

**ENTRE 370:  
Introduction to Entrepreneurship**

AUTUMN 2019

T/TH 8:30am-10:20am (A) / 1:30pm-3:20pm (B)

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| <b>Professor:</b> | <b>Office Hours:</b> T/TH 10:30am-1:00pm                                  |
| <b>Office:</b>    | (or by appointment)   |
| <b>Email:</b>     | <b>website:</b> <a href="http://canvas.uw.edu/">http://canvas.uw.edu/</a> |

### Course Objectives

Welcome aboard! ENTRE370 introduces the fundamentals of entrepreneurship by taking a journey through different phases of a venture's lifetime—that is, of *ideation*, *validation*, and *resource assembly*. Launching a new venture involves generating an idea (ideation), validating customers and a market (validation), and assembling resources such as talent and capital to execute the idea (resource assembly). Thus, these topics are the focus of the course.

In this class, students will learn about a range of frameworks and tools that are particularly relevant to entrepreneurship, such as the bird-in-hand principle, business model design, and hypothesis testing. Through lectures, case studies, workshops with mentors and guest speakers, and individual and group assignments, students will get in the shoes of many different decision makers in any given entrepreneurial ecosystem, such as young and seasoned entrepreneurs, investors, and regulators, to achieve a greater understanding of what it is like to start and run a new venture. Overall, this class aims to teach an entrepreneurial mindset: when others see insurmountable problems, entrepreneurs look for opportunities in technology and business solutions.

### Admission

Students must come to the first course session to be admitted to the course. The course is designed for undergraduate students with preference given to seniors. Enrollment is capped at 45 students per section. All majors are encouraged to enroll in the class. Please note that the class is not open to graduate students. Also, no auditing students can be accommodated due to space limitations and the style of instruction.

## Course Format and Schedule: *How* and *What* you will learn in this class

- Studio format: *learn by doing*, activities, opportunity analysis & execution plan
- Dialogue: learn through discussion of key concepts
- Case-based: learn through real-world challenges across industries/locations/times
- Guest speakers and mentors to provide insight into the entrepreneurial journey

By actively contributing in class and completing each assignment, students will learn the tools necessary to successfully identify a business opportunity and to start, grow, and maintain a new venture. Class preparation is posted on the Canvas course website.

We will cover material organized in four modules:

1. Ideation
2. Validation
3. Assembling Resources
4. Entrepreneurship and You

## Required Course Materials

- **Course Pack:** Downloadable from the Harvard Publishing website and includes required articles and cases. (Note: this link is specific to this course.)
- **Canvas:** Links for additional readings and videos will be posted on Canvas, indicating required articles, videos, and other materials for each day. Study questions for each session will also be posted on each session page to help you prepare for class discussions. Make sure to look at the website *before* each class session so that you are prepared for it.

## Team & Individual Assignments

Entrepreneurship is both an individual and team activity. Therefore, this course incorporates both individual and team efforts. You will form a team of 5 students early in the quarter to prepare for class discussions together and work on your team assignments as elaborated below. I encourage students to create teams with people from a diversity of majors and backgrounds.

**Team Assignments:** These assignments are to be discussed as a team and then submitted via Canvas to the appropriate homework list. The point person who submits the assignment should include the team name at the top of the submission.

- **3 Written Case Analyses** (to be submitted on your team's assigned day<sup>1</sup>)  
The case study is intended to give you an opportunity to apply the concepts of the course in the context of a "real" business situation. Each case is based on a key situation or event in the history of a young company.

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<sup>1</sup> As a team, you will be randomly assigned to either Group Huskies or Group Malamutes. This is to dictate the cases for which your team must produce written analyses. See the course Canvas under "Assignments" for more detailed guidelines.

- New Venture Development Project (NVDP)
  - Stage 1: Opportunity Analysis
  - Stage 2: Execution Plan

**Individual Assignments:** Each person must write up and submit one’s own assignment. These assignments *may* be discussed in teams, unless the assignment explicitly states otherwise.

- Getting-to-know-you form + Individual meeting with the instructor
- 2 Written “Live” Challenge Analyses
- Personal Business Plan

**Assignment Submission**

You will find detailed assignment overviews on the Canvas course website. Students must upload all assignments to Canvas by the date and time indicated on the Canvas course calendar. For some assignments, it will be stated on the Assignment page that all or a portion of the assignment (particularly PowerPoint slides) should be emailed directly to the instructor.

IMPORTANT: If you would like to use a project topic that you have used in a former class, or plan to use in another current class concurrently, you must first clear it with me.

