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 Tuesday /Thursday 2:30pm – 3:30pm By appointment as well
Semester Dates:	January 11th, 2020 – April 23nd, 2020
Class Meeting Time and Place:	IST 1062 Tuesday / Thursday 3:30pm – 4:45pm
Credit Hours:	3
Lecture Hours:	3
Lab Hours:	0
General Education:	N
Gordon Rule:	N
Course Length:	15 weeks
Prerequisite(s):	None
Co-requisite(s):	None
Prerequisite(s) or Co-requisite(s):	None
Course Type:	☐ Required ☒ Elective ☐ Selected Elective ☐ Graduate ☒ Undergraduate

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:	At the completion of this course students will be able to: 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:**
	(1) Learn the fundamentals of entrepreneurship and business.
	(2) Describe the managerial roles including planning, organizing, leading, and controlling within a new venture.
	(3) Create a Business Plan
	(4) Review the feasibility of over 25 business ideas.
	(5) Assessment of your own personal goals and capabilities in business
Alignment with Program Outcomes:	This course supports General Education competency for scientific reasoning. Program Learning Outcomes and General Education Competencies may be found in the Academic Catalog (http://catalog.floridapoly.edu/.

Business Analytics Program Student Outcomes
(1) Apply current business analytics concepts, techniques, and practices to solve business problems.
(2) Analyze a given business problem using appropriate analytics techniques to generate insights and solutions.
(3) Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience.

Business Analytics Program Student Outcomes	Course Learning Outcome and Learning Level[*]			
	1	2	3	4
(1) Apply current business analytics concepts, techniques, and practices to solve business problems.	Comprehension	Application	Evaluation	
(2) Analyze a given business problem using appropriate analytics techniques to generate insights and solutions.		Application	Evaluation	
(3) Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience	Comprehension	Application	Analysis	Create

[*]: learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy.

Instructional Methods:	PowerPoint Presentations, Individual and Group Presentations, Class textbook, Simulation
Schedule for Final Exam	Week 16 date TBD
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 25% Attendance 10% 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:	Grading Scale (See also University Grading Policy). Grades will be determined according to the following scale:
Attendance/ Late or Make-Up Work:	Attendance is mandatory and is a component of the student's final grade. Attendance will be taken every class and participation is expected in class discussions. If a virtual student is called upon and does not respond they can be counted as absent at the discretion of the faculty member.

A	93% – 100%	B	83% – 85%	C	73% – 75%	D	63% – 65%
A–	90% – 92%	B–	80% – 82%	C–	70% – 72%	D–	60% – 62%
B+	86% – 89%	C+	76% – 79%	D+	66% – 69%	F	0% – 59%

	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 22th, 2021</u>. Quizzes and presentations are in class assignments and will not be rescheduled without an excused absence. Students in low-Flex (FX) courses are required to attend in-person for 50% of the course, which includes attending at least once per week (or as scheduled for one-time per week classes). Students are also expected to attend remotely during the other 50% of the course offering. Falsifying attendance for yourself or for another student is an act of academic dishonesty and subject to academic discipline
Students Feeling Sick	**I am a student; what should I do if I think I may have COVID-19?** Students who are showing symptoms or who have been exposed to COVID-19 are expected to stay in their residences (at home or in their dorm rooms) and immediately notify the FL Poly CARE manager at care@floridapoly.edu. The CARE Manager will work with each student to triage their individual situation and the CARE Manager will notify faculty of students who are not attending courses due to COVID-19 symptoms.
University Policies:	**Covid-19 Statement** Regardless of the mode of course delivery, all Florida Poly students are asked to make a <u>Campus Commitment</u> demonstrating respect and consideration for themselves or others, and for the people they care about. This Campus Commitment includes monitoring one's health and seeking medical care when appropriate; wearing face-coverings and respecting social-distancing, especially in the classroom and in gatherings; washing one's hands frequently (and when not possible using hand-sanitizer); following medical guidance; and participating in keeping shared spaces clean. If you are experiencing any symptom(s) of COVID-19 outlined by the CDC, you must stay home or in your residence hall room and immediately contact the associate director of campus wellness management at 863-874-8599 or email <u>care@floridapoly.edu</u> The Academic Term, Credit Hour, Intellectual Property, and other university policies may be found at <u>http://floridapolytechnic.org/board-of-trustees/university-policies-and-regulations/</u>

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Title IX
Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University Ombuds Office, BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at Peace River Center, 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.

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Basic Rules for the Classroom, IST, and Campus

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1. You MUST wear your face-covering during class and throughout the building at all times.
2. Absolutely **no eating or drinking** during class.
3. Leave the furniture on its correct floor markings; if the furniture is moved, please return it to those markings.
4. Clean your classroom space with a sanitizing wipe before you start class.
5. Do not remove sanitizing wipes or hand sanitizers from their set locations—they are put there for everyone.
6. Follow directional signs throughout the buildings and respect appropriate social-distancing.
7. Study hard and engage with all of your courses!

