



Course Syllabus for

Bus 31201-01I Entrepreneurship (CRN 22539)

Semester	Format	Media	Instructor
Spring 2025	Online	Video and Zoom	Dr. Zelimir W Todorovic

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TEXT: Entrepreneurship: Theory, Process, and Practice by Donald Kuratko, 10th Edition, by Cengage South-Western
(Both Bundle ISBN: 9781305931855 or Textbook ISBN 9781305576247 are ok)

REQUIRED SIMULATION: Students need to purchase online simulation at
<https://mediaspark.dpdcart.com/product/68039>. To play, students need to go to playgoventure.com. More
instructions forthcoming from Instructor.

IMPORTANT NOTICE: This course uses multiple communication means including announcements. **Please make sure you enable announcements to e-mail in your Brightspace account** (click on announcement tab, then notifications, and then click email box for all announcement forms). This is important since Brightspace will not notify you of announcements unless you so enable.

Course Objectives

- To understand the field of Entrepreneurship and its role today
- To understand how Entrepreneurship differs from small business
- To understand the process of new venture creation
- To understand the role of entrepreneurship in business plan and formation
- To understand the role of corporate and social entrepreneurship in today’s society

A quote from a Canadian Hockey Player:

“You miss 100% of the shots you never take” (Wayne Gretzky)

GENERAL DESCRIPTION

This course is intended to be a challenging and exciting course that promotes introspection without the grueling work and project assignment schedule. Today we often associate work with productivity and efficiency. Much of the research suggests that this may not be very accurate! When we enjoy an activity, however, we are more likely to receive long-term benefits of that activity. This course is designed to be a gratifying discussion of the topic of entrepreneurship. Essentially this is a chance for students to engage in introspection and reevaluation of entrepreneurship in a constructive and supportive learning environment.

This is a “big picture” entry level entrepreneurship course, a trait that makes it a truly different kind of course from other business school courses. Virtually all of the other required and elective courses students take were concerned with a specific functional area (production, marketing, finance, accounting) and/or a well-defined body of knowledge (economics, statistics, legal environment). It is very likely that a few of your previous courses have been highly structured and related closely to a well-developed body of theory. Some provided quantitative techniques for students to engage. Others related to information and specific skills the faculty believe students need to acquire. This course shares a few of these traits.

First and foremost, students are expected to understand the philosophy of entrepreneurship, and how it relates to business formation. More importantly students are going to discover ways in which entrepreneurship philosophy – a way of living – can enrich all areas of their lives. Second, students need to know the process of entrepreneurship. What does it mean to be innovative? What does it mean to start an entrepreneurial venture? Finally, students need to understand the life of an entrepreneur. This can often be done by a direct contact with an entrepreneur or lately through a good simulation program or activity.

This course is designed to help prepare students to function in the business environment. Consequently, professional behavior by the students, including timely material completion, regular attendance, and participation (online or in person) is expected. Because this course emulates a real business environment, students **are intentionally exposed to ambiguity including that of class design**. This may include the introduction of cases, text/lecture discussion notes etc., without prior warning. This ambiguity is necessary for two principal reasons: (1) More closely emulate true business environment, and (2) allow students to develop greater flexibility and confidence dealing with change.

ONLINE CLASS

As you all understand, this is an internet class, also referred to as an online class. Online class is a much more difficult format and requires all of us to work together more than in a regular person to person or hybrid class. Your instructor has 20 years of experience in person to person or hybrid class format, and as such your instructor learned that many of the personal communication skills, body language and teaching styles do not transfer to online mode.

As a student, when you are in personal contact with the instructor, you pick up on many body movements and queues which communicate to you that your professors care about your learning. Lack of these cues may often indicate to students that instructors don't care or are impersonal. Likewise, absence of these cues will often lead to incorrect conclusions and require both instructors and students to be aware of them.

For that reason, your instructor prepared a video for you to watch, called **“Dr. T Entrepreneurial Course Orientation”** which will give you, by way of introduction, more information about this course. It is recommended that students watch this video before doing anything else in this class – as an orientation tool that will help students understand course setup, resources, and expectations.

