

**Sierra Nevada College**  
**Course Syllabus**  
**CORE202: Foundations of Entrepreneurship – 3 units**  
**Fall 2009: August 17 – December 11, 2009**  
**Section 1: Monday and Wednesday, 10:00 to 11:15AM – PL320**

**Course Code & No. - Section:** CORE202 – Section 1  
**Course Title (Credits):** Foundations of Entrepreneurship  
**Term & Year:** Fall/2009  
**Course Ref. No. (CRN):** 80189  
**Instructor** Rick Normington  
**Phone(s):** 831-1314, ext 7449; Cell 775-233-3571; Fax: 775-853-9511  
**Email:** [rnormington@sierranevada.edu](mailto:rnormington@sierranevada.edu) – or -  
Rick.normington@sbcglobal.net  
**Office:** TCES222  
**Office Hours:** Mon/Wed 8:30a – 3:00p or by appointment (make contact via telephone, email, or before/after class)  
**Class Meeting Time:** Monday/Wednesday – 10:00a to 11:15a  
**Location:** TCES106  
**Prerequisites** (from Catalog): None

**Course Description:**

Analysis of the knowledge, skills, attributes and tools necessary to create a sustainable non- or for-profit enterprise, with particular emphasis on principles of concept assessment, organizational planning, selection of effective team members, and the life cycle of products, technologies, and entrepreneurial organizations from conception to introduction, through to maturity and eventual decline or exit. Coursework will include a variety of case studies chosen to reinforce key course concepts. In-class work will include small and *en banc* group exercises, guest speakers, videos, mini-lectures, and interactive discussion.

**Professor:** **Rick Normington** – Dean of Continuing & Online Education  
Chair – Department of Business  
Harold Walter Siebens Entrepreneurship Chair  
Associate Professor of Management and Entrepreneurship  
Adjunct faculty – Ellis College  
President/Principal Consultant – Normington Consulting Group  
Trustee – Desert Research Institute  
Advisory Board Vice Chair – California Summer School for Math and Science  
2001 – 2006 Lead Faculty & Chair – UG Business and Management, University of Phoenix - Reno Campus  
2002-2005: Senior Consultant – Meridian Business Advisors  
1998-2001: President – TQM Services Group  
1968-1997: SBC/ Pacific Bell/AT&T – numerous management and senior executive positions. Retired as Vice President – Education Markets and Public Policy.

**Required Texts/Course Materials:**

Intro\_to\_E\_(Sierra\_Nevada)

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1. Robert A. Baron and Scott A. Shane, Entrepreneurship: A Process Perspective, 2<sup>nd</sup> edition, Thomson, Southwestern, Cincinnati, Ohio, 2008.
2. Michael McMyne, Beyond the Lemonade Stand, St. Louis University, St. Louis, MO, 2004.
3. Required Case Studies and academic reading as assigned
4. Graduate School information: <http://www.gradview.com/careers/etiquette.html>

### **Student Outcomes: After completing this course, students should be able to:**

1. Describe the “E” mind-set, traits, characteristics, myths, and sources of new ideas (creativity), inventions and innovations with the opportunity to craft a new venture.
2. Understand how entrepreneurs integrate interdisciplinary knowledge and skills to build a successful business, and how a new concept moves from initial idea to final execution.
3. Explain the essence of one’s business, one’s “E” project, one’s “new” idea in a 10-minute talk (Mini-BP) as a foundation for the development of a new opportunity.
4. Demonstrate the power of “E” key words and short “inspiring” phrases conveying key concepts and “E” vocabulary within a sales or presentation process.
5. Illustrate the process of defining and sequencing the major steps in “E” projects necessary to build a successful new venture.
6. Demonstrate competency in e-mail communication, Internet research, and team collaboration skills.
7. Conduct online and classic library academic research tools and techniques as applied to selected student business/enterprise projects.
8. Illustrate “story telling/ story boarding or video editing skills” for presentations of "successful Es" locating “key components” of the "spirit of entrepreneurship."
9. Evaluate the low-cost guerrilla-marketing techniques for identifying customers and attracting initial capital.
10. Calculate and minimize startup costs, initial capital requirements, break-even analysis and sensitivity analysis.
11. Identify the stages of a company’s life cycle, and challenges in managing growth.
12. Evaluate the sources of capital for several types of ventures.
13. Deliver oral and written reports on notable entrepreneurs and one’s personal ideas for creating a successful new business venture.

**Course Modules:** The course is divided into four modules. The first module, lasting one week, introduces the students to the outcomes, teaching and learning methods, required texts, course materials and online tools and assessment devices. This module is intended to help students become aware of the outcomes and methods to produce the student outcomes. The module also permits students to withdraw from the course without severe financial penalties.