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Official Email Address:

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Florida Polytechnic University email is the official method of communication for the University. Students are required to check their email frequently.

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Academic Reasonable Accommodations:

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Reasonable Accommodations
Florida Polytechnic University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. The Office of Disability Services (ODS) coordinates accommodations for students with disabilities in accordance with the ADA Amendments Act of 2008

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	(ADAAA), the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined on an individual basis through an interactive process between you, ODS, and your instructor(s). If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course and communicate with your instructor about your approved accommodations at your earliest convenience. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible. The Office of Disability Services (ODS): DisabilityServices@floridapoly.edu (863)874-8770 ASC East building ODS website: www.floridapoly.edu > Student Affairs > Health Wellness > Disability Services **Accommodations for Religious Observances, Practices and Beliefs** The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See University Policy.)
Library Resources:	**Library**: Students can access the Florida Polytechnic University Library through the University website and Canvas, on and off campus. Students may direct questions to Academic Success Center success@floridapoly.edu or by email, library@floridapoly.edu.
Academic Success Center:	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.
Academic Integrity:	**Academic Integrity** All students must commit to the highest ethical standards in completion of all academic pursuits and endeavors, whether in classroom or online environments: Academic Integrity
Special Notes:	**Please see class Canvas website for all class information, documents, assignments and due dates. Dates and times of**

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	some assignments, and class material may be modified, but you will be advised by notice in Canvas of any changes to schedule.	
Dates	**Topic Schedule**	**Out of Class Student Work**
Week 1 **1/12 – 1/14**	**Introduction, Team Assignments, Class Content** **1/11 – 1/15 Add / Drop Week**	**Beginning Simulation Game Assignment**
Week 2 **1/19 – 1/21**	**Review of Simulation instructions & Content** **Simulation begins** **Chapter 1- Introduction to Entrepreneurship**	**Ch. 1 Homework**
Week 3 **1/26 – 1/28**	**Chapter 2- Developing Successful Business** **Q1 – Decisions Due at 1/28 at 5:00pm**	**Ch. 2 Homework**
Week 4 **2/2 – 2/4**	**Chapter 3- Feasibility Analysis** **Q1 – Presentations 2/2**	**Ch. 3 Homework**
Week 5 **2/9 – 2/11**	**Chapter 4 Developing Effective Business** **Q2 – Decisions Due at 2/11 at 5:00pm**	**Ch. 4 Homework**
Week 6 **2/16 – 2/18**	**Chapter 5 Industry & Competitive Analysis** **Q2 – Presentations 2/16** **Quiz #1 on 2/18**	**Ch. 5 Homework**
Week 7 **2/23 – 2/25**	**Chapter 6- Writing a Business Plan** **Q3 – Decisions Due 2/25 at 5:00pm**	**Ch. 6 Homework**

Week 8 3/2 – 3/4	Chapter 7- Preparing the Proper Legal & Ethical Foundation Q3 – Presentations 3/2	Ch. 7 Homework
Week 9 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 3/14 at 11:59pm	Ch. 8 Homework
Week 10 3/16 – 3/18	Chapter 9- Building a New Venture Team Q4 – Presentation 3/16 Quiz #2 on 3/18	[Ch. 9 Homework
Week 11 3/23 – 3/25	Chapter 10- Getting Financing or Funding Q5 – Decision Due 3/25 at 5:00pm	[.Ch. 10 Homework
Week 12 3/30 – 4/1	Chapter 11- Unique Marketing Issues Q5 – Presentations 3/30	[Ch. 11 Homework
Week 13 4/6 – 4/8	Chapter 12- The Importance of Intellectual Property Q6 – Decisions Due 4/8	[Ch. 12 Homework
Week 14 4/13 – 4/15	Entrepreneurial Skill Building Exercises Q6 – Presentations 4/13 Quiz #3 on 4/15	How I Built This Homework

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	4/13 – Withdraw without academic penalty deadline (W assigned)		
Week 15 **4/20 – 4/22**	**Business Plan Presentations** **Final Paper Review** **4/23 Last day of classes** **4/24 and 4/26 reading days** **5/10 Final grades available online**		[N/A
Week 16	**Final Exams, date TBD** **4/27-4/30, 5/1 Final Exams**		N/A

	Name, Title	**Date**
Created by:		
Revised by:		
Revised by:	Justin Heacock	1/11/2021
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
	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	Presents information from relevant sources representing	Presents in-depth information from relevant sources representing	Synthesizes in-depth information from relevant sources representing

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			limited points of view/approaches	limited points of view/approaches	limited points of view/approaches	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
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	Presents information from relevant sources representing	Presents in-depth information from relevant sources representing	Synthesizes in-depth information from relevant sources

			limited points of view/approaches	limited points of view/approaches	limited points of view/approaches	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					