

ECON 125 Fall 2019 Syllabus

Educating the 21st Century Workforce

T/TH: 11:15am – 12:30pm

Genome G100

Instructors

[Buck Goldstein](#)

University Entrepreneur-in-Residence and Professor of the Practice
buck_goldstein@unc.edu | Gardner 104-D | (919) 966-3682

[Susie Greene](#)

Entrepreneur-in-Residence and Professor of the Practice
susanpg@email.unc.edu | Gardner 104

Teaching Assistants

<u>Mary-McCall Leland</u> Head Undergrad TA mmleland@live.unc.edu	<u>Angel Patel</u> Junior Undergrad TA angel899@live.unc.edu	
<u>Megan McCoy</u> Graduate TA memccoy@live.unc.edu	<u>Zhechen Yu</u> Graduate TA zyu6@live.unc.edu	<u>Lucas Mariani</u> Graduate TA lmariani@live.unc.edu

Office Hours

Note: Professors will try to be available during office hours - please feel free to email ahead of time to check if he/she will be available or to schedule an appointment.

- **Buck Goldstein:** Thursday 12:30pm-2:30pm in Gardner 104-D or by appointment. Send an email to set up an appointment (Gardner 104-D).
- **Susie Greene:** Tuesday 12:30pm-2:30pm in Gardner 104-F or by appointment. Additional virtual office hours will be offered up throughout the semester - dates and times for these office hours will be announced in class and posted on Sakai and Slack.
- **Mary McCall Leland:** Coaching hours offered periodically in the Entrepreneurship Suite or by appointment to talk about class projects or ventures outside of class.
- **Graduate TAs:** Megan, Zhechen, and Lucas will periodically be available for grading feedback. Their office hours will be posted on Sakai and Slack.
- **All TAs:** Feel free to reach out to any of the teaching assistants to set up a time to meet. They will be happy to answer questions, grab a coffee, help with projects, or just chat.

Welcome to Introduction to Entrepreneurship

This is a class that will likely be very different from most classes you have experienced. Over the course of the semester students will be exposed to building the foundational skills to identify and develop innovative entrepreneurial venture ideas. Students will learn about innovating, marshalling limited resources, inspiring teams, and persisting through challenges and uncertainty, often by trying, learning from what happens, and trying something better. Inherent in the process, students will be exposed to the skills, joys, and frustrations of being an entrepreneur.

The class employs experiential methods of teaching so students will be learning by doing as they develop the skills, tools and mindsets that will help them in their entrepreneurial path both in organizations they start or join, as well as in their personal life.

In this syllabus we explain what we expect you to learn, how the class will be organized and graded, and what you can expect from the instructional team to help you achieve your objectives. However, be prepared for changes to the schedule as we go along. After all, this is a course on entrepreneurship, which is all about embracing change, adaptation and iteration-- so don't forget to keep checking the schedule!

The Course

An entrepreneur has been defined as one who identifies an opportunity, gathers the necessary resources, creates a project or venture, and takes ultimate responsibility for its success. This course will explore key steps in the entrepreneurial life cycle. It will also provide you with an opportunity to apply the knowledge you gain to a project or venture you will develop as part of a team.

The class will employ several distinctive approaches including the following:

- **Required Out of Class Virtual Sessions:** Coming into every class there will be an assigned Virtual Session that you must complete by the noted due date for that class. The Virtual Session for each class will be posted on Sakai. The materials that are covered in the Virtual Session are designed to provide a deeper understanding of the content we are covering and to prepare you to actively participate in class and with your team. There will be a quiz during each class on the material covered in the virtual session for that class. Questions based on the content in the Virtual Sessions will also appear on the midterm and final exam. Cheating doesn't help anyone so do your own individual work!
- **Outside Speakers and Lecturers:** We have arranged to expose you to an extraordinary group of outside speakers and lecturers. Questions based on these lectures and key points or take-aways made by the speakers will appear on the midterm and final exam.
- **Team Project:** The team project is central to achieving the learning outcomes. It allows you to apply what you learn from the Virtual Sessions, in-class lectures and experiences, and the speakers. It also forms the basis for a series of project "deliverables" that are turned in according to a timeline provided by the instructors (found in the schedule). A detailed explanation of the project deliverables and the timeline will be reviewed in class and posted on Sakai. At the end of the semester, we will have a competition for the best projects with a final "bake-off".