The second module introduces student to the creativity, invention and innovation process adopted by high performing entrepreneurs and entrepreneurial companies. Students will assess

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their own entrepreneurial characteristics, traits and competencies comparing them to guest speakers, video entrepreneurs, interviews of entrepreneurs and “paper and live” case studies. Students will prepare a “Mini Business Plan” of an idea for a new venture of their choosing.

In module three we shift the focus to the standards and practices of entrepreneurial enterprises with a focus on the range of decisions that must be made to launch a successful start-up venture. Students will also, during this period, refine their mini-business plan ideas and present it to the rest of the class using PowerPoint visual aids.

The fourth and final module is executed in the final examination period scheduled for this course and will include a case study analysis and essay exam as well as a general discussion of course reflections that synthesize the semester’s key learnings

<b>ENTP 211 Course Module</b>	<b>Titles of Course Modules</b>	<b>Sierra Nevada College General Education learning outcomes</b>	<b>Sierra Nevada College General Education learning outcomes</b>
1	Understanding course policies, procedures, and practices	7, 12	Focus on learning, links critical thinking to real-life problems
2	“E” spirit, traits, characteristics, attributes, and myths	3, 10	Find needed information, evaluate its accuracy, develop creativity, probe ideas and values, collaborative teamwork.
3	Foundations of “E” enterprises	1, 10	Seeks connections across disciplines, real-life problems
4	Demonstration of the “E” spirit	2, 5, 6, 8, 9, 10, 11, 13	Celebrates practical knowledge, valuing personal experience

**Instructional Strategy:**

More than just a primer on entrepreneurship, this action-oriented, “modularized” course looks at case studies of entrepreneurs and growing venture opportunities across many industries. Students will have the opportunity to interview real live entrepreneurs to capture the knowledge, abilities and skills they will be learning. By the end of the course they will know the dynamics of becoming the next successful entrepreneur and the challenges confronting entrepreneurial growth in companies and countries. Case studies and storytelling will be the primary form of instruction. Students will be introduced to effective ways to learn from case studies; both “live” and written. Guest speakers will provide insights from their own entrepreneurial stories. In-class strategic narratives will bring home the applications of written academic concepts, overviews of the assignments, and entrepreneurial principles and tactics, so students can discern their own entrepreneurial spirit and which strategies and approach to use in developing their own venture ideas.

**Course Grade Elements:**

1. Class attendance and personal initiative [quizzes, CPAs, class participation, case study preparation, class exercises, reflective journals] 15%
2. Team projects:
  - a. Stegmart case study 10%
  - b. Notable “E” report and PowerPoint presentation 10%
  - c. Caribbean Internet Café case study 10%

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3. Midterm: Robinson Associates case plus essay questions	15%
4. Mini Business Plan	
a. Written plan	10%
b. In-class presentation to peers / faculty	5%
5. Scrubadub case study	10%
6. Final Exam	
a. Make It Big case study	10%
b. Essay questions	5%

**Tracking Grades:** The instructor will maintain for each student a grade-tracking matrix such as appears on the following page. A blank copy will be distributed at the beginning of the semester that can be used to keep track of individual graded assignments as they are returned. Individual progress reports will be shared at midterm as well as at the instructor's discretion. However, students are welcome to request an updated copy at any time.

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Status Report for: Student						
Grade Element	Due	Pts Poss.	Score	Comments		
Team Elements:						
Stegmart case	9/22	100				
Lemonade Noteable "E":						
Write-up	9/2	50				
PowerPoint	TBD	50				
Internet Café Case	11/9	100				
Individual Elements:						
Midterm exam/case	9/30	150				
MiniBP - Written Draft	9/21	25				
- Written Final	10/14	75				
MiniBP - PowerPoint	TBD	50				
Scrubadub case study	10/5	100				
Final exam:						
Making It Big	12/2	100				
Essay questions	12/2	50				
Personal Initiative/CPAs	-	90				
Attendance	-	30				
Participation	-	30				
Total Points		1000	0	Points possible to date		1000
Course Grade				Attainment to date		0.00%
Personal Initiative Summary:				Midterm Grade Summary		
				Points possible		
				Points earned		
				% points attained		#DIV/0!
				Midterm Grade		

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### **Email Policy:**

Students can communicate with faculty via face-to-face conversations, via telephone and by email. All email must have a subject heading clearly indicated to the course and the assignment. Because of collegiate viruses spread by email, all email correspondence should identify the sender and the subject matter. Faculty must know from whom the email is being sent in order to open the email. Students must clearly and professionally indicate in the title/header of the email the topic of the email message. This can be done easily with the following practice → RE: ENTP 211 Assignment. Students should expect a maximum turn-around of 24 hours from the time the email is submitted. Plan accordingly!

