The Course Syllabus

Course Name:
DCM 305 Entrepreneurship Basics

Credit Hours:
DCM 4 credits

Day/Time:
Tuesday, 6:15 pm - 9:30 pm – Naperville Campus
Tuesday, 5:45 pm - 9 pm – Loop Campus

DCM Contact Information:
snldcm@depaul.edu

Course Description:
Entrepreneurship is a powerful force that stimulates economic growth, promotes employment, and allows for self expression by turning ideas into tangible reality. Entrepreneurial thinking can be developed as can be the skills needed to successfully start and manage new enterprises. But entrepreneurship is not without risk and every person must assess risk in light of their own personality and life situation. This course leads students through a realistic understanding of entrepreneurship as an economic force and a way of life, its impact on involved persons and practices most likely to promote success.

Learning Experience:
Students will learn through a combination of lecture, class discussion, reading and mini-analysis projects. Ideas and concepts will be presented in the lecture section with highly interactive discussion to follow based on student experience and assigned reading. Major emphasis is placed on student participation in the discussion and how effectively they are integrating the various concepts. Students’ will be asked view their business life as a laboratory within which the discussed principles can be applied and evaluated. Student initiated and hypothetical situations will be presented as appropriate to which students can apply class concepts. Blackboard will be used to facilitate the exchange of information between students.

Course Outcomes:
Upon successfully completing this course, students will:
- Understand and articulate the importance of entrepreneurship to economic growth.
- Understand the complexities involved with starting a new company.
• Analyze practices most likely to promote success and analyze an entrepreneurial endeavor based on those practices.
• Understand the impact of entrepreneurship on individual persons and evaluate themselves as potential entrepreneurs.

Competences Offered (not applicable for students in the DCM programs):
FX, H3G (Can be taken for one or two competences. Each competence is 2 credit hours)

H-3-G: Can analyze the impact of social institutions on individual human development.
   1. Identifies a social institution and describes its characteristics.
   2. Articulates criteria for analyzing the impact of this institution on individual development.
   3. Analyzes the impact of this institution.

Students demonstrate this competence by understanding how the existence and operation of social institutions, such as a family, a business, the criminal justice system or an educational institution, affect human development.

Explanation: Startup ventures require persons to perform multiple roles as needed to promote the success of the venture. As the founder one must attract and motivate employees during uncertain times. As an employee, one has the opportunity to work in an unstructured environment where a wide variety of skills and personal characteristics are applied. New ventures often require change by people other than the initiating entrepreneur with the hub of the change being the new business. Students demonstrate this competence through the quizzes, the final presentation and the extensive class discussions related to the ways in which a new business changes the lives of those involved.

FX: Can describe entrepreneurship as a combination of individual expression and business planning.
   1. Can differentiate between individual expression and prudent business planning
   2. Understands the elements of business planning
   3. Can combine those elements with individual expression

Explanation: Entrepreneurs create working businesses from a simple idea. Planning helps with the practical business creation process which involves gaining financial support, enrolling the support of others and gaining customers. Students demonstrate this competence with the final presentations which require integration of the business and personal development aspects of entrepreneurship.
Course Resources:

Required Textbooks:


Course Grading Scale:

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Course Structure:
This course consists of 11 sessions. The following table outlines the course:


Session 1: Course Overview and Introduction to Entrepreneurship
Reading for next Session: Farrell, Chapter 15 – What’s Really Required to Create an Entrepreneurial Economy?

Session 2: Entrepreneurship and Society
Reading for next Session: Paulson, Ch. 1: You Are Your New Business

Session 3: Entrepreneurship and the Individual
Reading for next Session: Paulson, Ch. 5: Buying Experience with a Franchise and Chapter 6: Buying an Existing Business

Session 4: Paths to Business Ownership – Quiz 1
Reading for next Session: Paulson, Ch. 2: Navigating the Critical Planning Process and Ch. 3: Your Recipe for a Professional Business Plan.

Session 5: Business Planning Basics
Reading for next Session: Paulson, Ch. 15: Accounting
Session 6: Financial Statements Overview
Reading for next Session: Thornberry, Chapter 3 – Breaking the Entrepreneurship Code.