Your instructor cares about this class and asks for your feedback as we together explore better ways of delivering online instruction. To connect better with students, a static zoom meeting location has been set up. Since this syllabus is also posted in non-secured web environment, for security reasons, you will find the details in separate document called “**contact-info**” in Brightspace.

GRADING FORMAT

Participation	15%
<i>(includes (1) reflection paper on Lemonade Stand, and (1) reflection paper on Kiosk Simulation)</i>	
Entrepreneurship Simulation Game	28%
Quizzes (1.0 % per chapter)	19%
Theory Exams (2.0% per chapter)	38%
TOTAL	<u>100%</u>
<i>(Not all grades are shown in Brightspace)</i>	

GRADING SCALE

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
	F = <60%	

PARTICIPATION

Participation in an online course often takes on a different format than it does in an in-person or hybrid course. Nonetheless, participation, although in a different format, is still very important. Participation includes but is not limited to timely viewing of the lecture material, timely completion of quizzes and exams, timely engagement with the course simulation game, as well as timely review of the required material. Further, students’ involvement in the forum discussion of different cases discussed in class may also be used to establish the participation grade.

Forum Discussions – As indicated above, forum discussions may be used to evaluate student participation grade. Please remember that forum discussions are meant to serve the purpose of information exchange, and thereby further learning from other’s insights. If you disagree with another person’s ideas, please remember to stay to the issues, and do not engage in personal attacks or offensive observations against the other person or their values.

TEXTBOOK ASSESSMENT

RESPONDUS LOCKDOWN - Considering that we are using “Brightspace” for remote exam administration, I added a Mandatory Practice Quiz that I expect everyone to complete by the end of first week of the class. The need for this practice stems from the fact that we require RESPONDUS LOCKDOWN BROWSER for all quizzes and exams in this class.

You can download the Respondus Lockdown Browser at the beginning of the practice quiz. To make sure

you can take care of any technical issues, you have unlimited attempts at this practice quiz. Further, this exam, which uses actual questions from chapter one, will not count for your grade, but it will give you good practice and exposure to test taking in this course.

For any technical issues please contact Purdue Fort Wayne University IT Department. Please ensure all technical issues are out of the way before starting your actual quizzes and exams. It is the policy in this course to not make any grade or re-testing allowance for technical issues.

Note About Testing Philosophy – Please note that tests are inherently weak assessment instruments. To help the majority of students, we use specific “open book” testing approach. The open-book approach in this class means you can use your notes but not textbook. To bypass potential misuse of the open book system, however, all tests are time limited. Time limited activities, either in class or in the business world, may in some people create extra stress. To alleviate this potential stress, all students are asked to keep in mind - and utilize as needed - the MULTIPLE attempts that are a part of current test design. Please remember that the highest attempt will count as your final score.

QUIZZES - Students will be expected to do their quizzes at the time specified in the course schedule shown (later in this document). Quizzes are designed to help students evaluate whether they mastered the material from the textbook before they take the formal theory exam. As such, quizzes count for much less than the exams, and as such are meant to prepare the student for the exam. Please use each quiz to evaluate which parts of the textbook you may need to review. Students are strongly advised to use all available attempts available to continuously appraise their knowledge of the material. Please see the Brightspace description for further details and for the final quiz schedule.

THEORY EXAMS – Once students have had a chance to take the respective quizzes and assess their knowledge, students are expected to take multiple theory exams in this course using Brightspace. Theory exams are the main instruments ensuring students have a good comprehension of material before proceeding further. This approach is important as the textbook continues to build on previously discussed insights from earlier chapters. To make a “level playing field” theory exams questions are randomly drawn from the same question pools as are the quizzes. Theory exams will not introduce any new questions that were not a subset of the quiz exam pool. Please remember that all these tests take random questions from the pool set, so no two tests use the exact same groups of questions. This is another reason why students are strongly encouraged to utilize all the available attempts. Please see the Brightspace description for further details and for the final schedule.