### **Special Accommodations:**

In accordance with the American Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Student Services Coordinator, Henry Conover, or go to the OASIS offices on the 3<sup>rd</sup> floor of Prim Library within the first week of the semester. .

### **Teaching and Learning Approach:**

This course uses a mix of weekly activities to benefit the range of student learning styles expected in the course. We have been very selective in those activities. The conversations in class will NOT necessarily repeat content from readings, exercises, cases, videos, but to add value in the clarification, enhancement, applications and utilization of principles, concepts, tools, and techniques demonstrated and applied by others. Students are responsible to attend the course sessions to become part of the learning community that has as a value, increasing the level of competence of the community members. In the event of an absence, students are responsible for obtaining handouts, notes and assignments from others in their study teams or from other class members. If you miss a handout (or the return of a graded paper or assignment), it is your responsibility to make an appointment with the faculty to obtain the handouts or the graded assignment during office hours or by appointment. Assignments include summaries of key readings, experiential learning exercises, case studies and guest speaker summary opportunities. You take part in collaborative peer learning activities, weekly quizzes and a final presentation examination.

### **Grading Policy, Course Requirements and Methods of Assessment:**

My role is to act as a “coach” and to help support each student to accomplish their specific learning goals and intentional outcomes. Grades are admittedly a rough, imperfect measurement of student performance. However, in this untidy world grades are needed. Grades shape the perceptions of letters of reference and your portfolio at the conclusion of your undergraduate program. Grades are used by graduate schools to discern admission and scholarship opportunities. Grades also, of course, are just one measurement available. They can be useful for providing extrinsic motivation to the student. The grades, relative weights, scales and components of the grade in this course will be based on the following requirements:

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The final grade will be based on the following scale:

90 - 93; 94 - 97; 98 to 100 %	=	A-, A, A+
80 - 83; 84 - 87; 88 to 89.9%	=	B-, B, B+
70 - 73; 74 - 77; 78 to 79.9%	=	C-, C, C+
60 - 63; 64 - 67; 68 to 69.9%	=	D-, D, D+
0 to 59.9%	=	F

**Late Assignments:** Late assignments are only accepted if students make prior arrangements with the professor, or in the case of a valid emergency (a great powder day does not qualify as an emergency). In either case, late penalties will be deducted from the score received. At the professor's discretion, substitutions or extra credit may be assigned to allow motivated students an opportunity to enhance their point standing. Extra credit will not, however, be authorized for loss of points due to irresponsibility on the part of a student.

**Class Absences:** Class attendance and tardiness are recorded for each class. There are 30 class meetings and 30 points (of 1000) may be earned for perfect attendance. Each missed class will result in a deduction of points. Because the course may include guest speakers, team projects, and exchanges of materials with others, punctual attendance is expected of all students at lectures, case seminars, assigned presentations, and off-site conferences. Unexcused absences prior to the start of class or when guest speakers or visitors are present, may count double. Unexcused absences amounting to more than three class periods will result in a one-third grade point reduction for each missed day after the third. More than six unexcused absences will result in an "F" as the final grade. It is the responsibility of the student to obtain approval from the professor for an absence prior to the missed class and to furnish an acceptable explanation or written evidence, and to submit work that will be missed. However, if you are unable to attend a class, please let me know in advance via telephone or email. If you miss a class with a case study discussion as the primary assignment you will be required to hand in a comprehensive Reflective Journal of the case along with your case write-up. The quality of these notes should reflect how you would have participated had you attended class.

**Class Participation:** Class participation will be scored as one point for every class session, hence 30 points for the semester. Class participation includes being in class at the time class begins and continuing in the class until it is dismissed. Two tardies and/or 30 minutes of missed class constitute one absence in the event a student desires to leave early or prior to the faculty member dismissing the class. Classroom participation will also be based on both the quality and quantity of contributions. The key to success in the classroom is careful preparation of assigned videos, readings, and especially case studies. The hallmark of case preparation is written notes, and quantitative analysis. Do the numbers. Use your study groups to help gain clarity of the numbers.

Class participation also includes the ability to "open a case," add to the comments of others, move the conversation forward, and comment on ideas and class assignments, as well as taking an active part in the discussions and conversations in study teams and small groups. Class participation includes initiating conversations concerning topics of interests to class members and to the overall conversation in the class.

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Learning activities may include weekly quizzes and the preparation of “Case Preparation Charts” that indicate to classmates and the faculty that you have read, reviewed and made independent notes in preparation for the class discussion.

Students may use laptops for note-taking during class, but other uses, if detected, **will** result in a loss of participation points.

