Course Overview & Syllabus

Course Name & Number: **ENTRE 579 – Grand Challenges for Entrepreneurs**

Quarter   **Winter 2024**

Start & End Dates   **2/8/2024 – 03/7/2024 (5 sessions)**

                                6PM - 9:20 PM

Credits   **2 credits**

Course Overview

How are you going make the world better in the ways that you think are important? 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 a wide variety of Grand Challenges. You'll use an entrepreneurial lens, frameworks and tools including design thinking, business models and execution / Go to Market strategies to better understand these problems and your proposed potential solutions.

This class will be useful to students who want to start their own organizations as well as those who are making decisions about where to volunteer, who to work for, and where to invest your time and money. Ultimately, this class will help you understand how to assess whether an approach to solving a Grand Challenge is worthy of your support, or initiative.

How Will You Learn in this Course?

The key components that will contribute to your learning in this course are your learning teams, class discussions, projects and self-reflection. Your learning team will provide you a chance to get to have more in-depth discussions with a small group of students with an eye to refine your arguments prior to a larger class discussion. Class discussions will focus on applying frameworks to analyze existing entrepreneurial organizations that are addressing Grand Challenges around the world.

For your team project, you will work with a team of classmates to identify an unmet need related to a Grand Challenge of your choosing and to explore potential solutions.

Finally, you will also apply frameworks from class to yourself to help chart out how you can maximize the positive impact you'll have on a Grand Challenge (or Challenges) that matter to you.

Learning Teams

Students will be grouped into 4-5 person learning teams with which to complete the team project and various aspects of class prep.   Because we only have a very short five classes together, teams must be formed by the end of the 2nd session.

In creating your teams, you should choose classmates who want to focus on a similar topic for the team project. You should also keep in mind the value of having a diverse set of teammates in terms of performing better on your project. More details on how these teams will be formed and used will be provided in class.

Each week, one of you will act as the discussion leader. The discussion leader's job is to summarize the class prep, guide the conversation, clarify any issues, etc. On the week that you are the discussion leader for your team, you will also submit a write-up that summarizes and synthesizes some of your key insights from the week.

At the end of the course, I will ask each of you to complete peer-evaluations of your team members' contributions to the learning team, and these will factor into your final participation grades.

Instructional Team

Instructor

Chris Primack Metcalfe
Pronouns: he/him/his
Teaching Associate in Entrepreneurship
Michael G. Foster School of Business,
University of Washington
Email: cmet@uw.edu
Office: Dempsey Hall 202E
Office Hours: [Self schedule with via CalendlyLinks to an external site.](#) (in-person / phone / zoom)

Grader

Bhavish N Salia

Candidate for Master of Science in Information Management

Information School
University of Washington
Email: bhavish6@uw.edu

Overview of Course Content:

Topic	Class Date
[Module 1: Intro to Entrepreneurship](#)	2/8/2024 6:00 PM - 9:20 PM
[Module 2: Finding a Challenge, Affordable Housing, Evaluating Ideas](#)	2/15/2024 6:00 PM - 9:20 PM
[Module 3: Business Models, Evaluating Ideas, Interviews and Go To Market (GTM) Strategies](#)	2/22/2024 6:00 PM - 9:20 PM
[Module 4: Long Tail Problems](#)	2/29/2024 6:00 PM - 9:20 PM
[Module 5: Pitching, Raising Money, IP, Recruiting, and Course Wrap-up - 3/7/2024](#)	3/7/2024 6:00 PM - 9:20 PM

Graded Material:

The weight of each assignment group can be found on the right hand side of the [syllabus page](#) of the on the Canvas site for this course.

Communications Guidelines

Please do not hesitate to contact me with any questions or concerns you may have regarding your learning experience in this course. Email is the most efficient method of communication, whether to resolve any doubts or exchange ideas, or to set up a time to meet or talk on the phone.

Email and Internet

UW Email and the Canvas Discussion Forums in this course are the official means of communication for this class. Students are expected to read and act upon email in a timely fashion. Students should check their email regularly along with the Announcements section of this course. All instructor correspondence will be sent to your @uw.edu email account.

Course Structure and Format

Course Time Commitment

This is a 2-credit elective course that per Foster guidelines should require approximately 3 – 4 hours of work per class. Please expect to spend more time for the portions that include larger assignments or that require meeting with outside people.

Delivery Method

All classes are delivered in-person and follow the schedule provided on the canvas calendar. This course uses Canvas for the facilitation of communications between faculty, students and student teams, posting course materials and activities, submission of assignments, and posting of grades.

Readings and Other Material

This course includes selected readings and other material (such as videos, etc.) as listed on the course Canvas site under the module for each class.

Grading Policies

Submitting Assignments

All course deliverables are due via Canvas by 11:59pm PT on their due dates. If there is an "accepted by" date listed in Canvas for any assignment, that means that the assignment will be accepted without penalty until the "accepted by" date. This extra buffer is to allow for extra time if needed (such as due to unforeseen events), however I urge that assignments be submitted by their due dates to prevent falling behind. You do

not need to check with your instructional team as long as assignments are submitted by the "accepted by" date. If a longer extension is needed please email your instructor.

All assignments must be submitted via Canvas. If Canvas is not accepting your assignment please let me know.

Please include the name of all group members on each group assignment—and only one member of each group should submit group assignments.

Late or Missed Assignments

When possible, please notify the instructor before an assignment is due if you extra time is needed.

Grading Procedure

Assignments will be graded in a holistic manner based on the extent to which they fulfill the assignment requirements, adhere to deadlines, and their relative quality compared to peer submissions. Grades will be posted in the grade book on the course Canvas site.

