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| Course Number: | ENT 2112 |
| Course Title: | Entrepreneurial Opportunity Analysis |
| Course Description: | In this course, students assess the personal attributes, as well as the skills base, professional talent, and educational and work experiences within an organization that are necessary to create successful business ideas. Students examine the external environment to identify trends and needs in the marketplace for potential business opportunities. Each individual has the opportunity to screen potential business ideas by assessing whether or not these compliment the individual and his/her organization based on an evaluation of its strengths and skills base, as well as the student's personal, professional, and financial goals. Students develop initial market feasibility analyses to test their concepts through basic market research. |
| Instructor Name: Voice Mail: Email Address: | Justin Heacock Voice Mail: +18638748463 E: JHeacock@floridapoly.edu |
| Faculty Office Location and Hours: | IST 2062 MW 3:30pm – 4:30pm] By appointment as well |
| Semester Dates: | January 6 th , 2020 – April 22 nd , 2020 |
| Class Meeting Time and Place: | IST 1048 MW 4:30pm – 5:45pm |
| Credit Hours: | 3 |
| Lecture Hours: | 3 |
| Lab Hours: | 0 |
| General Education: | N |
| Gordon Rule: | N |
| Course Length: | 16 weeks |
| Prerequisite(s): | None |
| Co-requisite(s): | None |
| Prerequisite(s) or Co-requisite(s): | None |
| Course Type: | <input type="checkbox"/> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Selected Elective <input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Undergraduate |

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| Textbook: | Entrepreneurship: Successfully Launching New Ventures Bruce Barringer, R. Duane Ireland Sixth Edition Pearson ISBN-13: 978-0-13-472953-4] | |
| Instructional Materials (including Teaching Aids, Materials, and Supplies, etc.): | In Class lectures, PowerPoints, Breakout groups Textbook, Simulation (In addition to the textbook, students must register with Marketplace Simulations for the Entrepreneurship simulation component of the class.) | |
| Course Objectives: | <p>At the completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Develop ideas for small business products and services. 2. Evaluate which business ideas are business “opportunities.” 3. Identify significant changes and trends which create business opportunities. 4. Analyze the current environment for potential business opportunities. 5. Identify the business ideas that fit the student’s personal criteria. 6. Conduct a basic market analysis. 7. Examine the relationship between national and local communities and the small business climate. | |
| Learning Outcomes: | Learning Outcomes of Instruction: | ABET Criteria: |
| | (1) [Learn the fundamentals of entrepreneurship and business.] | [Click here to enter text.] |
| | (2) [Describe the managerial roles including planning, organizing, leading, and controlling within a new venture.] | [Click here to enter text.] |
| | (3) [Create a Business Plan] | [Click here to enter text.] |
| | (4) [Review the feasibility of over 25 business ideas.] | [Click here to enter text.] |
| | (5) [Assessment of your own personal goals and capabilities in business] | [Click here to enter text.] |
| Alignment with Program Outcomes: | | |

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| | | Course Learning Outcome | | | | |
| Business Analytics Program Student Outcomes | | 1 | 2 | 3 | 4 | 5 |
| (1) Demonstrate a firm understanding of fundamental business issues and processes | | X | X | X | X | X |
| (2) Analyze a given business problem and apply the appropriate analytics techniques to realize the business goals | | | X | X | X | |
| (3) Think critically and demonstrate creative decision-making skills | | | X | X | X | X |
| (4) Develop analytical and quantitative skills | | | X | X | X | |
| (5) Communicate clearly, effectively and logically in a business situation | | | X | X | X | |
| (6) Successfully manage a team of analytics and engineering professionals in leading-edge technology projects | | | X | X | | |
| (7) Plan, analyze and forecast across multiple business operations | | | | X | | |
| Instructional Methods: | PowerPoint Presentations, Individual and Group Presentations, Class textbook, Simulation | | | | | |
| Physical Inventory of Equipment for Practical Experience (lab equipment) | [Click here to enter text.] | | | | | |
| Resources and Reference Materials: | [Click here to enter text.] | | | | | |
| Evaluation: | Example: Out of Class Student Homework 20% Attendance 15% Simulation Project 20% Quizzes 30% Final 15% *Students are expected to spend at least two hours completing “out of class student work” for each hour in class. All out of class work will be graded and will comprise the percentage of the final course grade identified in “Out of Class Student Work.” | | | | | |
| Grading Scale: | Standard University grading scale. A – 90% - 100% | | | | | |

