



GEORGETOWN UNIVERSITY
School of Continuing Studies

Georgetown University, BA Liberal Studies

INTRODUCTION TO ENTREPRENEURSHIP (BLHS-226)

Summer 2020

Credits: 3

Dates: Monday, May 18 to Sunday, August 16, 2020

Location: Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

Instructor: Professor John Jabara

Instructor Contact Information: Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me at jfj11@georgetown.edu.

Virtual Office Hours: You can contact me to set up an appointment.

Course Description

This course provides an introduction to entrepreneurship and the development of an entrepreneurial mindset for business. Using case studies and a student selected 'unicorn' startup, students will learn the foundational concepts of the entrepreneurial process (opportunity recognition, solution development, business models, go-to-market strategy) and how to apply these in business environments. In addition, students will consider behavioral economic aspects of entrepreneurship to understand the motivation and challenges entrepreneurs face when building a new business.

Course Learning Objectives

By the end of the semester, you will be able to:

1. Explain the foundational concepts of the entrepreneurial process

2. Apply the techniques of the entrepreneurial process to identify existing business designs and analyze ways to approach new opportunities in an ethical manner
3. Identify, explain and analyze the major behavioral economic models as they apply to entrepreneurship
4. Develop strategies to become aware of and counter or leverage potentially powerful behavioral economic strategies to further entrepreneurial success
5. Write and present information clearly for business audiences through appropriate forms and media

Required Materials for Purchase

1. Zacharakis, A., Corbett, A. C., & Bygrave, W. D. (2020). *Entrepreneurship, 5th ed.* Hoboken, NJ : John Wiley & Sons, Inc.
2. [Harvard Business Publishing Course Pack](#). Use the link to access and purchase the Harvard Business Publishing course pack for this course. The course pack includes all of the HBP articles and cases you will read in this class.

Overview of Course Structure

This course consists of 13 modules, plus the orientation module. Each module corresponds to one week of study in this 13-week term.

Two modules are open and available to you throughout the course for your planning purposes. However, the modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. Please do not submit work ahead of the schedule. Instead, we progress through each week as a cohort. See the [Weekly Schedule](#) for details.

Assignments

Your course grade will be based on your completion of the following activities and assignments. You will read full details about each of them in the Canvas course. Each assignment category will be weighted according to the percentages below.

<p>Discussions</p> <p>Through the Canvas discussion board, you will respond to and engage in lively and thought-provoking discussions on topics and cases related to entrepreneurship with me and your classmates. There is a discussion in almost every module of the course.</p>	<p>20%</p>
<p>Unicorn Startup Assignments</p> <p>In this course, you will select a 'unicorn' startup to research and analyze using the entrepreneurial tools and processes we will be discussing each week. Looking at a real</p>	<p>40%</p>

<p>company of your choice that has successfully overcome many startup challenges will allow you to apply your learnings and bring these concepts to life.</p> <p>Each week through readings, videos, and discussions, we will focus on a different set of entrepreneurship topics. These topics will be mirrored in weekly assignments focused on answering these same questions of your unicorn company.</p> <p>By the end of the course, you will revise and compile these weekly assignments into a Final Business Analysis and Presentation that will act as a final report summarizing your work.</p>	
<p>Peer Reviews</p> <p>In this course, weekly peer reviews are a great way to see what your colleagues are accomplishing with their unicorn startup assignments, help your classmates to think about their work from a different perspective, and invite you to reflect on your own work. Each week, you will provide a peer review to one other student on their unicorn startup assignment. We'll use discussion boards to share assignments and peer reviews with each other.</p>	20%
<p>Final Business Analysis and Presentation</p> <p>You will compile your weekly unicorn startup assignments into a 10-15 page business analysis that addresses each of the major areas from the course, explains how your unicorn company developed by solving a specific problem, and includes your thoughts on how they could continue to develop as a viable, profitable business.</p> <p>You will then use Zoom and a slide deck to record a 5-minute video summarizing the business analysis you have performed on your unicorn company, as well as reflecting on your top three takeaways from the course.</p>	20%
TOTAL	100%

Grading

Each type of assignment has a detailed grading rubric that you will reference as you complete your assignments. I will grade all of your work using these rubrics. You can find them in the Canvas course.

For final course grades, please reference the grading scale below:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%

D+: 67% to 69%
D: 63% to 66%
F: 62% and below

Course Policies

Attendance Policy

Since this is an online course, you do not need to 'attend' Canvas at specific times. However, be aware that there are assignment deadlines at the end of every week (every **Sunday** at 11:59 p.m. EST), and some deadlines within the week (**Thursdays** at 11:59 p.m. EST). See the *Discussion Guidelines* in the Canvas course for details on mid-week deadlines.