Overview of Learning Outcomes:

Over the course of the semester you will experience and engage with content that is designed to yield the following outcomes:

- Cultivate the skills that students will need to have to be successful in the workforce of the future – communication, collaboration, critical thinking, curiosity and creativity, negotiation, cognitive flexibility, responsibility and conflict management
- Learn and apply core methodologies, leading edge frameworks and entrepreneurial vocabulary that are foundational to identifying, building and scaling an entrepreneurial venture
- Participate in a diverse team that will build the skills for how to cultivate, and lead high team performance, while going through cycles of ambiguity and adversity
- Apply the principles of Human Centered Design as a foundation for exploring and developing ideas and ventures
- Experience iterating and pivoting early and often, and embracing a mindset of experimentation, through on-going development and testing of assumptions and hypotheses
- Learn how to research and synthesize data, both primary and secondary, about the customer, market, industry, and competitive environment into meaningful insights that inform development of a venture idea
- Define a clear and compelling and unique value proposition that meets a customer need in a meaningful and relevant way
- Determine feasibility of venture ideas through development of a business model canvas and a high level financial analysis
- Understand various options for how to finance a venture, along with how to access those resources
- Learn how to share your ideas and tell the story of your entrepreneurial venture so that people will care and want to support you with their treasure, time and talent

Course Content:

The framework for the class is built on core foundational principles that will be interwoven into a set of four core modules over the course of the semester. We will be combining theory with hands-on practice over the course of the semester.

Entrepreneurial Foundational Underpinnings

- Customer Centered
- Learning and Entrepreneurial Mindset
- High Performing Teams

Core Modules

- Opportunity Identification
- Prototyping, Testing and Iterating
- Feasibility and Viability
- The Art of the Pitch

The class has been designed to be interactive and engaging through the Virtual Sessions before each class, experiential learning in the classroom, our unique approach to pairing entrepreneur coaches with student teams throughout the semester, along with bringing in outside speakers that will be sharing their stories and insights. Every learning experience that is built into the curriculum has been intentionally chosen because it reinforces the desired learning outcomes and the curriculum framework.

What We Expect of You

Attend class and coaching sessions, complete Virtual Session assignments, engage with in-class discussions and exercises, actively participate as a team member in developing the in-class project, and ask for help when you need it.

In order to encourage active engagement in the classroom, use of laptops, tablets and cell phones in class is strictly prohibited except during designated time periods. If there is an important reason that you need an exception to this rule, please contact one of the professors.

What You Can Expect of Us

We will be well-prepared for each class, answer your questions, and facilitate discussion and active learning. In short, we want you to succeed in this course and hope to pave the way for your participation in additional courses in innovation and entrepreneurship.

The Course Materials

Pre-Class Virtual Sessions (links accessed on Sakai)

Much of the content for the course is provided through a Virtual Sessions posted for each class on Sakai. These lessons will give you a foundational understanding of entrepreneurship and innovation. The content for each virtual session will enable us to dig deeper into concepts and experiential learning during our time together in the classroom. Spending time to go through all the material in these virtual sessions in advance of each class is critical in order for you to be successful in this class.

Technology and Materials

- **Required:** Sharpies and sticky notes for each class
- **Required:** Poll Everywhere and a smart device that will enable you to connect to the software while in class (computer or phone) *which will be put away immediately after answering the poll* — Register for an account, if you haven't already, at: <https://www.polleverywhere.com/register?p=1jac-1a5v>. For guidance, look at ITS' help page: <http://help.unc.edu/help/register-for-poll-everywhere-students/>
- **Required:** Slack account -- Register for an account, if you haven't already at: <https://slack.com/get-started>. For guidance, look at this tutorial for access to the channels for this class: **[INSERT ANGEL's TUTORIAL HERE]**
- **Optional:** Follow Professor Goldstein (@buckgold1) and Susan Greene (@susanpgreene) on twitter to get access to interesting articles and updates.

Review Sessions: Review sessions led by the teaching assistants will be available before the midterm and the final exam at times and places to be announced.

Speaker Lunches: We plan to have numerous accomplished speakers during the semester. With many of the speakers we will host a lunch in the Entrepreneurship Suite (104 Gardner) immediately after class,

and all members of the class are invited. Participation in lunches will involve an online sign-up and, if necessary, a lottery. Take advantage of the opportunity. Getting to know accomplished entrepreneurs is one of the best ways to become one.

