

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Management
Course Number and Title:	MGT 340 Fundamentals of Entrepreneurship
Division:	Upper
Faculty Name:	Ahmed Deif
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course describes entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. The course will focus on opportunity recognition, assembly of the financial and human resources needed, and launching the new venture. In the unique setup of our voyage experience, the understanding of value, the capturing of opportunities as well as the recognition of resources will all be discussed in a more global context. Furthermore, the planned field visit will help students to compare and contrast many of the entrepreneurship national and international opportunities. Topics covered will include; opportunity recognition, creativity, feasibility analysis, business plans, industry and market analyses, business models, teams, entrepreneurial finance and elevator pitches. This will be accomplished through a mix of readings, projects, and group and individual exercises designed to equip students with the required tools and skills for new venture creation. Also, games and simulations will be used to engage students and expose them to various entrepreneurship challenges.

By the end of this course, you will have the skills and knowledge required to bring a new idea to fruition. These skills and tools will allow you to function as creative innovators in whatever career path you choose.

LEARNING OBJECTIVES

After completing this course, students will be able to:

1. Understand the context, concepts and process of entrepreneurship
2. Conceive and develop entrepreneurial opportunities
3. Estimate the required resources for new ventures
4. Analyze the feasibility of a new business concept
5. Develop familiarity with business plans

REQUIRED TEXTBOOK

AUTHOR: Bruce R. Barringer, & R. Duane Ireland, 6th Edition
TITLE: Entrepreneurship: Successfully Launching New Ventures
PUBLISHER: Pearson
ISBN #: 10: 0-13-472953-6
DATE/EDITION: 2019 / 6th Edition

A kindle/electronic version is also available.

REQUIRED CASE STUDIES

In addition to the required book, students need to purchase the following case study from Harvard Business Publishing:

1) Zipcar: Refining the Business Model

<https://hbsp.harvard.edu/product/803096-PDF-ENG?itemFindingMethod=Collections>

2) Intuit Inc.: Project AgriNova

<https://hbsp.harvard.edu/product/813062-PDF-ENG?itemFindingMethod=Collections>

3) Dr. John's Products Ltd.

<https://hbsp.harvard.edu/product/803063-PDF-ENG?itemFindingMethod=Collections>

4) Hypothesis-Driven Entrepreneurship: The Lean Startup

<https://hbsp.harvard.edu/product/812095-PDF-ENG?itemFindingMethod=Collections>

TOPICAL OUTLINE OF COURSE

Day	Topic	Text Reading	Assignment/Deliverables
B1	Introduction to Entrepreneurship	Chapter 1	
B2	Recognizing Opportunities and Generating Ideas - <i>Group exercise</i>	Chapter 2	Assignment 1
Gdansk, Poland			
B3	Feasibility Analysis	Chapter 3	
B4	Developing an Effective Business Model <i>Group exercise using the innovation hands on kits</i>	Chapter 4	Assignment 2
Lisbon, Portugal & Cadiz, Spain			
B5	Industry and Competitor Analysis	Chapter 5	
B6	Writing a Business Plan	Chapter 6	Assignment 3
Dubrovnik, Croatia			
B7	Entrepreneurship in Europe Reflections		Field Journal Assignment 1
B8	Field Trip Preparation and Overview		
Casablanca, Morocco (FIELD TRIP)			
B9	Field Trip Debrief and Discussion		
B10	<i>Mid Term Exam 1</i>		

B11	Preparing the Proper Ethical and Legal Foundation – <i>Class Debate</i>	Chapter 7	
<i>Tema, Ghana</i>			
B12	Assessing a New Venture's Financial Strength and Viability	Chapter 8	Assignment 4
B13	Building a New-Venture Team - <i>Group exercise using hands on simulation kit</i>	Chapter 9	Field Journal Assignment 2
B14	Getting Financing or Funding	Chapter 10	Assignment 5
B15	<i>Mid Term Exam 2</i>		
<i>Salvador Brazil</i>			
B16	Preparing for and Evaluating the Challenges of Growth	Chapter 13	
B17	Business Model Exercise		Class Exercise
B18	Group Case Analysis		Zipcar case study
<i>Tobago & Trinidad</i>			
B19	Group Case Analysis		Hypothesis-Driven Entrepreneurship: The Lean Startup
B20	Group Case Analysis		Dr. John's Products Ltd. case study
B21	Elevator Pitch Exercise		Class Exercise
<i>Guayaquil, Ecuador</i>			
B22	Entrepreneurship in Latin America Observations		Field Journal Assignment 2
B23	Group Case Analysis		Project AgriNova case study
<i>Puntarenas, Costa Rica</i>			
B24	Review and Field Trip Report Discussion		
B25	<i>Final Exam</i>		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

FIELD CLASS REPORT

The field class for this course is on Tuesday, 15 October 2019 in Casablanca, Morocco

Title: Social Entrepreneurship as a Development Tool

Description: The field study will connect the course content to the reality of creating and running a social venture in an emerging economy. Furthermore, the study will explore the role of social entrepreneurship as a successful development tool. We will visit an incubator and have face to face interviews with multiple entrepreneurs within their startups.

