

## **ENTP 3070 Syllabus**

**Instructor:** Dr. Heidi Herrick (Professor, Department of Entrepreneurship & Strategy)

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### **Time and Location**

This class meets at the designated time and classroom assigned to your section or online. Additional asynchronous online content is on Canvas to learn at a day/time of your choice.

### **Office Hours**

Available by appointment.

### **Introduction**

Bringing new ideas into the world is the fundamental driver of prosperity. This course is about the process of bringing new ideas into the world in the context of an entrepreneurial start-up. While most of you may or may not start-up a new business, almost all of you will need to apply an entrepreneurial mindset to your careers. The lessons in this course can be applied broadly to start-ups, large corporations, or non-profits.

### **Course Objectives**

By the end of this course, an engaged student will be able to evaluate the viability of any early-stage idea and advance their own start-up concepts using skills in market segmentation, competitive analysis, value proposition development, and business model selection. Students will also gain the ability to perform basic start-up cost analyses, including contribution margin calculation, break-even analysis, LTV (lifetime value), and CAC (cost of customer acquisition) analysis.

### **Course Structure**

Students will complete weekly readings and watch assigned videos, and they will also participate in class activities, participate in Canvas online discussions, and complete individual assignments. Each week will include approximately 30 minutes of video content, textbook readings, reading quizzes, Canvas discussions, and additional assignments designed to help students apply the concepts to various business scenarios.

## **Important Things to Know:**

- *The course is managed through Canvas. It is your responsibility to review this material, adapt to changes, and keep up with assignments.*
- *You are responsible for adhering to the David Eccles School of Business Professional Conduct & Grading Policy.*
- *Please let me know if you need accommodations under the Americans with Disabilities Act.*

## **Reading**

The E-book for this class is *Disciplined Entrepreneurship: 24 Steps to a Successful Startup* by Bill Aulet (not the workbook, the regular text).

## **Grading**

**Midterm (25%):** The midterm will take place online on a date to be determined. Please let me know in advance if you need alternative accommodations including any accommodation needed under the Americans with Disabilities Act.

**Final(30%):** Please let me know in advance if you need alternative accommodations including any accommodation needed under the Americans with Disabilities Act.

**Quizzes (15%):** The quizzes are short and meant to test reading comprehension and whether you watched the videos and completed the readings. The lowest quiz score will be dropped. No extensions.

**Assignments (15%):** Weekly assignments based on various content assigned for that week. All work must be submitted individually. These assignments will be short (approximately 500 words).

**Participation (5%):** Various participation assignments throughout the semester.

**Canvas discussions (10%):** Canvas discussions on various startup cases which will be provided each week to enhance learning.

**Late Work Policy:** All late work will receive a 30% grade deduction unless you have a doctor's note or a genuine emergency.

**Note:** The weighting of assignments and exams is subject to change at the instructor's discretion.

## **Course Schedule**

We will maintain a weekly cadence of topics and assignments. Each week, we'll introduce a new topic, and you'll have homework related to that topic with one week to complete it. Assessment for this class will include weekly quizzes, a midterm exam, and a final exam to evaluate your learning.

### **Weekly Topics Covered**

- 1** Course Overview and Introduction
- 2** Market Segmentation
- 3** End User Profile and Persona Development
- 4** Total Addressable Market Calculation
- 5** Product Development, Value Proposition, and Full Time Cycle Use Case
- 6** Competitive Analysis and Positioning
- 7** Midterm Exam
- 8** Business Models
- 9** Contribution Margin and Unit Economics
- 10** Sales Process and Acquiring Paying Customers
- 11** Customer Lifetime Value
- 12** Customer Acquisition Cost
- 13** Identifying and Testing Key Assumptions in Your Business
- 14** Final Review
- 15** Final Exam

## **DAVID ECCLES SCHOOL OF BUSINESS POLICIES**

Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism, and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

#### Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class's overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The performance of each student on all the graded assignments will be adjusted so that the average grade of students taking the course will fall within these guidelines.

COURSE LEVEL	GUIDELINE
1000-2000	2.8-3.2

3000-3990

3.0-3.4

4000-5990

3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).

### **University Policies**

Updated mandatory syllabus policies regarding the ADA Act, Safety at the U, Addressing Sexual Misconduct, and Academic Misconduct can be viewed at:

<https://cte.utah.edu/instructor-education/syllabus/institutional-policies.php>

**Note: This syllabus is subject to change at the discretion of the instructor.**