Rubrics are provided for most assignments to promote clarity and with the understanding that entrepreneurship is more art than science,

Per Foster School of Business policy, the target median for elective courses in Foster MBA Programs is 3.5 with a range of 3.4-3.6 based upon the class's performance relative to historical standards.

Grading Errors

If you or your group believe an error was made in grading any course assignment, please send an email to your instructor that clearly identifies the area(s) of concern, and requests that the assignment be re-graded.

Conversion to the UW Graduate Student 4.0 Scale

At the end of the quarter grades will be converted from the 100 point scale used in Canvas to the UW Graduate Student 4.0 point scale for submission to the UW Registrar in accordance with the following table:

Correspondence between numeric grades on the 4.0 scale and letter grades is as follows:

Letter Grade	Numerical Grade-Point Equivalent	Explanation

A	4.0-3.9	Honor
A-	3.8-3.5	
B+	3.4-3.2	
B	3.1-2.9	Good
B-	2.8-2.5	
C+	2.4-2.2	
C	2.1-1.9	Medium
C-	1.8-1.5	
D+	1.4-1.2	
D	1.1-0.9	Poor (low pass)
D-	0.8-0.7	
E (or F)	0.6-0.0	Failure or other than official withdrawal

For more information see: Scholastic Regulation, Chapter 110.1.BLinks to an external site..

Class Participation & Peer Reviews

The expectation is that everyone will make a meaningful contribution to both group projects and class participation.

For the group project, each member will complete a confidential peer evaluation regarding each team member's contributions, which will be available via Canvas after the final class that will be due by 11:59 PM PT Sunday following our final class.

For class participation I will make notes during and after each classroom session regarding each student's engagement in class discussions and their case and reading

preparedness. To be clear, the emphasis is on the quality of engagement, not the quantity. The best comments will advance class discussion and push thinking in new directions. Comments that are not respectful of classmates or show poor preparation will negatively affect class participation.

If a student is not contributing to their team's project, and/or is consistently negatively impacting their team's effectiveness (and if all reasonable efforts to correct the situation have failed) your instructor reserves the right to reassign that student to their own team. In the exceedingly rare event this is necessary, the impacted student will be required to complete their own group assignment without the assistance of anyone else.

Incomplete

An Incomplete shall be given only when the student has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

For more information see: [Scholastic Regulation, Chapter 110.1.BLinks to an external site.](#).

Honor Code

To maximize the class learning experience, all submit must be completed by the student (or student group), and all non-original material included in deliverables that is not created by the student/group must be properly cited (including use of quotes around any prose included from a third party). Other than working with fellow team members in accordance with the boundaries outlined in this document, please do not seek or consider outside sources of information in preparing deliverables for this course. This includes students currently or formerly enrolled in the course as well as others outside Foster.

Academic Integrity

All students must comply with the [UW Student Conduct Policy for Academic Misconduct and Behavioral MisconductLinks to an external site.](#).

"Plagiarism," which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution (and proper use of surrounding quotation marks). Plagiarism does not encompass unacknowledged submission or presentation of information that is generally known and widely accepted by educated members of a discipline. Plagiarism includes, but is not limited to:

- The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
- The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.

If you have any questions about how to properly cite materials, please see the [UW Library Citing Sources](#). The UW Psychology Department also published a very detailed guide regarding [How and When to Cite Other People's Work](#).

If you have *any* questions regarding proper use of citations please contact your instructor.

Use of Artificial Intelligence Technology

The Academic misconduct policy prohibits students from turning in papers that they didn't write without proper citation. This means that any use of AI generated essay writers, such as ChatGPT, must be properly cited. Use of AI generated content without a proper citation will be considered a violation of the honor code. A.I. is a multi-billion dollar (and growing) industry and its ongoing emergence and the many discoveries arising from it have the potential to make profound impacts on business, humanity and the world. As such, you are encouraged to appropriately harness A.I. technology in support of your entrepreneurial pursuits for this class (and beyond).

Class Attendance

Students' classroom contributions play a key role in the learning experience. Consequently, punctuality and regular attendance are expected.

Most of our classes will be recorded via zoom, with the exception if one of our speakers requests that they not be. Class recordings are generally available within two business days after each class. If you are sick, traveling, or unable to attend class please kindly inform your instructor by email or via Canvas message. This is an in-person only class, and you must obtain your instructor's permission to attend it remotely.

Course Policies

Academic Integrity and Student Conduct

This program employs the principles and procedures espoused by the University of Washington Community Standards and Student Conduct guidelines to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity.   Implementation of the Code at the Foster School of Business prohibits cheating, attempted cheating, and plagiarism, including improper citations of source material, as it pertains to academic work. Suspected violations will be handled in compliance with the University of

Washington Student Conduct Code as outlined in Washington Administrative Code 478-121.

Access and Accommodations

Your experience in this class is important. If you have already established accommodations with the UW Disability Resources for Students (DRS) Office, 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.

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form..

Course Evaluation

Course evaluations are done at the end of the quarter during a predetermined period. Students will have 24-48 hours to complete their course evaluation, which is delivered digitally from the UW Office of Educational Assessment. I encourage each of you to complete your course evaluation and will carefully review all feedback. (If you have feedback along the way please don't be shy and wait for the end of quarter evaluation! Feedback is appreciated and acted upon). All evaluations are anonymous and are used to make improvements to the course, and are included in a faculty member's annual review. It is important to complete the evaluations and provide your honest assessment both in the quantitative and qualitative measures.

An anonymous course evaluation will also be conducted half way through the quarter via Canvas. If there is something you like, or hope will be improved regarding the course, or if there's something that can be done to improve your learning experience and/or

comprehension of the material please indicate that on the mid-quarter evaluation (or feel free to share your feedback with your instructor at any time).