In order to be successful in this course, I recommend that you log in to Canvas at least three times per week. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

Time Commitment

Online courses meet the same academic standards as on-campus courses. Each week is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 13-week, 3-credit course, you should allocate *8-12 hours per week*.

Submission Policy

Submit all assignments to the Canvas course site. Assignments submitted through email are not acceptable and will be considered missing/and or late.

Late Work Policy

No late submissions or extensions are available for any of the following:

- The last week of class
- Discussion Board participation
- Peer Reviews

For other course assignments not listed above, as stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Citation Policy

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 6th Edition](#).

Turnitin.com

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](#).

Communication Policies

Communication with Instructor

During the course, I will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q&A discussion board*. If you have a private concern, please send me an email. You can expect a response within two days. I can hold virtual office hours by appointment.

Communication with Peers

You will be expected to communicate with your peers via the discussion board and peer reviews.

Announcements

I will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

Instructor Feedback/Turnaround

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 4-7 business days for assessment submission feedback.

Honor System

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](#).

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in

this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

- **Use accurate spelling and grammar in all discussion boards and assignments.** An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
- **Discussion boards are conversational.** You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliché or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
- **Your assignments are assumed to be client-ready.** While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

Incomplete and Withdrawal Policies

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar's Office or by emailing an advisor. It is the student's personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student's part to withdraw officially from a course will result in a grade of "F" in the course and be factored into the student's academic standing (probation and termination) and official GPA.

Accommodation Policy

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note-takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; [Disability Support Services website](#)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Technical Requirements

Computer Requirements Outside Canvas

You will need to have access to a laptop or desktop computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](#). You will also need the most up-to-date [Flash plugin](#). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

Note that not all course features are available on the mobile app, so cell phones and tablets can enhance but do not replace desktop and laptop access.

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability

- You will need an internal or external microphone *and* camera. Most computers now come with them built-in.

Technical Skills Requirements

As an online student, your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

Student Support and Help

Academic Support

Library Research Guide

The BA Liberal Studies program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. Access the [BA Liberal Studies Guide](#). For this course, you will find the [BA Liberal Studies: Introduction to Entrepreneurship Guide](#) especially useful.

Library Services

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and

other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Writing Lab

The Writing Lab provides assistance to SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the [SCS Writing Lab website](#).

Technical Support

Canvas Support:

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower-left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](#).

Zoom Support

Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](#).

Turnitin Support

Turnitin is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for Turnitin is available on an external website](#).

GU Account

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

- your GU netID and/or password
- your GU email account
- any connectivity issues

Contact your instructor if you have any questions relating to course content.

Student Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#) | (202) 687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#) | (202) 687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#) | (202) 687-4798

See also SCS's [Resources for Current Students website](#), which contains information about disability services and career resources, as well as [SCS's Admissions and Aid website](#), which has information about financial aid and academic advising.

Accessibility Support

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

- [Canvas accessibility page](#)
- [Zoom accessibility page](#).

Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/self-care>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>

- Georgetown Guide to Recognizing Students in Distress:
<https://studenthealth.georgetown.edu/resourceguide>

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Title IX at Georgetown University website](#).

Weekly Schedule

Date	Module	Assignments Due
Week 1 May 18 - May 24	Orientation and Module 1: Why Entrepreneurship? <ul style="list-style-type: none"> • Review the Syllabus and learn to navigate Canvas • Read and watch the Module 1 learning materials • Begin planning for the Interview an Entrepreneur Assignment 	<ol style="list-style-type: none"> 1. Discussion: Introduce Yourself 2. Discussion - The Role of Entrepreneurship in Economic Growth 3. Unicorn Startup Assignment #1 - Choose Your Company 4. Share the Unicorn Startup Assignment #1 in the Peer Review discussion board
Week 2 May 25 - May 31	Module 2: The Entrepreneurial Mindset and Opportunity Recognition <ul style="list-style-type: none"> • Read and watch the Module 2 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #1 2. Discussion - Are Entrepreneurs Born or Made? and/or Hello Helmets 3. Unicorn Startup Assignment #2 - Interview an Entrepreneur + Research the Founders 4. Unicorn Startup Assignment #3 - Hotel Vertu Case + Opportunity Analysis 5. Share the Unicorn Startup Assignments #2 and #3 in the Peer Review discussion board
Week 3 June 1 - June 7	Module 3: Solution Development <ul style="list-style-type: none"> • Read and watch the Module 3 learning materials 	<ol style="list-style-type: none"> 1. Peer Reviews - Unicorn Startup Assignment #2 and 3 2. Discussion - DropBox Origin Story 3. Unicorn Startup Assignment #4 - Balanced Snacking Case + Solution Development

