



UPPER IOWA
UNIVERSITY

COURSE SYLLABUS

BA 325 - WA New Venture Creation

Self-Paced Course - Web Based Format Option

Session begins on the 1st day of enrollment month and ends on the last day of the 6th month.

Instructor Information

Instructor Name: Betty Firth

Contact Information: For questions, comments, or concerns please contact the Self-Paced Degree Program office:

Telephone: 563-425-5200 or 1-800-553-4150

E-mail: selfpaced@uiu.edu

Address: Upper Iowa University, PO Box 1857, Fayette, IA 52142

Course Description

Semester Credits: 3 semester credits

Catalog Course Description: This course focuses on the process of creating a startup, from the recognition of an opportunity to the launch of the business. It is designed to help students learn how to do the pre-launch activities necessary to start a business and secure its first customer.

Prerequisites: MKT 208 and BA 210

Credit Hours: As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see *UIU's Policy Guidelines for Instructional Time Expectations*: [UIU Policies](#).

Course Materials

It is the student's responsibility to make sure she/he has access to all required course materials by the start of the session.

Required Textbooks

Launching New Ventures, 7TH 16 Author/Publisher: Allen, Kathleen R/Cengage Learning
ISBN: 978-1-305-10250-7

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.
ISBN-13: 978-1433832178
ISBN-10: 1433832178

Recommended Resources

UIU Writing Center-

Phone- 563-425-5854

Email: writingcenter@uiu.edu

UIU Academic Success-

Phone- 563-425-5264

Email: academicsuccess@uiu.edu

Ordering Textbooks

Purchase your textbook through the online university bookstore, [MBS Direct](#), or by phone at (800) 325-3252.

Course Objectives

1. Understand how entrepreneurs approach the challenge of new venture creation
2. Differentiate the range of environmental settings in which entrepreneurs operate
3. Analyze the role of creativity and innovation in entrepreneurial success
4. Explain the legal protection provided to the owners of patent, trademark, and copyright
5. Utilize the management competency inventory
6. Explain how a small venture could create a competitive advantage
7. Determine whether your idea has sufficient potential to pursue the development of a thorough business plan
8. Apply three venture opportunity screening methodologies
9. Apply the framework for analyzing a business model

Course Requirements and Grading Criteria

Course Requirements

1. Review the **entire** course syllabus before beginning the course. Be sure you understand the course procedures and objectives. Procedures do change, so please review **ALL** requirements and policies even if this is not your first course including, but not limited to, administrative withdrawal. Your course status will be affected if policies are not followed.
2. Students who develop a regular time schedule and set goals for unit completion are most successful in completing courses within a specific timeframe.

3. The feedback you receive from the instructor of your work is **critical** to your success on subsequent lessons. These comments allow you to improve and modify the next units if necessary.
4. Assignments are submitted using uiuLearn. Please complete all assignments and modules in order.
5. If the information in your syllabus is not clear or if units are not graded within a reasonable period of time, please contact your instructor using uiuLearn's email tool, if that doesn't work contact the Self-Paced Program office. We would like the opportunity to address concerns, however, we may not know unless we hear from YOU!
6. ALWAYS keep a copy of your completed work when submitting it for grading.

Grading Criteria

Activity	Points
Case Study: One per unit, starting with Unit 2. (7 X 70 points)	490
Personality and preference questionnaire: Unit 1 (1 x 30 points)	30
Assignments: One per Unit (8 x 60 points)	480
Total Points	1000

Grading Scale

Letter Grade	Percent	Points
A	100-93	930-1000
A-	92-90	900-929
B+	89-88	880-899
B	87-82	820-879
B-	81-80	800-819
C+	79-78	780-799
C	77-72	720-779
C-	71-72	700-719
D+	68-69	680-699
D	64-67	640-679
D-	60-63	600-639
F	59-0	599-0

Grades and Feedback

This syllabus contains all assignments necessary for completing your self-paced course. Submit your completed assignments via uiuLearn.

If you need academic assistance with the course, please feel free to contact the Self-Paced Degree Program office.

To protect the integrity of the final assessment/exam, you only receive your final grade on the exam; you do not receive any feedback on the answers to the exam questions. The answers to the questions on the exam are not shared with students. Please remember to stay academically honest.

Turnitin

Turnitin is a tool for both teachers and students to ensure academic integrity by checking the originality of submitted papers to avoid issues of plagiarism and academic dishonesty. Students should be aware that Turnitin scans submitted work and compares it to ALL other sources on file.

