

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>1/29/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Management Programs College Business Administration	

Current Course Prefix and Number ENT 4015	Current Course Title New Venture Launch
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Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

<p>Change title to: Launching Your Business</p> <p>Change prefix</p> <p style="padding-left: 40px;">From: To:</p> <p>Change course number</p> <p style="padding-left: 40px;">From: To:</p> <p>Change credits*</p> <p style="padding-left: 40px;">From: To:</p> <p>Change grading</p> <p style="padding-left: 40px;">From: To:</p> <p>Change WAC/Gordon Rule status**</p> <p style="padding-left: 40px;">Add <input type="checkbox"/> Remove <input type="checkbox"/></p> <p>Change General Education Requirements***</p> <p style="padding-left: 40px;">Add <input type="checkbox"/> Remove <input type="checkbox"/></p> <p><small>*See Definition of a Credit Hour.</small></p> <p><small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small></p> <p><small>***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small></p>	<p>Change description to:</p> <p>Students should be prepared to launch a new business venture before enrolling in the course. Then, under the guidance of the instructor and entrepreneur mentors, they proceed to implement their business model. The course uses a contract-learning model of evaluation based on the developmental needs of the particular business ventures.</p> <p>Change prerequisites/minimum grades to: ENT 4024 with minimum grade of C</p> <p>Change corequisites to:</p> <p>Change registration controls to:</p> <p>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</p>
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Effective Term/Year for Changes: Fall 2024	Terminate course? Effective Term/Year for Termination:
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Faculty Contact/Email/Phone Gary Castrogiovanni / castrogi@fau.edu / 72523

Approved by	Date
Department Chair <u>Ethlyn Williams</u>	<u>1/4/2024</u>
College Curriculum Chair <u>Julie Hugo</u>	<u>1-4-2024</u>
College Dean <u>Paul [Signature]</u>	<u>1/10/24</u>
UUPC Chair <u>Korey Sorge</u>	<u>1/29/24</u>
Undergraduate Studies Dean <u>Dan Meeroff</u>	<u>1/29/24</u>
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

A banner image featuring a blue sky with palm trees and a red and blue owl logo in the bottom left corner. The owl logo is stylized with red and white details.

ENT4015-001-xxxxx
Launching Your Business
Fall Semester 2024
Phil Smith Hall, BU-403
Monday 11:00am – 1:50pm

Professor Information Instructor:
Dr. Kevin C. Cox
E-mail: Kcox24@fau.edu
Phone: 561-313-6992
Office: Desantis Pavilion, DS-201

Office Hours

Monday after class (or by appointment)

Course Description

COVID-19 Statement

“Due to the status of the COVID-19 pandemic in our service areas, wearing a mask indoors is currently a personal preference but please be thoughtful of the concerns of those around you. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>.

In classes with face-to-face components, quarantined students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.”

Students should be prepared to launch a new business venture before enrolling in the course. Then, under the guidance of the instructor and entrepreneur mentors, they proceed to implement their business model. The course uses a contract-learning model of evaluation based on the developmental needs of the particular business ventures.

Required Text and Materials

None.

Supplemental Texts

- Blank, S. (2005). *The four steps to the epiphany*. Pescadero, CA: K and S Ranch.
- Christensen, C. (2000). *The innovator's dilemma*. New York: HarperBusiness.
- Croll, A., & Yoskovitz, B. (2013). *Lean analytics*. Sebastopol, CA: O'Reilly Media.
- Kander, D. (2014). *All in startup*. Hoboken, NJ: Wiley.
- Kawasaki, G. (2004). *The art of the start*. New York: Penguin Group.
- Wasserman, N. (2013). *The founder's dilemmas*. Princeton, NJ: Princeton University Press.

Course Prerequisites and Credit Hours and Class Time Commitments

Prerequisite: ENT 4024 with minimum grade of C. Three credits.

To maximize the benefits received from the course, students should spend a total of 135 hours inside or outside the classroom on the learning activities spelled out in this syllabus and in the contract they agree to at the beginning of the semester. On a per hour basis, the learning expected from course activities outside the classroom is equivalent to that which would result from classroom instruction.

Course Learning Objectives

1. An understanding of the problems and constraints faced by business founders as they implement their plans.
2. Skill at assembling and coordinating the resources needed to start a new business.
3. Ability to develop and use relevant metrics for assessing venture development.

Grading Scale

A = 94% or higher	Exceptional: Performance could not be better.
A- = 90 – 93.9%	Excellent: Not perfect, but pretty close.
B = 80 – 89.9%	Good: Solid performance.
C = 70 – 79.9%	Satisfactory: Met minimal course requirements.
F = less than 70%	Unsatisfactory: Failed to meet even the minimal requirements.