		<ol style="list-style-type: none"> 4. Share the Unicorn Startup Assignment #4 in the Peer Review discussion board
<p>Week 4 June 8 - June 14</p>	<p>Module 4: Business Models and The Lean Startup Methodology</p> <ul style="list-style-type: none"> • Read and watch the Module 4 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #4 2. Discussion - Software License Fee Maneuvers 3. Unicorn Startup Assignment #5 - Business Model Canvas 4. Share the Unicorn Startup Assignment #5 in the Peer Review discussion board
<p>Week 5 June 15 - June 21</p>	<p>Module 5: Marketing Strategy</p> <ul style="list-style-type: none"> • Read and watch the Module 5 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #5 2. Discussion - Electric Vehicle Marketing 3. Unicorn Startup Assignment #6 - Marketing Strategy 4. Share the Unicorn Startup Assignment #6 in the Peer Review discussion board
<p>Week 6 June 22 - June 28</p>	<p>Module 6: Channels, Customer Relationships and Reaching Customers</p> <ul style="list-style-type: none"> • Read and watch the Module 6 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #6 2. Discussion - GoMo Sports Drink 3. Unicorn Startup Assignment #7 - Channels, Customer Relationships, and Reaching Customers 4. Share the Unicorn Startup Assignment #7 in the Peer Review discussion board 5. Mid-semester Survey
<p>Week 7 June 29 - July 5</p>	<p>Module 7: Activities, Resources and Partnerships</p> <ul style="list-style-type: none"> • Read and watch the Module 7 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #7 2. Discussion - Partnership Mentality 3. Unicorn Startup Assignment #8 - Activities, Resources, and Partnerships 4. Share the Unicorn Startup Assignment #8 in the Peer Review discussion board
<p>Week 8 July 6 - July 12</p>	<p>Module 8: Costs and Revenue Streams</p> <ul style="list-style-type: none"> • Read and watch the Module 8 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #8 2. Discussion - Bubbly Times 3. Unicorn Startup Assignment #9 - Costs and Revenue Streams

		<ol style="list-style-type: none"> 4. Share the Unicorn Startup Assignment #9 in the Peer Review discussion board
<p>Week 9 July 13 - July 19</p>	<p>Module 9: Pricing Strategies and Team</p> <ul style="list-style-type: none"> • Read and watch the Module 9 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #9 2. Discussion - The Power of Teams and/or The \$10,000 Cell Phone 3. Unicorn Startup Assignment #10 - Pricing Strategies and Team 4. Share the Unicorn Startup Assignment #10 in the Peer Review discussion board
<p>Week 10 July 20 - July 26</p>	<p>Module 10: Financing and Funding</p> <ul style="list-style-type: none"> • Read and watch the Module 10 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #10 2. Discussion - The \$1bn Fintech Idea 3. Unicorn Startup Assignment #11 - MetaCarta Case + Financing and Funding 4. Share the Unicorn Startup Assignment #11 in the Peer Review discussion board
<p>Week 11 July 27 - Aug 2</p>	<p>Module 11: Behavioral Economics: Introduction & Entrepreneurship Mindset</p> <ul style="list-style-type: none"> • Read and watch the Module 11 learning materials 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #11 2. Discussion - Fasten Your Seatbelt 3. Unicorn Startup Assignment #12 - Behavioral Economics 4. Share the Unicorn Startup Assignment #12 in the Peer Review discussion board
<p>Week 12 Aug 3 - Aug 9</p>	<p>Module 12: Behavioral Economics: Bias in Entrepreneurship</p> <ul style="list-style-type: none"> • Read and watch the Module 12 learning materials • Work on your Final Business Analysis and Presentation 	<ol style="list-style-type: none"> 1. Peer Review - Unicorn Startup Assignment #12 2. Discussion - Isabela's Dilemma
<p>Week 13 Aug 10 - Aug 16</p>	<p>Module 13: Business Plans and Final Business Analysis & Presentation</p> <ul style="list-style-type: none"> • Read and watch the Module 13 learning materials 	<ol style="list-style-type: none"> 1. Final Analysis and Presentation 2. (Optional) Share your Final Analysis and Presentation 3. Final Course Evaluation