Grading

With up to 85 teams, in order to get assignment grades returned as quickly as possible, we will provide some feedback but it will not be lengthy. We strongly encourage students to get to know the TAs and Teachers - we are very accessible and available to provide more detailed feedback - either through office hours or scheduling time for a call or a meeting.

1. **Group Project (35%):** The class will be divided up into teams of approximately 5 members each. Each team will undertake a project based on the class theme of “Educating the Next Workforce”. The project will include a set of deliverables that will be submitted over the course of the semester. Project details and timelines will be reviewed in class and posted on Sakai. Each team will be assigned an experienced entrepreneur as a coach and that coach will work with the team throughout the semester. At the end of the semester, each team will participate in a competition where they must “pitch” their idea to their coach and a group of their peers. The winning teams will participate in a final in-class “bake-off” on the last day of class. In the past, the winning teams have attended a basketball game with the Chancellor and appeared on the Jumbotron.
 - a. **Team participation/contribution**
 - i. As a core component of this class is working with a team on a project over the course of the semester, **active participation by all team members is critical!** Team members who are not actively engaged and proactively seeking to provide value to the team will see their project grade affected.
 1. There will be regular team check-ins over the course of the semester, along with a mid-point team member assessment (360 type of feedback) with a facilitated team discussion with coaches.
 - b. **Firing Teammates**
 - i. Firing is viewed as a last resort option after all other options have been exhausted by the team and the coach.
 - ii. Following the mid-point team assessment, and after giving any teammates that may not have been fully engaged and contributing the time to step up their participation, teams will have the option to “fire” a teammate. All team members, the coach and the professors have to be in agreement on the firing.
 - iii. Fired team members will no longer participate with the team. They will automatically lose a full grade off the final team project grade, and they will be required to write and submit a 10 page paper on a topic chosen by the Professors.
2. **Exams (40%)**
 - a. **Midterm Exam (20%)*:** The midterm exam will be comprised of multiple-choice questions to assess comprehension of the concepts covered to this point in the course. The exam will be administered as a means of monitoring your progress and allowing for continuous improvement.

- b. **Final Exam (20%)*:** The final exam will largely follow the format of the midterm and will be designed to test the concepts and skills we have covered during the semester. It will be a cumulative exam with a heavy emphasis on the latter half of the semester.
3. **Virtual Session Assignments (15%)**
- a. Students are expected to be prepared for each class by completing the virtual sessions prior to attending class. There will be a quiz during each class that will cover the content from the virtual session for that class.
 - b. **Virtual Session**
 - i. A virtual session has been developed for each class that uses a combination of content in the form of videos, articles, cases, interactive assessments and other mediums.
 - ii. Prior to each class, students will be responsible for completing the virtual session assignment for that class.
 - iii. The grade for this part of the curriculum is based on student performance on the virtual session quizzes taken during each class. The lowest grade on 2 of the quizzes will be dropped.
4. **Attendance (10%)**
- a. Attendance at all class and coaching sessions is required. What you learn in class is applied to the project and students who are not present are not able to productively engage with and contribute to the team.
 - b. It is expected that each student be prepared for class, including having completed the virtual session for that class plus any assigned material. In addition, students are expected to arrive on time to class. Missing classes, tardiness or leaving early will negatively affect your class grade. We will take daily attendance via Geo based polls and attendance sheets during coaching sessions.
 - c. If you have an unexcused absence for a class you will not be able to complete the in-class quiz for that day and will receive a "0" for that quiz. The 2 lowest quizzes will be dropped at the end of the semester.
 - i. You are allowed two unexcused absences. If you have 3 unexcused absences, you will lose 50% of off of your attendance grade. More than 3 unexcused absences and you will get a zero for attendance (which equates to a full letter grade reduction in your final grade).
 - ii. Excused absences are as follows:
 1. Illness: If you are sick, you must bring a Doctor's note to qualify for an excused absence. Without a doctor's note, a missed class for being sick will count as an unexcused absence.
 2. Personal or family emergency: please notify us in advance. We understand that things happen in life and you may need to prioritize accordingly. You will need to submit any assignments due and make up quizzes, but come talk to us or call us to decide when and how best to handle the situation.
 3. Out of town interviews: limited to 1 approved absence and **only if notified in advance** along with documentation showing evidence of the out of town interview on the date of class. We know people need to get internships, jobs, etc. but if you don't notify us in advance, it will be

unexcused. You will need to submit any assignments due and make up quizzes.

