

Engineering Entrepreneurship
EGN4641 – Sections GEN2, HYF2
Class Periods: Thursday, Period 6-8, 12:50 pm – 03:50 pm
Location: Wert 370, Virtual
Academic Term: Spring 2021



Instructor:

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Office location: Wertheim 473
Virtual Office hours: Wednesdays and Fridays 10:00 am-12:00 pm via Zoom (non-recorded)

Course Communication

The instructor will send out all communication through Canvas. All students will be held responsible for any information disseminated through the course website or spoken in class. General course questions, questions about grades, or personal issues must be sent within Canvas. You are welcome to set up an appointment to talk with the instructor via Zoom conference. If you have an issue or need help, don't wait to ask about it. Problems are generally easier to solve sooner rather than later.

Teaching Assistant/Peer Mentor/Supervised Teaching Student:

Please contact through the Canvas website

- None

Course Description

Engineering Entrepreneurship introduces engineering students to the concepts and practices of technological entrepreneurial thinking and entrepreneurship. Using lectures, case studies, business plans, and student presentations, the course teaches life skills in entrepreneurial thought and action that students can utilize in starting technology companies or executing R&D projects in large companies.

Course Pre-Requisites / Co-Requisites

EGN4641 – Junior/Senior Standing;

Course Objectives

Entrepreneurs have started new ventures for generations. Success was more a function of tenacity and a measure of the idea underpinning the business. Errors in the structure and early conduct of the enterprise could be overcome with time through learning. In the new paradigm, tolerance for such errors is acutely narrow. Competition has become intense, technology-based, market-focused and highly competent. In such a competitive environment the lack or misuse of the application of currently available technology to the structure and conduct of a new business could quickly spell its demise. Similarly, the inability to adapt the enterprise to the emergence of new technologies to make it market-driven and structure-perfect could have the same effect. In summary, competition is just too tough; the end could come quickly.

Organizational size neither offers a safe harbor nor increased risk. New ventures exist either as a new, small business or as an element of a large organization. Large companies have become competitive in this new paradigm by redefining their cultures to one of entrepreneurial thinking in large companies – termed by many as “intrapreneurship.”

Every student that plans a career, therefore, will face the need to negotiate these new realities, whether through a big company, small company, new company or old. The goal of this course is to provide the background necessary to understand the entrepreneurial approach to technology businesses and the tools required to function effectively in that environment.

The Student Learning Objectives and how those objectives will be accomplished include:

- Students will gain and demonstrate an understanding of the entrepreneurial thought process as applied to organizations ranging from startup to large, multinational companies through exercises that test the students' proficiency in the key skills sets associated with starting and building technology-based entrepreneurial ventures.
- Students will learn and demonstrate their understanding of the key attributes of technology entrepreneurs and the organizations they start and lead through team projects that mimic real world entrepreneurship.
- Students will learn to function and thrive in multidisciplinary team environments while creating measurable value in meeting the needs of myriad stakeholders through team-based projects to create and promote a technology entrepreneurial venture.

Materials and Supply Fees

None

Professional Component (ABET): N/A

Relation to Program Outcomes (ABET): N/A

Required Textbooks and Software

Business Model Generation, Osterwalder & Pigneur, ISBN: 978-0470-87641-1, Wiley & Sons, 2010

Value Proposition Design, Osterwalder, Pigneur, Bernarda, & Smith, ISBN: 978-1-118-96805-5, Wiley & Sons, 2014

Students should also expect to have reading and viewing (e.g. video) assignments from current events related to the course topics that will be posted in the Canvas course website.

Recommended Materials

The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company, Steve Blank and Bob Dorf, K&S Ranch Publishers, 2012, ISBN-13: 978-0-9849993-0-9.

The Art of the Start 2.0: The time-tested, battle-hardened guide for anyone starting anything, Kawasaki, Guy; ISBN: 978-1-59184-784-7, Portfolio – a member of Penguin Group; 2015

Course Schedule

The course will be delivered weekly through recorded lectures typically consisting of overviews of the weekly topics by the instructor, presentations and interviews facilitated by the instructor with guest speakers that exemplify technology entrepreneurship, along with class assignments and student presentations that illustrate their grasp of the course materials.

The course is firmly presented in a “real-world” format, including students taking the roles of company founders and investors, creating a vision and execution plan for their company, and raising funds – exactly as they would in a true entrepreneurial endeavor.