Incompletes

Students will be allowed to request an extension and receive an 'I' (incomplete grade) at the end of their original six-month enrollment period if:

- A minimum of one assignment has been received for grading per guidelines **AND**
- All course units and exams are not completed and submitted **OR**
- A course withdrawal has not been initiated.

Note: The fee for a self-paced extension is \$99 per course. The request for an extension must be submitted no earlier than one month before the end of the course and no later than a week before the end of the course.

Incomplete grade details

- When the extension is granted and an incomplete grade is issued, the student will receive a four-month enrollment period to complete the course.
- Students do not have the option to withdraw from a course after the initial six-month enrollment period.
- An 'I' grade posted to the student's official record will be replaced with a final letter grade; however, the incomplete will remain on the official transcript as a notation.
- If the course is not completed by the end of the incomplete period, the instructor will assign a final grade (A-F) based on work completed in relation to the total course requirements.
- If credit is not earned by the end of the extension period, students can reenroll and repeat the entire course for credit.

Note: Students are not reported as enrolled during the incomplete period and are not eligible for student loan deferment.

Course Schedule

Unit 1

Unit 1 Topic	Entrepreneurship and Opportunity
Activities	Read Chapter 1: Understanding Entrepreneurship Read Chapter 2: Preparing for the Entrepreneurial Journey
Personality and Preference Questionnaire	Complete the personality and preference questionnaire (Table 2.2, page 40). “ <i>Nosce te Ipsum</i> ” Latin for “Know thyself.” Knowing your self means being aware of the images, assumptions, and stories you carry in your mind about yourself, other people, organizations, and every aspect of your life. How you see the world influences how you relate or respond to events. Answer the following questions: What did you learn about yourself? What is your purpose? What makes you unique? What are your values? Are you actively living your values? Are they giving you energy and direction? Points: 30
Assignment	Please answer the reflective questions: 1) To be entrepreneurial, what does the concept mean to you? 2) Many, if not, most people prefer predictability to uncertainty, yet the entrepreneurial process is inherently chaotic, dynamic, and uncertain. In your opinion, what qualities might be good predictors of being a successful entrepreneur? Write a 1 - 2 pages response to the reflective questions. The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

Unit 2

Unit 2 Topic	Opportunity Identification and Analysis of Industry and Market
Activities	Read Chapter 3: Creating opportunity Read Chapter 4: Analyzing the industry & market
Case Study	Read Case # 1-Adroll: A case study of entrepreneurial growth. The case can be found on page 454 of the textbook. Please answer case discussion questions 1 – 7 listed on page 458 of the textbook. Points: 70
Assignment	Select a product or service of your choosing, then formulate a plan to assess the opportunity in terms of its product-market-fit. Be sure to identify what information needs to be collected (secondary and primary)

Unit 2 Topic	Opportunity Identification and Analysis of Industry and Market
	and how you plan to collect the information. Justify the plan in a two – page Opportunity report. The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60 The outcome from Unit 1 will be used as input into Unit 2, so be sure to invest an adequate amount of time and reflective thought into the process

Unit 3

Unit 3 Topic	Business Model Development and Validation
Activities	Read Chapter 5: Developing and testing a business model Read Chapter 6: Prototyping and validating a solution
Case Study	Read Case # 3: A case study of opportunity identification. The case can be found on page on page 466. Answer discussion questions 1 – 6. Points: 70
Assignment	Use the findings in your Unit 2 Opportunity report to develop a business model for your new venture. You may not have access to certain information, so, it is quite ok to make some reasonable assumptions that can be tested if you had access to retrieving the information. In other words, you can state what information is needed, what actions you would take to acquire the information and more importantly, how you intend to use the information. Explain your business model in a two to three - page Business Model report The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

Unit 4

Unit 4 Topic	Assembling the Founding Team and the Acquisition of Resources
Activities	Read Chapter 7: Protecting startup assets Read Chapter 8: Building the foundation team

Unit 4 Topic	Assembling the Founding Team and the Acquisition of Resources
Case Study	Read Case # 8: A case study of satisfying an unmet need. The case can be found on page on Page 516. Answer discussion questions 1 – 5 Points: 70
Assignment	Use the output from Unit 3 to develop a Micro Strategy for your Proof of Concept. Be sure the use the model shown in Figure 10.2 on page 234.
	Explain your Micro Strategy for your Proof of concept in a two – page report The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

