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**Entrepreneurship 372/ Honors 231**

**Grand Challenges for Entrepreneurs**

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| **Professor:** | Emily Cox Pahnke | **Office Hours:** | by appointment |
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**Course Objectives**

Grand Challenges for Entrepreneurs will explore big problems and opportunities facing society, ranging from healthcare, education, and big data to poverty. The course examines how solutions to these massive challenges can be researched, validated, and implemented using such entrepreneurial skills as creativity, opportunity recognition, business models, pivoting, and execution. Students in this class should demonstrate the entrepreneurial mindset; when others see insurmountable problems, entrepreneurs look for opportunities to use technology and innovative thinking to solve real world problems. An entrepreneurial perspective is also a wonderful way of thinking in order to tackle new opportunities in social entrepreneurship, whether it is in government, NGOs or for-profit companies.

**Methods of Instruction**

Through lectures, workshops, and projects that cover a variety of the big challenges in the world today this course provides the student with the tools necessary to successfully identify a real problem and to devise strategies to address it.  
We will cover material related to the following grand challenges, as well as a variety of entrepreneurial topics:

1. Homelessness
2. Education
3. Energy
4. Food & Water
5. The Environment
6. Medicine

**How Will You Learn in this Course?**

Entrepreneurship is both an individual and team activity. Therefore, this course incorporates both individual and group efforts. Students form project teams early in the quarter and meet regularly to prepare for class discussion. I encourage students to build groups with people from a diversity of majors and from the U.S. and abroad.  
  
Teams will prepare papers and in class presentations on a grand challenge of their choice. In addition, students will submit individual assignments using methods learned in the course.   
  
Group discussion is encouraged in preparing for both the team and individual assignments. Note that learning to successfully manage group dynamics, including conflicts and roles, is a key educational component of the course.

**Submitting Assignments**

All assignments should be uploaded by the time indicated on Canvas, as well as in the assignment overview documents. Assignments must always be uploaded to canvas unless otherwise instructed in the assignment overview.

**Course Materials**

* Purchase **one** reading via the HBSP link on Canvas
* All other readings are available on Canvas
* URL’s for additional readings and videos are on the course website. The Daily Prep pages on the “modules” section of the website indicate which videos etc. are required.

**Policies**

Students will be evaluated based on contribution to in-class discussions and sections, as well as timely completion of assigned readings and assignments. Think of this as an opportunity to stretch yourself and learn skills like teamwork, public speaking, persuasive writing, and defending your ideas, as well as the fundamentals of the entrepreneurial process. I will endeavor to create a supportive environment, where there is no penalty for taking a definite stance and expressing new ideas.

There are only ten weeks in this course, barely the minimum necessary to cover the essentials of this topic. If you anticipate missing more than one class, please consider not taking the course. Not participating in more than two classes will cause a decrease in your course grade. If you expect to miss a class, 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. Entre 372a, announcements, and information will be posted on the course website. Read all course web pages thoroughly and often, and never come to class without reading that day's online agenda.  
  
Given the importance of class participation and its grading, I will do my best to get to know you quickly. Feel free to discuss the course and your learning progress with me at any time. I am always happy to discuss items of interest. Given the pace of this course, I will do all that I can to use class time effectively and ask you to do the same. This includes starting and ending on time. Our distinguished guest instructors and speakers are aggressive, successful, and articulate

**\*\*\*\*\*\*\***Please note that if you are interested in using a project topic that you have used in a different course, you must first clear it with Professor Pahnke**\*\*\*\*\*\*\***

**Grading Policy and Assignments**

In this class we will be grading based on a point scale. The class will be out of 100 points. The weighting system is as follows:

**For Entre 372 students**

**Individual Grade Components**

* Participation (including peer evaluation) (20%)
* Topic Write-ups (10%)
* Personal Grand Challenge (20%)

**Team Grade Components**

* Grand Challenge Assignment (40%) \*\*Note this assignment has several deliverables $5Creativity Exercise (10%)

**For Honors 231 students**

**Individual Grade Components**

* Participation (including peer evaluation) (20%)
* Topic Write-ups (10%)
* Personal Grand Challenge (10%)
* Level Up Assignment (10%)

**Team Grade Components**

* Grand Challenge Assignment (40%). \*\*Note this assignment has several deliverables
* $5 Creativity Exercise (10%)

\*\*\*\*\*Final grades are at the discretion of Professor Pahnke, and are subject to change based on class performance and peer evaluations. If you have questions regarding your grade, do not wait until the end of the quarter to ask me about them! Grades will be curved to a predetermined target course median of 3.4. The curve will not be administered until the end of the course; and therefore will not be reflected in each assignment grade.

**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.

**Meeting with the Professor**

Quick questions and clarifications can be asked during the break in class, or immediately after class. If you would like to set up a meeting with me, please email so that we can find a suitable time. Please note that meetings are scheduled for 10-15 minute time slots, to ensure that I can accommodate the needs of all students in the course, and to be respectful of my own time. In the event that meeting requests become excessive, I reserve the right to limit the amount of times we meet during the quarter.

**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 didn’t write.

Academic dishonesty WILL NOT BE TOLERATED in any form. Copying other’s assignments or exams, looking at assignments or tests 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.

**Class Sessions**

Participation is mandatory at all sessions. Class starts promptly. Arriving late and leaving early will negatively affect your participation.

Participating in classroom discussions, freely and without fear, is strongly urged.  No opinion is held in disregard, and only through active discussion can we arrive at some consensus of reasonable action. It is never my intention to embarrass anyone. Being punctual, present and prepared for our class sessions is an important part of contributing to the Entre 372 learning community. Thanks for your commitment to be an active contributor to the Entre 372 class discussions.

Students will be evaluated on their participation in classroom discussions. 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 on "air time", but rather on the quality of the question or comment.  Specifically, I will evaluate:

1. the frequency of your class contributions (online and in class)
2. 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)
3. the professionalism of your conduct (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)

**Required Readings**

All assigned readings are to be completed before the session. Each required reading has been specifically chosen to provide a certain insight or skill; thus, every assignment is mandatory.  All Entre 372 lectures, study questions, assignments, and exams assume a fundamental understanding of many concepts provided by the readings.  Consequently, failure to keep up with the assignments will have an adverse effect on a student's grade.

**[Recommended Readings](http://" \t ")**

Supplementary readings are suggested that provide additional depth and richness for the topics considered each day. These readings are **not** required. While I hope that you will return to these readings as time permits, you are not expected to have completed the readings prior to class. As your time permits, I highly recommend skimming the recommended readings, particularly on topics that are especially interesting to you

**Study Questions**

You are encouraged to discuss each session in advance with your fellow students. In fact, you are required to form a study group with other students and then meet regularly before each class. These study groups will be finalized in the third class session. The study questions (under the “Think About” section on each session page) are helpful preparation aids for each case while meeting with your study partners. Use the study questions for each session to prepare for class; the answers are not to be included in the e-mail assignment, although they may be used to focus and guide your homework discussion.

**Individual Assignments -** *These assignments MAY be discussed in teams, unless the assignment explicitly states otherwise.*  However, each person must write up their own assignment and submit work which is their own.  Online assignments should be clear and concise, and expressed in the same style as case analysis submissions.

**[Student Submissions for Discussion](http://" \t ")**

Students are encouraged to send insights and articles related to course discussion topics to the instructor—I will gladly share them with the rest of the class (with attribution). Contributions can contribute to the individual participation grade.