policy:

- By phone or by email within 24 hours.
- Grading of assignments is to be done within 3 days for regular assignments and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

In addition, students should expect the following interaction in this course:

- An open, diverse and collaborative learning environment.
- Regular feedback on discussions, and assignments.
- Live and recorded zoom sessions will be posted for viewing and review on demand.
- Provide content relevant to the current organizational issues.
- Group discussions are highly encouraged to learn from different perspectives from your peers.

COURSE SPECIFIC POLICIES

My expectations are that you come open-minded and willing to learn. You are expected to complete all assigned reading for this class in order to be successful. I will challenge your perceptions on topics so that you begin to encompass a holistic view of individuals and organizations. I aim to make this class enjoyable while deepening your understanding of I-O and help you develop your leadership skills in an ethical and effective way. To further enable your development, I will give you detailed feedback on both presentation and the content of your assignments throughout the course.

Email and Electronic Communication

All CU faculty and students are provided means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., “Dr.” or “Prof.”). For professors, if you cannot easily verify their degree or status, “Prof.” is most appropriate—not “Ms.” or “Mr.” *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., “101-05,” “9 am MW,” but not “this morning”).
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.
- “Class” Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.
- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

ATTENDANCE AND PARTICIPATION

All courses follow specific attendance policies found in the Student Handbook for that course level and format. These specific and extensive policies can be found at https://my.carolinau.edu/ICS/Students/Handbooks_Forms.inz. It is the student's responsibility to be familiar with these policies and to keep track of his or her own attendance.

Students may attend in-person, online synchronously, or online asynchronously, depending on the course and delivery mode offered each semester. Regardless of delivery mode, students must adhere to these policies, including any required demonstration such as proctored viewing of lectures to verify attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade.

Carolina University faculty will assess course participation and may assign grade points as deemed appropriate for the course and subject matter. Participation may be gauged by attending online or in-person classes, lectures, or labs, submitting coursework, engaging in workshops or other interactive computer-assisted teaching activities, engaging in group study or online discussions curated by the instructor, or otherwise interacting with an instructor about academic matters by Zoom or other means. Students should refer to the assignment weighting table and course specific policies for details on participation assessments.

ACADEMIC INTEGRITY AND MISCONDUCT

Academic Integrity

Academic integrity includes honest and responsible scholarship, research, information collection, and presentation. The University expects students to submit assignments that are original to them and that properly cite and reference peoples' ideas using the prescribed style guide. Students at CU are expected to follow the letter and the spirit of academic integrity in all assignments. The very foundation of university success is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. If a student is uncertain about an issue of academic honesty, he/she should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Accurately reporting results when conducting your own research or with respect to labs.
- Honesty during examinations.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Carolina University utilizes the online proctoring service, ProctorFree, to ensure exam integrity and enables administration of remote online exams. All exam sessions will be reviewed as part of your final grade. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Academic Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention,

falsification, forgery, multiple submissions, plagiarism, and sabotage. The Academic Integrity Policy and the consequences for infractions can be found in the Student Handbook at https://my.carolinau.edu/ICS/Students/Handbooks_Forms.jnz.

It is the student's responsibility to be familiar with these policies and to avoid academic misconduct in all assignments. To help students better understand the many facets of plagiarism in particular, that portion of the policy is included here.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. The failure occurs in an oral, written, or media project submitted for academic credit or some other benefit.

Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words.
- The mosaic (interspersing of one's own words here and there while, in essence, copying another's work).
- The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
- Submission of another's work as one's own.
- Having another person write or correct a paper.
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service.
- Neglecting quotation marks on material that is otherwise acknowledged.
- Fabrication of references (inventing or counterfeiting sources).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The policy and intent of Carolina University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Carolina University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Carolina University will provide reasonable accommodations to the known physical and/or mental limitations of a qualified individual with a disability, unless it would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Success Services.