Course Evaluation Method

<i>Activity</i>	<i>Points</i>
NVL Proposed Idea	3
Weekly progress toward New Venture Launch*(10X4)	40
Book Suggestion/Selection (2X1)	2
2 - Book Reviews (2x10)	20
Buying a Business Exercise Competition	15
Business, tech, innovation, etc Content Teaching (2)	10
Final Presentation Assessment & Evaluation*	10

*Team activity. Ordinarily, all team members will receive the same score. However, the instructor reserves the right to adjust individual grades downward if some team members do not perform their fair share of the work satisfactorily.

Graded Activities

NEW VENTURE LAUNCH. You and/or your team will be required to provide a synopsis of the venture you/your team will launch, along with a startup timeline to the instructor for approval. Many more explicit details regarding the New Venture Launch (NVL) will be provided in-class. Ideally, all proposed new ventures will be approved by the second class meeting. All **MUST** be approved by the third class meeting at the absolute latest. In terms of progress reports and final outcome there are **ONLY 4 ways to pass this class which are as follows:**

- 1. Make a functional prototype and get users for that prototype**
- 2. Generate revenue from business entity**
- 3. Compete in one (or more) national pitch competitions**
- 4. Compete in multiple local/university pitch competitions and place among the winners**

Weekly Progress toward New Venture Launch. Each week all teams/students will provide a written or video summary followed by a verbal presentation of all progress achieved during the previous week. Weekly progress presentations can only be completed after approval of NVL proposal (see above). If during any week team/student is unable to make it to class a comprehensive written description of progress should be submitted **BEFORE** class.

*Due to limitations associated with written submissions, most will only receive a “C” or worse.

***See suggestions at the end of this syllabus regarding how to consistently make good progress**

Book Selection. Prior to the second class ALL students will select **TWO** suggested readings for the class related to entrepreneurship/business or something else we determine is interesting and worth reading. We will then review all of the options and make our selection during the second class. **NOTE** you get to pick the books for this class so do a good job!

Book Reviews. Each student is required to read (or listen to) two of the books and submit a summary of 5-10 more interesting and most important takeaways to be discussed in class AND describe three ways in which your *thinking* about entrepreneurship/business changed as a result of things the book said. Be specific; explain fully; and give the page numbers where the insights you are describing can be found. (*Hint:* As you are reading the book, you might write down major insights and page numbers and then check these notes when you are ready to start writing this book review.)

Business, Technology, Innovation, and Entrepreneurial Content Sharing/Teaching. Each class meeting will begin with student presentation of brief and interesting content from the prior week that is related to business, technology, innovation, venture capital, new venture launches, startup failures, local startup opportunities etc. Each student will sign up for 2-days to present throughout the semester. Your presentation should be submitted by the day prior to your assigned presentation.

Buying a Business Exercise/Competition: You will be provided all of the information you need to assess, analyze, and evaluate an existing business in terms of its attractiveness for acquisition (i.e., you buying it). Then you will be provided an agreed-upon budget. Next you will review business listings and make your selection of the what you perceive to be the most attractive business to buy. During class the following week you will present, argue for, and pitch your proposed acquisition target and the class will vote on which of the selected businesses is most attractive.

Final Presentation/Evaluation. During the final exam period, you/your team will give an update to the rest of the class in the form of a 4-6 minute presentation. This should be a formally prepared presentation, with PowerPoints or other visual aids, but business attire is not necessary. Explain the extent to which you achieved each of your New Venture Launch, what obstacles you encountered along the way, and what you did (or are doing) to get around them. Then, explain the major steps you need to take over the next 6-12 months in order to continue developing and building this business, or why you will not proceed.

Course Outline

<i>Date</i>	<i>Topic or Activity</i>	<i>Assignments</i>
1	Course Introduction	Introductions and course overview
2	Course Introduction	
3	Venture Launch	*New Venture Launch Proposals Due
4	Relevant Launch Activities	*Book Suggestions Due NVL Progress Reports
5	Relevant Launch Activities	NVL Progress Reports
6	Relevant Launch Activities	NVL Progress Reports
7	Relevant Launch Activities	NVL Progress Reports
8	Relevant Launch Activities	NVL Progress Reports
		– be safe!
9	Relevant Launch Activities	Book Review 1 Due + Discussion & NVL
10	Relevant Launch Activities	Buying a Business Lesson + NVL
11	Relevant Launch Activities	Buying a Business Presentation/Competition + NVL
12	Relevant Launch Activities	NVL Progress Reports
13	Relevant Launch Activities	NVL Progress Reports
14	Relevant Launch Activities	Book Review + Discussion 2 due
15	Relevant Launch Activities	Presentation due in class

*** ALL ASSIGNMENTS ARE DUE MIDNIGHT SUNDAY'S BEFORE CLASS**
****LATE ASSIGNMENTS WILL NOT BE ACCEPTED!**

Selected University and College Policies

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices **and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments**. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

College of Business Minimum Grade Policy Statement

The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete (“I”) grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor’s own grading system.

The procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Additional Course Policies

Missing Exams

There are no exams in this course.

Late Assignments

Late assignments will not be accepted.