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| | <p>B – 80% - 89%</p> <p>C – 70% - 79%</p> <p>D – 60% - 69%</p> <p>F – 0% - 59%</p> |
| Attendance/Make-Up: | <p>Attendance is mandatory and is a component of the student's final grade. If a student has not completed a homework assignment by the deadline, he or she can submit late work for up to 50% of the assignment's total points. Deadline for all late work will be <u>April 30th, 2020</u>. Quizzes are in class assignments and will not be rescheduled without an excused absence.</p> |
| University Policies: | <p>The Academic Term, Credit Hour, Intellectual Property, and other university policies may be found at http://floridapolytechnic.org/board-of-trustees/university-policies-and-regulations/</p> <p>Title IX: Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sexual misconduct, including discrimination based on sex or gender, harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence. If you or someone you know needs assistance, you may speak to any university employee; however, they have an obligation to report the incident to the Title IX Coordinator, who will keep that information private to the greatest extent possible. If you want to speak to someone permitted to keep your disclosure confidential, seek assistance from the Florida Polytechnic University Ombudsman, BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at Peace River Center, 863-412-2700 (24-hour hotline) or 863-412-2708 to schedule an appointment. If you or someone you know feels unsafe or may be in imminent danger, please call the Florida Polytechnic University Police Department 863-874-8472 or the local Police Department 911 immediately. For more information about policy, reporting options and resources at Florida Polytechnic University and the community, please visit the Title IX Website.</p> |
| Official Email Address: | <p>Florida Polytechnic University email is the official method of communication for the University. Students are required to check their email frequently.</p> |
| Academic Reasonable Accommodations: | <p>Florida Polytechnic University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. Students who qualify for course or classroom adjustments under the Americans with Disabilities Act (ADA) must register with the Office of Disability Services located in the Division of Student Affairs. Students must present any</p> |

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| | ensuing letter of academic accommodations to their instructors as early in the semester as possible. Reasonable accommodations for religious observances, practices, and beliefs are also provided upon request. Students should refer to the corresponding University policy and notify their instructor at least 2 weeks in advance. |
| Library Resources: | <p>The Florida Polytechnic University Library provides specialized resources and learning opportunities for students, faculty, and staff to successfully work with, interpret, and utilize information. The Library's core online collection features full-text journals as well as over 105,000 electronic books and other content covering all academic subject areas. All electronic resources can be accessed through the student portal [https://mypoly.floridapolytechnic.org] and Canvas [https://floridapolytechnic.instructure.com/login], on and off campus. Library questions can be directed to the Success Desk in the Commons or by email: library@FLPoly.org. As a member of the State University System of Florida, Florida Polytechnic University students are able to search and request materials from other state university libraries. Florida Polytechnic University students are strongly encouraged to "Build Your Own Poly Digital Library" utilizing ProQuest Flow, a cloud-based collaboration platform.</p> |
| Academic Success Center: | <p>Located at the Success Desk in the Commons, The Florida Polytechnic University Academic Success Center fosters student academic and personal success through advising, learning support programs, academic tutoring, workshops, and self-enhancement activities. For information on Academic Success Center events and opportunities, please visit the Success Desk or email ASC@FLPoly.org.</p> |
| Academic Integrity: | <p>Academic integrity is expected at all times and any dishonesty will not be tolerated. The Academic Integrity policy describes the meaning of academic dishonesty:</p> <p>"Behaviors of academic dishonesty in violation of this policy are listed below and are not intended to be all inclusive. Violations may result in the imposition of academic sanctions under this regulation and/or disciplinary sanctions under the Student Code of Conduct.</p> <p>(a) Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any type of academic exercise.</p> <p>(b) Plagiarism. Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.</p> |