IMPORTANT TO REMEMBER – *As mentioned earlier, in this class you are expected to use quizzes to evaluate your comprehension of each chapter. After taking a quiz, before doing an exam on the same section, you are encouraged to strengthen your weak areas and thereafter take the exam. Exams, which are structured similarly to the quizzes and use the same question pools, have a greater weight, and count much more towards your grades.*

APPLICABLE POLICIES – The following are the policies that apply to all the assessments in this class to both quizzes and exams. Both quizzes and exams are:

- Open book and time-limited tests done through Brightspace
- Composed of predetermined number of questions randomly selected for each student by a computer from the question pool.
- Will allow up to **three attempts** for every quiz and **two attempts** for every exam.
- Will have the **highest score/grade** of different attempts applied as your grade for that quiz/exam. For this reason, students are strongly encouraged to use all available attempts.

- If you were to miss one quiz or an exam, you will NOT get a “0” but rather an average of two other exams minus the penalty. Penalties sharply increase with a second missed test!

ENTREPRENEURSHIP SIMULATION GAME

One problem unique to any ONLINE ENTREPRENEURSHIP CLASS is the nature of entrepreneurship itself. Until recently, it has been the belief of the academic community that entrepreneurship can NOT even be taught online. Many of the skills gained in a well-designed entrepreneurship class come from actual idea generation, product/service development, product/service evaluation, venture involvement, participant feedback and multi-level engagement. Aforementioned activities involve and depend on personal contact, communication skills and body language. Essentially it is evident that teaching some subject matters online is much more difficult than others.

To this end, your instructor found it necessary to evaluate non-traditional education delivery methods. In doing so it became evident that course simulation is the best way to address this dilemma. **Your instructor feels that you will learn more, have more fun, and have a lower course load if your term project is replaced by an equally involving simulation activity.** As a result, this course has NO term project, but instead we use simulation to achieve even greater learning. To that end, a decision has been made that “Go Venture” product is the best for the cost and value.

In this class we use **GoVenture Entrepreneur ADVANCED simulation**. Simulation is expected to be very cost effective for a 6-month student subscription that includes unlimited game play, and free technical support. Because this syllabus can be accessed by the general public (from my website), specific information needed for your purchase will be provided via more confidential means such as Brightspace or email. Once students have this information, students can purchase online at <https://mediaspark.dpdcart.com/product/68039> (this link may change without prior notice) To play, students need to go to playgoventure.com and establish their own username and password using the subscription key students get when the payment is made. Please look at the PowerPoint “Go Venture Simulation” in Brightspace for more specific information.

There are three levels in the simulation game that students are expected to engage in. These are: **(1) Lemonade Stand** (most basic), **(2) Kiosk Game** (intermediate) and **(3) Full Business Game** (Advanced). Only the Full Business Game will be graded, although student participation is expected in all the simulations as expressed below.

Please note these are the minimum simulation days for each game required to get a passing grade!

1. 30 simulation days of Lemonade Stand game,
2. 90 simulation days of Kiosk Game, and (approx. 3 hours of play)
3. 360 simulation days Full Business Game (approx. 24 hours of play)

If you are stuck you can reset the game, but that also resets the number of simulation days to “0”. **Every student who achieves the minimum number of simulation days (for all three simulations) will receive a minimal passing grade of C- regardless of their performance.** Performance and effort are used to calculate higher grades. An Observation was made that most students do very well in these simulation games and end up with a high grade in the class. These students typically start the games early and take their time playing (and even enjoying) the game. Therefore, you are expected to start playing the simulation games early in the semester as shown later in the schedule section of this syllabus.

Each student is expected to submit a **one-page reflection paper for each of the Lemonade-stand and Kiosk games**. Reflection papers are to reflect on the challenges and skills learned for each of two games. Essentially, students are expected to reflect on different strategies used in the (lemonade or Kiosk) simulations, and what they learned about what worked and what did not – and why. **No paper is required for the Final Full Business Game.** These reflections will not be graded, but students will receive a checkmark in their participation grade.

Failure to send in a reflection paper on time may result in a student's participation grade reduction.

All students are expected to do the Full Business Simulation in the **Mexican Restaurant Industry Sector**. The deadline for this simulation is listed in the schedule section of this syllabus. While both Lemonade Stand and Kiosk Simulations are mandatory, these are not counted for your grade (other than for participation purposes). Instead, Lemonade Stand and Kiosk Simulations are meant to prepare you for the Full Business Simulation Game. Your complete Simulation grade in this class will come from the Full Business Simulation. Simulation grade calculation is proprietary and includes multiple measures of performance and effort.