Attendance Policy

Attendance is mandatory. *Failure to meet these attendance requirements may result in a grade of F for the course.* In accordance with University policies, the Instructor will make reasonable accommodations for University-approved absences. Subject to the Instructor's discretion, such accommodations generally will require the student to spend a comparable amount of time attending something else to make up for the absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Pitfall	Symptoms
No real goals	<ul style="list-style-type: none"> • Goals are vague, general • Goals are not specific, measurable, or time-phased • No subgoals or action steps • Activity oriented, not goal oriented
Failure to anticipate obstacles	<ul style="list-style-type: none"> • Excessive optimism • No alternative strategies • No conflicts recognized • Missed delivery date • Missed lead time forecasts • Didn't get support when needed • Crises prevail
Lack of milestones and progress reviews	<ul style="list-style-type: none"> • Don't really know how you are doing • Short-term orientation • Can't recall when you last reviewed how company was doing • No recent revisions of plan
Lack of commitment	<ul style="list-style-type: none"> • Procrastination • Focus on routine, daily activities • Failure to meet goals, milestones • Failure to develop specific action steps to meet goals • Lack of priorities • Missed meetings, appointments
Failure to revise goals	<ul style="list-style-type: none"> • Plan never changes, lacks resilience • Inflexible or stubborn in face of feedback dictating change • Goals not met or exceeded greatly • Unresponsive to changing situation • Help not sought when needed • Wasted time or unproductive tasks or activities • Activities don't match goal priorities
Failure to learn from experience	<ul style="list-style-type: none"> • Lose sight of goals • Mistake is repeated • Feedback is ignored or denied • Same routine – same crises as before • Unwillingness to change way of doing things • Not asking "What do we learn from this experience?"

Reading List

Books

- Blank, S. (2005). *The four steps to the epiphany*. Pescadero, CA: K and S Ranch.
- Christensen, C. (2000). *The innovator's dilemma*. New York: HarperBusiness.
- Croll, A., & Yoskovitz, B. (2013). *Lean analytics*. Sebastopol, CA: O'Reilly Media.
- Kander, D. (2014). *All in startup*. Hoboken, NJ: Wiley.
- Kawasaki, G. (2004). *The art of the start*. New York: Penguin Group.
- Lidow, D. (2014). *Startup leadership*. San Francisco: Jossey-Bass.
- McGrath, R., & MacMillan, I. (2000). *The entrepreneurial mindset*. Boston: Harvard Business School Press.
- Read, S., Sarasvathy, S., Dew, N., Wiltbank, R., & Ohlsson, A. (2011). *Effectual entrepreneurship*. New York: Routledge.
- Ries, E. (2011). *The lean startup*. New York: Crown Business.
- Wasserman, N. (2013). *The founder's dilemmas*. Princeton, NJ: Princeton University Press.

Journal Articles

- Chandler, G. N., DeTienne, D. R., McKelvie, A., & Mumford, T. V. (2011). Causation and effectuation processes: A validation study. *Journal Of Business Venturing*, 26(3), 375-390.
- Euchner, J. (2013). What Large Companies Can Learn from Start-ups. *Research Technology Management*, 56(4), 12-16.
- Fiet, J. O., & Patel, P. C. (2008). Forging Business Models for New Ventures. *Entrepreneurship: Theory & Practice*, 32(4), 749-761.
- Fisher, G. (2012). Effectuation, Causation, and Bricolage: A Behavioral Comparison of Emerging Theories in Entrepreneurship Research. *Entrepreneurship: Theory & Practice*, 36(5), 1019-1051.
- Herron, L., & Sapienza, H. J. (1992). The Entrepreneur and the Initiation of New Venture Launch Activities. *Entrepreneurship: Theory & Practice*, 17(1), 49-55.
- Janney, J. J., & Dess, G. G. (2006). The risk concept for entrepreneurs reconsidered: New challenges to the conventional wisdom. *Journal Of Business Venturing*, 21(3), 385-400.

Perry, J. T., Chandler, G. N., & Markova, G. (2012). Entrepreneurial Effectuation: A Review and Suggestions for Future Research. *Entrepreneurship: Theory & Practice*, 36(4), 837-861.

Politis, D., Winborg, J., & Dahlstrand, Å. (2012). Exploring the resource logic of student entrepreneurs. *International Small Business Journal*, 30(6), 659-683.

Read, S., Song, M., & Smit, W. (2009). A meta-analytic review of effectuation and venture performance. *Journal Of Business Venturing*, 24(6), 573-587.

Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy Of Management Review*, 26(2), 243-263.

Sullivan, D. M., & Ford, C. M. (2014). How Entrepreneurs Use Networks to Address Changing Resource Requirements During Early Venture Development. *Entrepreneurship: Theory & Practice*, 38(3), 551-574.

Watson, T. J. (2013). Entrepreneurship in action: bringing together the individual, organizational and institutional dimensions of entrepreneurial action. *Entrepreneurship & Regional Development*, 25(5/6), 404-422.