4. Religious holiday observance.

5. Varsity athletic participation.

iii. **Important Note:** For all absences, we will only count it as unexcused **only if you notify us in advance or during class.** “Oh I was sick that day” or “I was in Charlotte for an interview” emails later in the semester will not be accepted. **This is non-negotiable.**

iv. **All emails related to class attendance should be directed to your assigned Graduate TAs.**

v. **We will not accept excuses** such as, “I forgot to sign the attendance sheet”. If we find that you have had someone else sign for you (or otherwise gamed the system) you will receive a grade of “F” for the course and the matter will be sent to the Honor Court.

5. **Extra Credit:** Several opportunities will arise for extra credit in this class. All accumulated extra credit points will be added to your final exam grade.

Grading Scale: The actual letter grade you will earn for the course will be based on a grading scale to be finalized *after* the final exam and the final project, and at the instructor's discretion.

(as a percentage of total points)

A	= 93-100	C	= 73-76.99
A-	= 90-92.99	C-	= 70-72.99
B+	= 87-89.99	D+	= 67-69.99
B	= 83-86.99	D	= 60-66.99
B-	= 80-82.99	F	< 60
C+	= 77-79.99		

Letter grades are computed from the total points earned during the semester and assigned based on the scale given above. There is no maximum number of A's or B's awarded. Due to the size of the class, this grade scale is firm. In other words, if you earn an 89.99%, you will receive a B+. No extra credit of any kind is given to adjust grades at the end of the semester.

***Missed Exams:** Make-up exams are not permitted for unexcused absences. Students who fail to attend an exam will be given a grade of zero for the exam. You are forewarned to schedule your time properly and make proper arrangements for potential conflicts. If you must miss the midterm or the final exam due to a valid excuse such as illness or death in the family, you must contact one of the instructors (not a teaching assistant) prior to the administration of the exam and provide an acceptable explanation for missing the exam. A make-up exam may be administered for individuals with acceptable excuses.

Other Rules and Regulations:

Updated Schedule

The Schedule will be updated throughout the Semester. Be careful not to download or print v1.0 of the schedule and use that for the remainder of the semester. Changes to assignments, locations, readings, etc. do occur. We use email and class notifications on Slack, as well as postings on Sakai to let you know of changes -- since it is on a google doc, you will see changes immediately. Always check the most updated version!

Late Assignment Policy

Assignments that are due by [XX:XXpm] will be considered late at XX:XXpm. Assignments due at 11:59pm will be considered late at 12:00am. Assignments submitted late will result in the following:

1. If submitted within the first 24 hours after the deadline, 30 percent will be deducted from the assignment's grade.
2. If submitted after the first 24 hours, 50 percent will be deducted from the assignment's grade.

Communication

We communicate a lot in this class. Seriously, a lot. We will be using Slack, Sakai and email to facilitate communication and to post about various resources needed for class. Please read all emails/messages that originate for ECON 125. "I missed the email or posting" is not an acceptable excuse for missed work, readings, assignments, etc.

1. The best way to reach the teaching staff is via email. You may expect to receive a reply within 48 hours (except during weekends or if you receive an Out-of-Office reply); We ask that you reply to emails within the same time frame.
2. The best way to ask questions to the TAs is on the Slack channels for the class. You can expect a reply within 12 hours. We ask that you scroll up in the Slack before asking the question to ensure the question hasn't already been asked. That being said, don't hesitate to ask your question, because chances are if you have the question, another student does too.

The Honor Code

The Honor Code governs your behavior in this class and all others at the University. The instructors of this course are committed to treating Honor Code violations seriously and urge all students to become

familiar with the Code's terms (<http://instrument.unc.edu>). If you have any questions about the Code's application, it is your responsibility to ask the Teaching Assistants.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify your assigned Graduate TA in writing at the beginning of the course, and should discuss, in advance, acceptable ways of making-up any work missed because of the absence.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Accessibility Resources & Services

UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

Additional Resources:

Nancy Lovas is the UNC entrepreneurship information consultant/librarian. You can email or meet with her to talk about your course assignments, entrepreneurship ideas, resources for finding information, and more. Make an appointment by following this [link](#) or contact Nancy via [email](#).

To support students' secondary research, access the course research guide (<https://guides.lib.unc.edu/eship>) to reflect the curriculum.