### **Use of Study Teams and Collaborative Participation**

Collaborative participation such as study team assignments is expected on assignments as specified by the professor. Study team activities can occur both within the class and outside the classroom in collaborative learning groups. For team presentations, the names of all team members should be introduced on the opening visual aid. Just like real entrepreneurial teams, conflicts may develop within a study team during the term. I expect you to work diligently to communicate openly to each other, and to resolve your problems independently (i.e., without my involvement). However, if a group decides that one of its members is not pulling his/her weight, they may, after consulting me, recommend, “firing” that member. A “fired team member will have to complete the assignments individually. I will make the final determination about any “firing.” If a student is “dropped” the responsibility for completing the assignment falls on the displaced student. (No late projects from “dropped team members” without prior faculty approval).

**Academic Dishonesty:** This course follows the policies, procedures and practices as outlined in the Student Handbook as expressed in the Sierra Nevada College Academic Honesty/Plagiarism Policy. Please be advised that the Professor has access to a variety of web-based tools for detecting plagiarism, and will use them.

**Incomplete and In-progress Grades:** This course complies with the Sierra Nevada College policies for “Incomplete” grades as cited in the Student and faculty handbooks.

**CPAs and Reflective Journals:** 90 of the total possible course points can only be earned by submitting responses to instructor-developed Course Preparation Assignments (CPAs) or student-created Reflective Journals. The former are topical questions the instructor will distribute for each chapter in the textbook for student use in preparing for subsequent class discussion. There are fifteen chapters in the principle textbook (Baron & Shane) and the instructor will distribute a CPA for most of these. Students must submit written responses to at least 10 of the 15 (worth up to 6 points each), but may receive credit for all 15. Points may also be earned in this category by the submission of

Reflective Journals on relevant topics of the student’s choosing, using a formatted template to be provided by the instructor.

**Requirements for Written Assignments:** All case studies, CPAs, Reflective Journals, and other assignments **MUST** be typewritten or word-processed. The written work submitted for grading becomes the property of the professor to advance the scholarship of entrepreneurship teaching/learning at Sierra Nevada College. Students wishing to retain a copy of the work should make a copy prior to submitting the work for grading. The projects, reports, case notes, exercises,

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survey instruments, and all other assignments are due at the beginning of the class period on the date indicated in the tentative schedule. The assignments will be collected at beginning of each class session.

**Schedule of Reading and Project Assignments by Date**

Class	Date	Activities / Assignments
1	8/17	Introductions and course overview; preview Mini-BP format
2	8/19	Assign teams; team contracts; E characteristics
3	8/24	E characteristics; Sky Dayton video
4	8/26	Industry/Market Analysis; CPA ch. 2; Hargan/Maylor case (in class)
5	8/31	Creativity & Oppor Recognition: CPA ch. 3; in class brainstorming exer.
6	9/2	<b>Team assignment due: Notable E papers</b> (Lemonade Stand)
7	9/7	Labor Day – no class
8	9/9	Acquiring Essential Info: CPA ch. 4; Notable E presentations (2)
9	9/14	Notable E presentations; forming an E team: CPA ch. 5
10	9/16	Financing E Ventures: CPA ch. 6; preview Stegmart case
11	9/21	<b>First draft of Mini-BPs</b> due; pair and share; CPA ch. 7 (Writing a BP)
12	9/23	<b>Team assignment due: Stegmart</b> ; debrief case study; CPA ch. 8 (Legal Forms)
13	9/28	Marketing: CPA ch. 9; preview Scrubadub case
14	9/30	<b>Midterm case &amp; questions due</b> ; debrief midterm; Video; The Deep Dive
15	10/5	<b>Scrubadub</b> case due; debrief.
16	10/7	Formulating strategies: CPA ch. 10
17	10/12	Protecting Intellectual Property: CPA ch. 11
18	10/14	<b>Final version of Mini-BPs</b> due; tips on Mini-BP presentations
19	10/19	Essential E Skills: CPA ch. 12
20	10/21	Preview CIC case (email case to students)
21	10/26	Human Resources: CPA ch. 13
22	10/28	Mini-BP presentations
23	11/2	Mini-BP presentations
24	11/4	Mini-BP presentations
25	11/9	<b>Team assignment: CIC case study due</b> ; debrief case
26	11/11	Mini-BP presentations
27	11/16	Harvest/Exit Strategies: CPA ch. 14
28	11/18	Guest speaker
-		<b>THANKSGIVING BREAK – 11/23-11/27</b>
29	11/30	Preview Making It Big case; mini-BP presentations
30	12/2	<b>Final Exam Qs</b> due; course summary; final reflections
Final	TBD	<b>Public OPBP presentations: Mini-BP contest</b>