SYLLABUS
MGT 3300W: ENTREPRENEURSHIP

Instructor: Sheetal Singh, PhD.
Email: sheetals@gwu.edu
Class: T: 9:30am-12 noon
      Duques 353

Office: 315 E, Funger Hall
Office Hours: T: 12:00pm to 12:30pm
or by appointment
Office Phone: 202 994 1562

Suggested Text: Entrepreneurship, George Washington University, School of Business,
Eric Ries, The Lean Startup.
Guy Kawasaki, The Art of the Start.
Malcolm Gladwell, The Tipping Point
Osterwalder & Pigneur, Business Model Generation
Strunk & White, The Elements of Style (a classic, widely available; ~$8)

Course Overview: The course is intended to help students develop the know-how and ability
to launch their own venture. We focus on understanding the entrepreneur
and the process of entrepreneurship. The course focuses on all the key
aspects of entrepreneurial success, from successful idea generation,
development to successfully launching a firm. The course uses
methodologies that encourage practical learning allowing students to
develop skills that are directly applicable in real world scenario.

Course Objectives: The course is designed to help students:
▪ Understand the role of entrepreneurship and characteristics of
  entrepreneurs.
▪ Understand the entrepreneurial process.
▪ Understand the approaches to idea generation and opportunity
  identification.
▪ Understand how and when to conduct a feasibility analysis.
▪ Develop a business plan.
▪ Conduct industry analysis.
▪ Conduct Competitor Analysis.
▪ Develop an effective business model.
▪ Understand the ethical and legal aspects of entrepreneurial effort.
▪ Understand aspects of effective financial management.
▪ Understand the key aspects of setting up a successful venture team.
- Identify sources of venture funding.
- Understand the importance of and developing a strong marketing plan.
- Understand growth strategies.

In addition, students should increase their skills in:
- Identifying opportunities.
- Writing a feasibility plan.
- Building mentoring relationships.
- Analyzing case studies and making recommendations;
- Demonstrating effective written and oral communication skills.

Assignments related to objectives

**Startup Blog (20%):** Students will identify startups in the area they would like to learn from during the course of the semester. Students will hold regular meetings with the startup teams to help understand their challenges and various courses of action they take. Students will report through a blog write-up to the class on these challenges and possible courses of action. Additionally, students will be asked to do research on any firms who might have had similar challenges and present alternative courses of action. The objective of this assignment is to develop practical expertise as entrepreneurial problem solving as well as evidence based management.

**Elevator Pitch (10%):** Students will pitch a business idea to their classmates. Each student will vote for each of the business ideas. The top business ideas with maximum number of votes will be chosen for further development into a feasibility study by a team of students. Students may team up for the elevator pitch. Any such partnership will imply equal contribution from all the parties resulting in equal grade for each member of the team.

**Writing a Feasibility Plan (20%+10%):** Based on the business idea students will work throughout the semester to develop the idea into a feasibility plan. Students will include in their plan all the key elements of feasibility plan and make financial projections for three years. 10% of this grade will be based on the final presentations made by the students. Teams may also invite their mentors to the presentation.

**Exams (30%):** Students will have two examinations during the course of the semester. The examinations will contain multiple-choice questions and will cover all the chapters, cases, and articles (if any) discussed during the relevant time period. Each exam will be worth 15% each for a total of 30% of the grade. Makeup exams will be administered ONLY in unusual situations beyond the control of the student, at the discretion of the professor.

**Participation (10%):** Students will be required to participate on a regular basis. The student will need to be prepared for each class session by reading the required material from the text (as assigned in the course schedule or announced in class) and by being prepared to participate in case discussions.
**Attendance:** All students will be required to attend class on a regular basis. In addition, the students are required to arrive on time for each class session and to stay for the entire class period. If a student is not present when roll is taken, then the student is considered absent. If a student misses more than 10 minutes of a class session, it will not be considered present. Unexcused absences will not be tolerated. Students are allowed one absence due to unusual circumstances. Any more absences may result in reduced participation grade.

**Bonus Point Quizzes:** There will be few unannounced quizzes during the course of the semester covering material that has been discussed in class. You are expected to keep up with the reading and class lectures and discussion to do well on the quizzes.

**Grading:** Every effort will be made to return the student’s graded written assignments within a week of submission. The grades will be accompanied by feedback explaining the grade. In the event that the student does not have an explanation or do not understand the explanation, please make sure to ask for clarification. Contact me by phone, e-mail, or in person in my office to get any questions answered.

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam (2)</td>
<td>30%</td>
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<tr>
<td>Startup Blog</td>
<td>20%</td>
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<tr>
<td>Feasibility Report</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Elevator Pitch</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Expectations from Students:** Since the course will be highly interactive and discussion oriented, the student is expected to read the assigned material carefully before coming to class. The student can expect to put in at least an hour of his or her time before each class session. Only prepared minds can participate actively in the classroom discussions and benefit from the classroom activities. Therefore, the student is expected to both attend regularly and be prepared by reading the appropriate reading material (chapter of book or other assigned reading) and thinking about the reading before coming to class. The classroom atmosphere will be informal and should not be stressful to the student. The student should assist in creating such an atmosphere.