IMPORTANT: To receive credit for the simulation, make sure you **register with your first NAME followed by your last name** (e.g., John Smithsonian) (don't use your nickname) If I cannot recognize who you are – you will not get a credit for the simulation.

OTHER

Students are responsible for all the material in the textbook, cases, and classroom discussions. Students are advised to check the course resources (website/Brightspace) 24 hours before each class. Email will be used to communicate any changes in topics, meeting times or events. As much as all effort has been made to describe this course in this syllabus, nonetheless, it is subject to change at the sole discretion of the instructor.

ACADEMIC INTEGRITY

The Academic Honor Code will be in effect throughout all aspects of this course. All violations of the university's policy on academic integrity will be dealt with swiftly and fairly. Students found guilty of academic dishonesty, which includes (but not limited to) cheating, plagiarism, or collusion, are subject to disciplinary action. For detailed information on academic integrity, refer to the university's Academic Honor System.

STUDENTS WITH DISABILITIES

The University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodation should register with and provide documentation to the Student Disability Resource Center (SDRC) and bring a letter to the instructor from the SDRC indicating the approved academic accommodations. This should be done within the first week of class.

DIVERSITY AND NONDISCRIMINATION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran (see Student Handbook).

FUTURE CHANGES

Although we fully expect to follow this syllabus, the fact is that from time-to-time changes may have to be made. In the unlikely event that a change is needed, this syllabus is subject to change with minimal notice at the sole discretion of the instructor.

Enjoy the Journey!

NOTES

Week	Week Starting With	CLASS SCHEDULE
1	Sunday, January 12, 2025	Introduction to the course, orientation and course preview and related discussion (Including Material in INTRO Folder) Online Lectures: Chapters 1 and 2
2	Sunday, January 19, 2025	Online Lectures: Chapters 3 and 4 *** START: Go Venture LEMONADE STAND Simulation ***
3	Sunday, January 26, 2025	Online Lectures: Chapters 5 and 6
4	Sunday, February 2, 2025	Quiz 1 - Chapters 1 through 5 inclusive (please see Brightspace for details)*** DUE: - Go Venture LEMONADE STAND simulation days and Individual Reflections for Lemonade Stand! START: Go Venture KIOSK Simulation
5	Sunday, February 9, 2025	Online Lecture: Chapter 7
6	Sunday, February 16, 2025	EXAM 1 – Covering Chapters 1 through 5 inclusive (please see Brightspace for details)
7	Sunday, February 23, 2025	DUE: (1) Go Venture KIOSK Simulation days (2) Individual Reflections for Kiosk Game! *** START: Go Venture FULL BUSINESS Simulation Game *** All students must start the Final Simulation Game THIS week.
8	Sunday, March 2, 2025	Online Lectures: Chapters 8, 9 and 10
9	Sunday, March 9, 2025	Enjoy your well-deserved SPRING BREAK
10	Sunday, March 16, 2025	Online Lecture: Chapters 11 - Quiz 2 –Chapters 6 through 10 (inclusive) ***
11	Sunday, March 23, 2025	EXAM 2 – Covering Chapters 6 through 10 inclusive (please see Brightspace for details) ***
12	Sunday, March 30, 2025	Online Lecture: Chapter 12 and 13
13	Sunday, April 6, 2025	Online Lecture: Chapter 14 and 15
14	Sunday, April 13, 2025	Quiz 3 – Chapters 11 through 15 inclusive (please see Brightspace for details).
15	Sunday, April 20, 2025	EXAM 3 – Covering Chapters 11 through 15 (inclusive) (please see Brightspace for details)
16	Sunday, April 27, 2025	*** DUE: Go Venture FULL BUSINESS Simulation (for Grade) on Wednesday-midnight of this week ***
17	Sunday, May 4, 2025	***** Wrap Up As Needed***** (This course has no final exam)

NOTES:

Please Note:

1. All quizzes and exams are from the same material, and both are mandatory. Quizzes carry much lower weight and are to be used by students to evaluate their understanding of the class material.
2. Both quizzes and exams are administered in Brightspace online
3. No student will be added extra exam attempts. If you lose exam attempts, the same attempts will **NOT** be restored!

OTHER:

All video cases are supplied by the instructor and may not be listed in the schedule above.