CALVARY UNIVERSITY

15800 Calvary Rd
Kansas City. MO 64147

Syllabus

Course: **BU220 DDN Introduction to Entrepreneurship**
Credit: **3 Semester Hours**
Semester: **Fall 2024 (S1)**
Time: **Aug. 19– Oct. 11 (Legacy Course)**
Instructor: **Dr, Germaine "Geri" Washington germaine.washington@calvary.edu**

I. DESCRIPTION

The purpose of this course will enable to students who have the desire of owning an independent or family-operated business/church to understand how risk assessments are associated with business management, make responsible decisions, and recognize business opportunities within and outside their own businesses. Christians will be provided with tools to create a business plan and understand the importance of returns on investments. (Prerequisite: BU200)
* This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Understand business policy and business strategy (PLO 4-6) **(Assignment c)**
2. Learn about common business problems. (PLO 3-6) **(Assignment a-b)**
3. Work with legal advantages and legal disadvantages of policy. (PLO 3,4,5) **(Assignment a-c)**
4. Learn techniques to evaluate external environments and internal capabilities (PLO 5,6) **(Assignment b)**
5. Understand the basic strategy differences between big and small businesses (PLO 4-6) **(Assignment b-c)**
6. Learn about government contracting concepts (PLO 5,6) **(Assignment a-c)**
7. Understand basic financial statements used in decision making PLO 6) **(Assignment b)**

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical Worldview."

B. Specific competencies to be achieved. You will:

1. Learn from specific case studies through assignments, lecture, and in-class exercises (PLO 1-6) **(Assignment a-c)**
2. Access capabilities of a firm using financial reports (PLO 3,4,5) **(Assignment a-c)**
3. Examine potential financial solutions (PLO1-6) **(Assignment a-c)**
4. Learn to integrate policy efficiently (PLO 1-6) **(Assignment a-b)**
5. Examine techniques used to strategically affect business (PLO 2,5,6) **(Assignment b-c)**
6. Calculate constraints and the value of assets in a company (PLO 1-4) **(Assignment b-c)**
7. Be able to identify common solutions to common business problems (PLO 1-6) **(Assignment a-c)**

III.   MATERIALS

A. Bible

See **"Bible is a required textbook"** statement below. You may use your familiar Bible translation in class.

B. Textbooks

Kouzes, J. M. & Posner, B. Z. (2017). The leadership challenge. 6th Ed. Jossey-Bass ISBN-13 978-1119278962   Amazon: $17.69

Xu, X, (2020). Introduction to Entrepreneurship, Methodologies and Practice. 1st Ed. Springer. ISBN-13: 978-9811518386   Amazon: $23.32

The Holy Bible

IV.   REQUIREMENTS

A. Note well!

You must be aware of the attendance policy (See Canvas). Excessive absences will result in grade reduction or failure for the course. **Since this is intensive class you cannot miss any single session without grade penalty.**

Assignments are to be submitted to canvas (on-time). Late assignments will be penalized. Please contact the instructor if you have any questions about an assignment, it is your responsibility to contact the instructor in ample time to get a response.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal

equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

➤ *Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.*

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual).

Attendance: See Attendance policy in Canvas Announcements

B. Reading and Discussion

Read Ch #1 of The leadership challenge and Introduction to Entrepreneurship before the 1st day of class.

Other chapters will be assigned for each session.

C. Discussion Forum

Note also that weekly online discussion is required by each student. Interaction with other students is not only encouraged but essential to achieve better credit. Students will be expected to contribute four to six times each week with substantive (minimum of 300 words) entries.

D. Quizzes

No quizzes in this course

E. Exams

There will be a comprehensive final paper.

V. METHODS

A. Teaching

This class will be open to a variety of methods of instruction such as lectures, case study, discussion, and group projects. Lecture material will reflect and supplement, rather than duplicate, the reading assignments. As such, lectures will emphasize those points deemed salient by the instructor to the comprehensive understanding of communication concepts. Therefore, class sessions will emphasize discussion of issues and clarification of significant passages in the text.

B. Grading (final grade based on <u>total</u> points)

Class/Group Participation/Assignments:	20%
Written Assignments:	30%
Comprehensive Final Paper:	50%

VI. TENTATIVE SCHEDULE

Date	Lecture Topic	Assignments	Due Date
Week 1	Review Syllabus/Intro to class materials (Intro to Entrepreneurship)		
Week 2	Intro to Entrepreneurship		
Week 3	Intro to Entrepreneurship	Writing Assignment (a)	See Canvas
Week 4	Intro to Entrepreneurship		
Week 5	Leadership Challenge		
Week 6	Leadership Challenge	Writing Assignment (b)	See Canvas
Week 7	Leadership Challenge		
Week 8	Leadership Challenge	Final Paper (c)	See Canvas

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT **75%**	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. *48.9 or FEWER POINTS*	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. *49 to 65.9 POINTS*	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. *66 to 75 POINTS* *Grade:*
ORGANIZATION **Including Readability & Style** **20%**	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. *15.9 or FEWER POINTS*	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. *16 to 18.9 POINTS*	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. *19 to 20 POINTS* **Grade:**
FORMAT **4%**	The paper does not conform to Turabian or APA style. Students must use on or the other correctly. *0 POINTS*	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). *Up to 2 POINTS*	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the *appropriate style guide*). *2.1 to 4 POINTS* **Grade:**
GRAMMAR, PUNCTUATION, & SPELLING **1%**	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. *0 POINTS*	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. *0.5 POINTS*	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. *1 POINT **Grade:***

What is a Substantive Post? © 2016
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important.   However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences.   Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms.   An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum.   For example,

Blackaby and Blackaby (2011) found many believers get frustrated with

technology and media that has become commonplace; however, believers must "embrac[e] technology with gusto" (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar's attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

VI.   BIBLIOGRAPHY

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