**ACADEMIC INTEGRITY:** The code of academic integrity applies to all courses in the George Washington School of Business. Please become familiar with the code. All students are expected to maintain the highest level of academic integrity throughout the course of the semester. Please note that acts of academic dishonesty during the course will be prosecuted and harsh penalties may be sought for such acts. Students are responsible for knowing what acts constitute academic dishonesty. The code may be found at: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html)

**UNIVERSITY**
POLICIES:

Religious Accommodation

Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-3250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Activity</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1 / 1/12</td>
<td>Introduction to Entrepreneurship</td>
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<tr>
<td>Week 2 / 1/19</td>
<td>Creativity, Opportunity</td>
<td>Idea Generation</td>
<td>Identify Pain Points</td>
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<td>Week 3 / 1/26</td>
<td>Recognition and Idea Generation</td>
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<tr>
<td>Week 4 / 2/2</td>
<td>Elevator Pitch</td>
<td>Presentation</td>
<td>Elevator pitch</td>
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<td>Week 5 / 2/9</td>
<td>Elevator Pitch</td>
<td>Presentation</td>
<td>Elevator Pitch</td>
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<td>Week 6 / 2/16</td>
<td>Venture Team Creation</td>
<td>Case Discussion</td>
<td>Read the Case</td>
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<td>Week 7 / 2/23</td>
<td>Business Plan Writing</td>
<td>Guest Speaker</td>
<td>Business Plan Executive Summary</td>
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<td>Week 8 / 3/1</td>
<td>Entrepreneurial Strategy &amp; Market Analysis</td>
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<td>Blog Entry 1</td>
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<td>Week 9 / 3/8</td>
<td>Business Models</td>
<td>Case Discussion</td>
<td>Read the case</td>
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<td>Week 10 / 3/22</td>
<td>Midterm</td>
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<td>Week 11 / 3/29</td>
<td>Marketing Plan</td>
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<td>Business Plan Draft 1</td>
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<td>Week 12 / 4/5</td>
<td>Organizational Plan / Legal Issues</td>
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<td>Blog 2</td>
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<tr>
<td>Week 13 / 4/11</td>
<td>Financial plan</td>
<td>Guest Speaker</td>
<td>Business Plan draft 2</td>
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<td>Week 14 / 4/18</td>
<td>Funding the venture</td>
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<tr>
<td>Week 15 / 4/18</td>
<td>Business Plan Presentations</td>
<td>Presentation</td>
<td>Final business plan &amp; Copy of Presentation</td>
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All written work, whether a paper, a case study analysis, a summary, or a short-answer essay, should exhibit the following characteristics. Although each characteristic refers to "the paper," the student may substitute with "the summary," "the test answer," or the name of any other written assignment.

Main Idea
The paper is focused, meets the expectations set up by the writer, and makes these expectations clear to the reader. The paper shows a clear sense of purpose.

Well-Organized
The paper is clearly developed; transitions are clear from sentence to sentence and paragraph to paragraph. In other words, the writer has not simply made a series of unrelated or vaguely related statements. Rather, each sentence and paragraph carries the reader closer to an understanding or appreciation of the writer's goal.

Support
The writer provides specific, concrete and appropriate information from memory, observation, reading, interviewing or other sources. The paper is well developed with examples, details, illustrations, anecdotes or the like.

Style
Sentences are varied and word choices are accurate. There is an absence of "clutter" or "padding". Phrasing is clear and direct. Tone is handled consistently; sentence length and word choices are appropriate to the audience and purpose of the piece.

Mechanics
Punctuation, grammar, spelling and aspects of format are handled correctly. The writer has prepared the paper carefully with attention to appearance and other details. Opening, closing and title are strong and contribute to the sense of purpose, focus and unity of the piece of writing.

Proofreading
Ask yourself the following questions:

- What is my major point?
- Have I supported generalizations, opinions and conclusions with specific examples?
- Have I avoided using unnecessary words and clichés?
- Have I proofread for spelling, punctuation and typographical errors?
- Have I used the grammar and spell-check program in my word processing software? Did I make the correct choices in accepting or rejecting the grammar and spelling suggestions?
Plagiarism

Plagiarism is the use of someone else’s idea, as a quote or paraphrase, without giving full credit to the source. It is an academic offense with serious consequences—unethical, unwise and also unnecessary.

**Using A Source’s Words**—You are plagiarizing if you use your source’s words without placing them in quotation marks even if you provide a parenthetical citation and include the reference (source) in your bibliography.

**Using A Source’s Ideas**—You are plagiarizing if you use your source’s ideas without providing parenthetical citation, even if you paraphrase and even if you include the reference (source) in your bibliography.

**Using A Source’s Information**—You are plagiarizing if you use your source’s information (including information in text, charts, diagrams, maps, footnotes, and so forth) without providing a parenthetical citation, even if you paraphrase and even if you include the reference (source) in your bibliography. (Owens, Web Page)

There is certainly no need to plagiarize, since you are allowed to use sources, provided that you acknowledge them. In fact, there is no advantage in it either; papers based on expert sources, fairly acknowledged, and are what is wanted. They are exactly what instructors are looking for. (Veit, p. 152)

Detailed information on how to avoid plagiarism, how to quote and paraphrase, and how to cite your sources fully and accurately can be found in any research handbook or guide to writing papers.

**List of Works Cited**