Objectives:

1. Apply principles of social and sustainable venturing covered in class.
2. Explore issues related to working in country with extreme poverty.
3. Learn the practical issues related to creating and running a venture that must focus on financial viability and a social mission.

Field Class Report

After our field day, in groups of 2-3, teams should prepare a field report that addresses the following:

- (1) Introduce the sites/companies providing a 200-400 word synopsis of their 'journey'
- (2) Explain their business opportunity and business model
- (3) Describe the social and development impact of the interviewed startups.
- (4) Analyze the startup challenges within both the typical entrepreneurial cycle as well as the economical context of Morocco

This report should be no more than 5 pages of text and no more than an additional 5 pages of tables/diagrams (excluding references), in Times New Roman 12 point, 1.5 line spaced, 1" margins. All names should be listed on the front cover of the report. You should take minutes of meetings and I may ask to see field notes if I need to arbitrate if groups feel a team member is not contributing

This report should be submitted by **B24**

INDEPENDENT FIELD JOURNAL ASSIGNMENTS

In addition to the field day we are going to reflect on what we see across our voyage in Europe and Latin America. These assignments are linked to these reflections enhanced by wider-readings

CASE ANALYSIS.

We will cover several cases in the class. The assigned cases will be analyzed by each team during the last quarter of the semester and will require a presentation. Your grade will be based on both your presentation itself (appearance, verbal, non-verbal, etc. – graded by your classmates) and the content of your analysis (graded by the professor). The case will be worth 5% and you will be provided with a pair of rubrics that will be used for assessment.

METHODS OF EVALUATION

A- Outstanding work: Shows superior analysis of the assignment; provides excellent selection of content, organization, design, and style that addresses both the practical and rhetorical requirements of the particular situation; uses a style that is fluent and coherent; excellent choice and use of visuals, has no major mechanical errors; shows insight, perceptiveness, originality, and thought.

B- Good work: Above the level necessary to meet course requirements; has a thorough, well-organized analysis of the assignment; shows judgment and skill in the presentation of material appropriate for the intended audience and purpose; supports ideas well with concrete details; has an interesting, precise, and clear style; good use of visuals; is free of major mechanical errors; strong, interesting work, although minor problems may be present.

C- Acceptable work: Meets all basic requirements of the course and assignment; provides a satisfactory analysis of the writing task, subject, and audience; accomplishes its purpose with adequate content, design, and detail; uses details, organization and expression appropriate for the rhetorical and practical context; adequate use of visuals; has acceptable mechanics; nothing remarkably good or bad about the work; equivalent work could be used in the professional world, but generally would be considered minimal.

D- Needs improvement: Minimally meets the assignment but is weak in one of the major areas (content appropriate for purpose, organization, style or mechanics) or offers a routine, inadequate treatment; document design and use of visuals is inadequate or inappropriate; shows generally substandard work with some redeeming features.

F- Unacceptable work: Does not meet the course requirements; fails to meet one or more of the core requirements of the course or assignment; may fail to cover essential points, or may digress to nonessential material; may lack adequate organization and show confusion or misunderstanding of genre or context; may use an inappropriate tone, poor word choice, excessive repetition, or awkward sentence structure; may be unclear; poor quality design and/or use of visuals; may contain an unacceptable level of errors.

Midterm I: 20% (B10). This test is based on chapter 1-6 of the core text

Midterm II - 20% (B15) Based on chapters 7-10 and the field trip.

Final 15% (B25) Based on chapters 13, case studies and ALL trip observations notes

Field Class Report (Group of teams 5-6)	20% (due B24)
Assignments	10%
Case Analysis (Groups)	5%
Field Journal Assignments - 2 (individual)	10% (B7 and B22, 5% each)
Midterms (individual)	40% (B10 and B15)
Final test (individual)	15% (B25)

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution). Your final grade will be scale to the nearest grade category.

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

None