The course consists of three main modules. The expected topics and/or activities to be covered each week in the course modules are summarized below. The actual weekly outline of topics and activities is subject to change from that indicated below at the course instructor's discretion and will be reflected in the updated course schedule that students will have access to via the Canvas course website. The finalized course schedule will include weekly topics, reading requirements, assignment due dates, and dates for other course activities. The course is delivered along the following outline of major course modules:

- I. Introduction to Entrepreneurship – Introduction to Technology Entrepreneurship and Technology Ventures, Attributes and Myths of Technology Entrepreneurs, Engineers as Entrepreneurs, Mindset of the Entrepreneurial Leader, Value Proposition Introduction.
- II. Idea Generation and Feasibility Analysis – Entrepreneurial Idea Generation and Feasibility Analysis, Technology Commercialization Potential, Paths and Barriers from Idea to Market, Creating and Selling the Entrepreneurial Value Proposition, Assessing and Presenting the Opportunity.
- III. Business Planning and Execution – Business Structuring and Strategy, Business Model Canvas design, Business planning and the Business Plan, Financial Analysis and Projections; Market and Competitive Analysis, Presentation of the Opportunity, Intellectual Property Strategies for Technology Companies; Marketing, Sales and Distribution Strategies, Investment and Financial Strategies, Venture Growth and Value Harvesting.

F2F Course Policy in Response to COVID-19

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Attendance Policy, Class Expectations, and Make-Up Policy

The class for all course sections will be delivered 100% online, consisting of pre-recorded lectures, some required Zoom calls possible during the scheduled class times above, and pre-recorded video assignments. For the GEN2 section the class periods listed above will be utilized to provide time for activity work and group work that supplements the class lectures and do not require attendance. Students in the HYF2 section are welcome to participate in the in-class section during the class periods above but are not required to do so. If a Zoom call is required, it will be scheduled at least one week in advance and students will receive notice through Canvas class announcements. Students are expected to participate in the Zoom calls when they are scheduled, subject to the participation requirements outlined in the undergraduate catalog. (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) Missing more than one scheduled Zoom call without a valid excuse can result in a loss of 10 points from your final points total.

For known excused absences, such as interviews, special curricular activities, and religious holidays, etc., a valid notification must be submitted to the Canvas Excused Absence Notification/Documentation assignment prior to the class period that will be missed. For emergency excused absences a valid reason must be submitted within 24 hours of the end of the missed class period.

Students are expected to join scheduled Zoom calls on time and to remain on the call through completion. Students are expected to be prepared when they join the call, including completion of any assigned readings and/or viewings, to actively participate in class discussions and activities.

If a student misses a scheduled Zoom call, it is the student's responsibility to find out from their classmates, the class website, or the instructor what material was covered, what additional assignments were made, and to obtain any handouts he/she may have missed.

Except in rare circumstances at the sole discretion of the instructor subject to the policies of the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current>) 1) assignments must be submitted via Canvas by the stated deadline, 2) late submissions may be accepted but with a points penalty 3) no credit will be given for partial assignment submissions, and 4) no-make-up assignments will be accepted.

Zoom Recordings

Required Zoom class sessions (if any) may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Evaluation of Grades

The course will be organized around lectures, readings, class discussion and a team project. All students including EDGE students are required to work in teams. All students will organize into teams for the purpose of developing a venture idea into an early stage business plan and presenting that plan. The deliverables for each team will be individual elements and a business plan and a recorded team presentation of the plan to the class.

Grades will be assigned as follows:

Assignment	Assignment Type	Total Points	Percentage of Final Grade
Student Biography	Individual for all students	40	4.5%
Student Biography Discussion Post	Individual for all students	10	1.1%
Individual Problem-Solution Flipgrid Post	Individual for all students	20	2.3%
Team Meeting Posts (8 @10 points each)	Team for all students	80	9.1%
Team Problem-Solution Overview	Team for all students	100	11.4%
Podcast Reflection	Individual for all students	20	2.3%
Value Proposition Presentation	Team for all students	100	11.4%
Business Model Canvas Presentation	Team for all students	100	11.4%
Company Financials Analysis	Team for all students	100	11.4%
Business Plan Presentation	Team for all students	100	11.4%
Written Business Plan	Team for all students	150	17.0%
Spotlight Reflections (3 @20 points each)	Individual for all students	60	6.8%
Total Points Possible		880	100%

If, in the sole discretion of the instructor, a student is not contributing acceptably to his/her team, the instructor reserves the right to lower an individual student's grade for any and all team assignments to a degree that the instructor in his/her sole discretion feels appropriate to reflect the lack of contribution of the student to team assignment(s).

Grading Policy

For all students, final course grades will be determined by dividing the number of points that the student has earned by the Total Points Possible for all assignments as given above (student total weighted class score) and applying the following Grading Scale:

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Robin Bielling, Director of Human Resources, 352-392-0903, rbielling@eng.ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.