Session 7: Entrepreneurial Thinking – Quiz 2
Reading for next Session: Paulson, Ch. 8: Determining Your Market Opportunity

Session 8: Evaluating Markets
Reading for next Session: Farrell, Chapter 6: What’s Really Required to Become an Entrepreneur?

Session 9: Understanding Yourself as an Entrepreneur
For next session: Study for the quiz and finalize your group presentations.

Session 10: Presentations and Quiz 3

Session 11: Final Session Determined By Individual Session Course Flow

Attendance & Participation:

Class Participation:  
*It is highly suggested that students do NOT miss the first session as the groundwork will be set during this class meeting. Students who do not attend session #1 and who do not communicate directly with the instructor will be asked to drop the class.*

DePaul University anticipates that all students will attend all classes. Since the course builds on participants’ active contributions, the instructor will evaluate classroom activity. In addition, self-evaluation and peer evaluation will be taken into consideration.

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook chapters and required readings, but knowledge originating from other courses as well as personal practical experiences, is also important. Reading summaries/chartings will be turned in for points each week after they are used for class discussions.

In the event of an absence, it is imperative that student(s) (1) let the instructor know in advance so that make-up assignment(s) will be given, and (2) contact a classmate ahead of time who would collect handouts and share the learning experience for the session missed. Always consult the course schedule of the syllabus for the future assignments. *Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.*
Assessment of Learning:

Evidence Students will submit:

Students will take three (3) quizzes (20% of grade each) for 60% of the total grade. A presentation will be required related to a successful entrepreneur and how the concepts presented in class applied or did not apply to that entrepreneurial venture (20%) and class participation (20%).

Final Presentation (20%): Each group of 2-3 people (depending on enrollment up to a maximum of 6 presentations) will pick one entrepreneur not covered as a topic in the class who is of interest to them. No two presentations may cover the same entrepreneur. Each group will make a maximum 15 minute formal presentation about their entrepreneur that describes this person in light of the concepts and information covered in class. Fellow students and the instructor will evaluate presentations for the depth of investigation into this entrepreneur’s life, the level at which the course concepts are incorporated into the presentation and the overall quality of the presentation itself. Each member of the group receives the same grade which will be determined by the average of all presentation evaluations. More details will be provided with the assignment.

Class Participation (20%): The instructor will assess the level to which the student contributed to the overall class learning experience, the level of in-class participation and the degree to which the student assimilated the presented concepts beyond the basic material presented. Class attendance and participation as well as demonstrated levels of integration of concepts and the information presented are key criteria for receiving the highest level of instructor evaluation. Students who provide real world examples for class discussion are most likely to receive a higher class participation grade.

Percentage distribution of Assessments:

Students will take three (3) quizzes (20% of grade each) for 60% of the total grade. A presentation will be required related to a successful entrepreneur and how the concepts presented in class applied or did not apply to that entrepreneur (20%) and class participation (20%).

Grading Policies and Practices:

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you may be required to participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.
Points are deducted for late work.

**Description of Pass/Fail Grading Options:**
Students may have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when student work is completed at a level that would otherwise earn a grade of C- or higher.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, **this must be requested from the instructor in writing during the first two weeks of the quarter**. The assessment style may not be changed after this period, with no exceptions.

**General Assessment Criteria for All Writing Assignments:**

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are **free**.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

**Policies:**

**DePaul Registration and Withdrawal Policies**

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the
class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student’s career at DePaul.

For more information see: http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20StudentHandbook/pg140.html

**DePaul University Incomplete Policy:**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

NOTE: The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course and a formal contract must be signed by both parties (see IN form on SNL website, forms page).

**Academic Integrity:**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility
for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/ch1.html for further details.

**Plagiarism:**

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else’s.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

- Resubmitting one’s own previous work from a different course or college, without the permission of the current instructor.

- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

**Disability Accommodations:**

For Students Who Need Accommodations Based on the Impact of a Disability:
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Protection of Human Subjects:

For more information see: http://research.depaul.edu/

Demonstrating the acquisition of Outcomes in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

2. You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

   a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, http://www.research.umn.edu/consent
Credits

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