| | <p>(c) Fabrication. Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.</p> <p>(d) Multiple Submission. Submission of the same or substantially the same work for credit in two or more courses. Multiple submissions shall not include those situations where the instructor gives the student prior written approval to use such prior academic work or endeavor.</p> <p>(e) Facilitating Academic Dishonesty. Intentionally or knowingly assisting or attempting to assist another in violating any provision of this regulation.</p> <p>(f) Misconduct in Research and Creative Endeavors. Serious deviation from the accepted professional practices within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. This does not include honest error or honest disagreement about the interpretation of data.</p> <p>(g) Misuse of Intellectual Property. Illegal use of copyright materials, trademarks, trade secrets, or intellectual properties.”</p> | |
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| Special Notes: | <p>Please see class Canvas website for all class information, documents, assignments and due dates. Dates and times of some assignments, and class material may be modified, but you will be advised by notice in Canvas of any changes to schedule.</p> | |
| Dates | Topic Schedule | Out of Class Student Work |
| Week 1 1/6 – 1/8] | Introduction, Team Assignments, Class Content | N/A |
| Week 2 1/13 – 1/15] | Review of Simulation instructions & Content Simulation begins Chapter 1- Introduction to Entrepreneurship | Ch. 1 Homework |
| Week 3 1/20 – 1/22 MLK Day | Chapter 2- Developing Successful Business Q1 – Decisions Due at 1/22 at 5:00pm | Ch. 2 Homework |

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| 1/20 [No class] | | |
| Week 4 1/27 – 1/29] | Chapter 3- Feasibility Analysis Q1 – Presentations 1/27 | Ch. 3 Homework |
| Week 5 2/3 – 2/5] | Chapter 4 Developing Effective Business Q2 – Decisions Due at 2/5 at 5:00pm | Ch. 4 Homework |
| Week 6 2/10 – 2/12 | Chapter 5 Industry & Competitive Analysis Q2 – Presentations 2/10 Quiz #1 on 2/12 | Ch. 5 Homework |
| Week 7 2/17 – 2/19] | Chapter 6- Writing a Business Plan Q3 – Decisions Due 2/19 at 5:00pm | Ch. 6 Homework |
| Week 8 2/24 – 2/26] | Chapter 7- Preparing the Proper Legal & Ethical Foundation Q3 – Presentations 2/24 | Ch. 7 Homework |
| Week 9 3/2 – 3/4 | SPRING BREAK – NO CLASSES | N/A |
| Week 10 3/9 – 3/11 | Chapter 8- Assessing a New Venture's Financial Strength & Viability] Q4 – Decisions Due 3/11 at 5:00pm Business Plans Due 3/10 at 11:00pm | [Ch. 8 Homework] |
| Week 11 | Chapter 9- Building a New Venture Team | [Ch. 9 Homework.] |

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| 3/16 – 3/18 | Quiz #2 on 3/18 Q4 – Presentation 3/16 | |
| Week 12 3/23 – 3/25 | Chapter 10- Getting Financing or Funding Q5 – Decision Due 3/25 at 5:00pm | [Ch. 10 Homework] |
| Week 13 3/30 – 4/1 | Chapter 11- Unique Marketing Issues Q5 – Presentations 3/30 | [Ch. 11 Homework] |
| Week 14 4/6 – 4/8 | Chapter 12- The Importance of Intellectual Property Q6 – Decisions Due 4/8 | Ch. 12 Homework |
| Week 15 4/13 – 4/15 | Wrap-up Quiz #3 on 4/15 Q6 – Presentations 4/13 | [N/A] |
| Week 16 4/20 – 4/22 | Business Plan Presentations Final Paper Review | N/A |
| | Name, Title | Date |
| Created by: | | |
| Revised by: | | |
| Revised by: | Justin Heacock | [12/19/2019] |
| Last Modified: | | |
| Template Created by: | | |

Sample Rubric for Report and Presentations

The final presentations and reports will be evaluated using the rubrics included below.