**Grade Components & Grading Policy**

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|---|-----|
| <b>55% team</b>   |     |
| 3 Written Case Analyses                                       | 20% |
| New Venture Development Project (NVDP) - Opportunity Analysis | 15% |
| New Venture Development Project (NVDP) - Execution Plan       | 20% |
| <b>45% individual</b>   |     |
| 2 Written “Live” Challenge Analyses                           | 15% |
| Personal Business Plan  | 10% |
| Participation – Instructor’s evaluation                       | 15% |
| Participation – Peer evaluation                               | 5%  |

In compliance with the Foster School’s grading policy for 300-level undergraduate coursework, your grades will be curved to a pre-determined targeted median of 3.1-3.3. The curve will be administered at the end of the course, which means it will not be reflected in each assignment grade. Final grades are at the instructor’s discretion and are subject to change based on class performance and peer evaluations.

## **Class Policy**

If you anticipate missing more than two class sessions, please consider not taking the course. Not participating in more than two sessions will result in a decrease in your participation grade. **If you expect to miss a class session, please let me know ahead of time via email.** It will be your responsibility to find out from your classmates or myself what material was covered, what additional assignments were made, and to obtain any handouts you may have missed.

## **Participation**

Class starts promptly. Arriving late and leaving early will negatively affect your participation grade. Participating in classroom discussions, freely and without fear, is strongly urged. Do not come to class without reading that day's online preparation in advance. (All ENTRE 370-related announcements and information will be posted on the Canvas course website.) Being punctual, present, and prepared for our class sessions is an important part of contributing to the ENTRE 370 learning community.

Students will be evaluated on their participation in classroom discussions, whether about the case under consideration or about the topic of the lecture. The grading of classroom participation is difficult because of an element of subjectivity not present in grading written assignments. Nevertheless, it is a vital part of the course. Most students feel comfortable in speaking up with thoughtful comments and questions, but some do not, and I wish to be fair to everyone. I will not be grading solely on "air time" but rather on the quality of the question or comment.

Specifically, I will evaluate:

- the **frequency** of your class contributions (online and in class)
- the **quality** of your contributions (ability to draw on course materials and your own experience productively; ability to advance or sharpen our discussions; willingness to take risky or unpopular points of view; use of logic, precision, and evidence in making arguments)
- the **professionalism** of your conduct. This includes punctuality, preparedness, respecting class members and their contributions, and refraining from conduct that is distracting, including allowing your cell phone to ring and using your laptop or any other electronic or communication device during class. Your experiences in the Foster School are intended to prepare you for a professional environment. Part of this is learning to be concise in email and other communications and respecting other's (including the instructor's) time. When scheduling appointments with the instructor please keep in mind that these interactions should have a clear purpose and typically be planned for 15-20 minutes.

Given the importance of class participation, I will do my best to get to know you quickly. Feel free to discuss the course and your learning progress with me during my office hours as stated on page 1 or by appointment ([sseong@uw.edu](mailto:sseong@uw.edu)). I can promise you that I will do my best to help you grow in your understanding of entrepreneurship and bring out the entrepreneur in you over the course.

### **Foster School Undergraduate Code of Conduct**

All students will abide by the Foster School's code of conduct which states: I will uphold the fundamental standards of honesty, respect, and integrity and I accept the responsibility to encourage others to adhere to these standards.

- HONESTY: I will be truthful with myself and others.
- RESPECT: I will show consideration for others and their ideas and work.
- INTEGRITY: I will be a leader of character. I will be fair in all relations with others.

By being a student in this course, you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards.

### **Academic Misconduct**

WAC 478-1220-020 of the University of Washington Student Conduct Code states that students are expected to "Practice high standards of academic and professional honesty and integrity." This means that students will not engage in activities like plagiarism, multiple submissions, (submitting a paper for credit to more than once class), turning in a paper, or part of a paper, that you did not write.

Academic dishonesty will not be tolerated in any form. Copying other's assignments or exams, looking at graded assignments or other work from previous quarters (other than what is posted on Canvas by the instructor), obtaining full or partial answers or case notes from the internet, or any other form of academic dishonesty will result in a zero grade on the assignment and/or exam and you will be referred to the Dean for an academic misconduct hearing.

### **Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#)."

### **Access and Accommodations:**

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or

temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### **Online Resources on Entrepreneurship**

- Podcasts which can be found on Apple's podcasting app
  - [NPR's How I Built This](#): Excellent podcast interviewing founders
  - [DFJ Entrepreneurial Thought Leaders](#): A series of talks by founders and entrepreneurs
  
- For publications, there are popular magazines targeted to entrepreneurs and small business like [Entrepreneur](#), [Inc](#), and [Fast Company](#). There are also general business publications like the [Wall Street Journal](#) and [Financial Times](#) and local publications like the [Puget Sound Business Journal](#). Use your UW account to get free access to these sources.
  
- For databases, refer to the UW Libraries' [online research guide](#) and research help services. They offer an online appointment calendar and also e-mail, chat, and drop-in help.
  
- Additionally, what you can find through your UW/Foster network:
  - [Arthur W. Buerk Center for Entrepreneurship](#)
  - [Jones + Foster Accelerator Program](#)
  - [UW CoMotion](#)