Course Objectives | How are you going to change the world? Grand Challenges for Entrepreneurs provides tools to better understand the big problems the world faces and to identify, design and implement effective solutions. In class you’ll learn about topics ranging from poverty, to climate change to global health. Solutions to these massive challenges can be researched, validated, and implemented using such entrepreneurial tools frameworks including design thinking, ideation, business models, and pivoting. An entrepreneurial perspective is also a wonderful way of thinking help design and implement new solutions using a variety of approaches including social movements, governmental initiatives, for-profit businesses, or NGOs.

How Will You Learn in this Course? | The class utilizes a combination of pedagogical techniques to create an experiential learning experience. Class sessions combine discussions with immersive activities and engagement with subject expert mentors to explore grand challenges through the lens of entrepreneurship. Students analyze existing organizations and engage in self-reflection to identify topics they are passionate about in order to layout out a path to having the kind of impact they would like to.

Grading Policy and Assignments | The grades in this class will be out of 100 points. The weighting system is as follows:

Individual Grade Components

- Participation (including self & peer evaluation) (25%)
- Personal Grand Challenge (25%)

Team Grade Components

- Creativity Under Constraint (25%)
- Evaluation of Existing Grand Challenge Organizations (25%)

Submitting Assignments

All assignments should be uploaded by the time indicated on Canvas, as well as in the assignment overview documents.
Course Materials | The majority of class materials are available for free on Canvas. A few readings must be via the HBSP link on Canvas. If the cost of these materials presents a barrier for you accessing them, please let me know and we will find another way to get them to you.

Class Participation | This class works best when everyone is prepared and engaged. Please do your part to make this an outstanding learning experience for everyone in the class. I expect each member of the class to arrive each day prepared, to behave professionally and to contribute to discussions. Students will be evaluated on their participation in classroom discussions. I will not be grading solely on "air time", but rather on the quality of the question or comment. Specifically, I will evaluate:

- 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 (punctuality, preparedness, respecting class members and their contributions, and refraining from conduct that is distracting, including use of electronic devices during class time in ways that do not further the learning of the group).
- the frequency and consistency of your class contributions (online and in class). 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.

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. The course is fast-paced and 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.

Required Daily Preparation | All assigned readings, videos and podcasts are to be completed before the session. Each required prep material has been specifically chosen to provide a certain insight or skill; thus, every assignment is mandatory. All Entre 579 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 may have an adverse effect on a student's grade.

Recommended Resources | Supplementary resources 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.

Study Questions | The study questions (under the “Think About” section on each session page) are helpful preparation aids before each class 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 | 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). Such contributions will be considered as contributions to your participation grade.

Meeting With Me| 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.

HONOR CODE STATEMENT | I employ the policies and procedures espoused by the Foster School of Business Honor Code to maintain academic integrity in the course. The Honor Code of the Foster School of Business expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. I employ Canvas’s TurnItIn feature (a plagiarism detection tool) to maintain academic integrity in my course. Suspected violations of the Honor Code will be referred to the Foster Honor Council as outlined within the Honor Code: http://www.foster.washington.edu/academic/mba/currentstudents/Documents/Honor%20Code/Honor%20Code%20Booklet%202011-12.pdf

***Due to the recent surge in questions related to AI, please note that I expect that you fully disclose any use of AI on coursework. Please see the Appendix below for information on the best practices for using AI.

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 or 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.
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 (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

Appendix on Use of AI Tools on Assignments* | Learning to use AI is an emerging skill and I provide tutorials on how to use them. I am happy to meet and help you with these tools during office hours or after class.

Be aware of the limits of ChatGPT and other AI tools, such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.

- Don’t trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that you used AI on that explains what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.

Be thoughtful about when this tool is useful. Don’t use it if it isn’t appropriate for the case or circumstance.

*Thanks to Ethan Mollick for providing these excellent materials and syllabus language on how to use AI in class.