Final Paper and Business Plan Rubric

| Objective | Category | Below Expectations | Weak | Average | Good | Excellent |
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| | Score | 1 | 2 | 3 | 4 | 5 |
| Students can write professional quality documents | Introduction | Opening is off-topic and inappropriate to the purpose, not concise and no clarity | Opening is somewhat related to the topic and appropriate to the purpose but is not concise and clear | Opening is related to the topic and appropriate to the purpose. Somewhat clear and concise | Opening is related to the topic and appropriate to the purpose. Clear and concise | Strong opening that is clear and concise |
| | Organization | Disorganized; incorrect format; unclear direction | Somewhat organized; incorrect format; unclear direction | Organized; correct format; unclear direction | Organized; correct format; clear direction | Correct formatting, strong clarity and organization in the development of main points |
| | Literature Review | Does not present information from any source | Presents information from irrelevant sources representing limited points of view/approaches | Presents information from relevant sources representing limited points of view/approaches | Presents in-depth information from relevant sources representing limited points of view/approaches | Synthesizes in-depth information from relevant sources representing limited points of view/approaches |
| | Analysis (weighted twice) | Incorrect, Irrelevant, no supporting evidence | Correct, irrelevant, no supporting evidence | Correct, relevant, no supporting evidence | Relevant and correct with supporting evidence | Relevant, correct, complete, incorporates innovative insights |
| | Next Steps | Missing or content does not support conclusion | Conclusion irrelevant to the findings | Conclusion somewhat relevant to the findings | Conclusion relevant to the findings | Strong conclusion that is clear, complete and compelling |
| | Grammar & Spelling | Uses language that often impedes meaning due to errors | Uses language that often sometimes meaning due to errors | Uses language that generally conveys meaning to readers with clarity, although writing includes some errors | Uses straightforward language that conveys meaning to readers. Language has few errors | Uses graceful language that communicates meaning to readers with clarity and fluency and is virtually error free |
| | Reference Style (APA) | Did not follow APA style | Numerous errors in APA style, did not cite sources correctly, formatting issues | Some errors in APA style, cited correctly but formatting issues persist | Minimum errors in style and formatting but does not detract from readability | No errors in APA style |
| | Reference Style (APA) | Did not follow APA style | Numerous errors in APA style, did not cite sources correctly, formatting issues | Some errors in APA style, cited correctly but formatting issues persist | Minimum errors in style and formatting but does not detract from readability | No errors in APA style |
| Total Points Per Report: 100 | | | | | | |

Presentation Rubric

| Objective | Category | Below Expectations | Weak | Average | Good | Excellent |
|-----------|----------|--------------------|------|---------|------|-----------|
| | Score | 1 | 2 | 3 | 4 | 5 |

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| Students can demonstrate mastery of communication technology | Use of Media | Lack of media detracts from the presentation objective | Misuse of media that detracts from the presentation objective | Use of media barely supports and contributes to the presentation objective | Use of media supports and contributes to the presentation objective | Use of media supports, clarifies and reinforces the presentation objective |
| | Quality of Slides | Very poor quality. Not enough or too much colors, fonts and animations that detract from project objective | Poor quality. Not enough or too much colors, fonts and animations that detract from project objective | Fonts, colors and animations barely support the presentation objective | Fonts, colors and animations support the presentation objective | Fonts, colors and animations support, clarify and reinforce the presentation objective |
| Students can develop and deliver a compelling oral talk with relevant facts and information | Opening statement | Opening is off-topic and inappropriate to the purpose, not concise and no clarity | Opening is somewhat related to the topic and appropriate to the purpose but is not concise and clear | Opening is related to the topic and appropriate to the purpose. Somewhat clear and concise | Opening is related to the topic and appropriate to the purpose. Clear and concise | Strong opening that is clear and concise |
| | Organization | Disorganized; incorrect format; unclear direction | Somewhat organized; incorrect format; unclear direction | Organized; correct format; unclear direction | Organized; correct format; clear direction | Correct formatting, strong clarity and organization in the development of main points |
| | Literature Review | Does not present information from any source | Presents information from irrelevant sources representing limited points of view/approaches | Presents information from relevant sources representing limited points of view/approaches | Presents in-depth information from relevant sources representing limited points of view/approaches | Synthesizes in-depth information from relevant sources representing limited points of view/approaches |
| | Analysis | Incorrect, Irrelevant, no supporting evidence | Correct, irrelevant, no supporting evidence | Correct, relevant, no supporting evidence | Relevant and correct with supporting evidence | Relevant, correct, complete, incorporates innovative insights |
| | Next Steps | Missing or content does not support conclusion | Conclusion irrelevant to the findings | Conclusion somewhat relevant to the findings | Conclusion relevant to the findings | Strong conclusion that is clear, complete and compelling |
| | Timing | Presentation is too short, insufficient coverage of material | Presentation is too long. Unable to cover all the material | Able to cover all the material within five extra minutes | Utilizes allotted time to provide sufficient coverage of material | Well-paced coverage of material within the allotted time |
| Students can deliver an oral talk with clarity and appropriate poise | Delivery Techniques | Does not participate in the oral presentation | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. |
| | Peer Evaluation | 5 points | | | | |
| Total Points = 100 | | | | | | |