Unit 5

Unit 5 Topic	Writing a Business Plan
Activities	Read Chapter 9: Calculating startup capital requirements Read Chapter 10: Preparing a business plan
Case Study	Read Case # 6: A case study on strategic direction. The case can be found on page on page 502. Answer discussion questions 1 – 5 Points: 70
Assignment	Use the output from Unit 4 to develop a Timeline to Launch. Please use the graph and milestones depicted in Figure 10.5 of your textbook as a template. Write a three – four pages report presenting your Timeline to Launch The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

Unit 6

Unit 6 Topic	Startup Planning and Operations
Activities	Read Chapter 11: Designing an entrepreneurial company Read Chapter 12: Planning startup operations

Unit 6 Topic	Startup Planning and Operations
Case Study	Read Case # 2: A case study on market entry and positioning. The case can be found on page on page 459. Answer discussion questions 1 – 3. Points: 70
Assignment	Write a 2 Page report explaining the actions you would take and the issues to be considered in developing quality control metrics. Please use Table 12.1 of your textbook as a guide for your report. The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

Unit 7

Unit 7 Topic	Startup Marketing Plan
Activities	Read Chapter 13: Choosing the legal form of organization Read Chapter 14: Developing a startup marketing plan
Case Study	Read Case # 4: A case study on the importance of protecting key assets. The case can be found on page on page 472. Answer questions 1 – 4 Points: 70
Assignment	Write a 2 Page report explaining the actions you would take and the issues to be considered to ensure your business strategy and business culture are in alignment. Please use the model shown in Figure 11.4 of your textbook as a template for your report. The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

Unit 8

Unit 8 Topic	Startup Funding
Activities	Read Chapter 15: Incorporating ethics and social responsibility into the business

Unit 8 Topic	Startup Funding
	Read Chapter 16: Funding startup and growth
Case Study	Read Case # 7: A case study on exploring strategic possibilities. The case can be found on page on page 511. Answer discussion questions 1 – 4 Points: 70
Assignment	Write a ten to fifteen-page comprehensive account of what you have learned from the course over the past eight weeks. What are the important lessons learned from the course? Did the content change your perspective about entrepreneurship? Do you think the insights gained from the course will have an impact on your life going forward? Do you fully understand the logic of the entrepreneurial process? Do you think this logic can be applied to the way you live your life even though you may not become an entrepreneur? The minimum expectation is that your response must demonstrate the following: 1) a basic understanding of the subject matter; 2) Use examples to support claims made in your writing; 3) Use basic appropriate language; 4) Demonstrate a basic sense of voice, sentence structure and some awareness of audience and 5) Demonstrate some control of conventions and few errors that do not hinder comprehension. Points: 60

	Reflective Writing Rubric				
Skills	1	2	3	4	5
Depth of Reflection	Demonstrate little or no understanding of the subject matter. This reflection needs revision.	Demonstrate a limited understanding of the subject matter. This reflection needs revision.	Demonstrate a basic understanding of subject matter,	Demonstrate a thoughtful understanding of the subject matter	Demonstrate a conscious and thorough understanding of the subject matter. The reflection can be used as an example for other students.
Use of Textual Evidence	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts	Use examples from the text to support most claims in your writing with some connections made between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.
Language Use	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and limited awareness of how to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempts to vary sentence structure.	Use language that is fluent and original, with a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.
Conventions	Demonstrate little or no control of the conventions, making comprehension almost impossible	Demonstrate limited control of the conventions, exhibiting frequent errors that makes comprehension difficult.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate the control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate control of the conventions with essentially no errors, even with sophisticated language

Course Expectations

Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#) (pg. 20 and 21). Respect the opinions of others using appropriate language and communications.

University Policies

Withdrawal (W)

If a student decides to withdraw from a course before the end of an enrollment period, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

On or before the first day of the enrollment period* 100%

After the first lesson through 10% of the enrollment period 90%

After the first 10% through the first 25% of the enrollment period 50%

After the first 25% of the enrollment period 0%

*Enrollment is measured by the number of assignments to be submitted during a six-month period of time, as determined by the University, during which semester credits are earned toward graduation. The refund/repayments shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

For example, if a student submitted 2 of 17 assignments, they completed 11.76% of the class assignments. The student would be refunded 50% of the tuition cost.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply.

Students who withdraw from a course prior to submitting the first assignment, or who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to discuss this decision.

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to uiu.edu/financialaid.

Administrative Withdrawal (AW)

A grade of AW (administrative withdrawal) is recorded for any course from which a student is administratively withdrawn. **At least one complete assignment/unit must be received and verified by the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course.** Students who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99. Non-Attendance (NA): Never attended grades are not applicable to the Self-Paced Degree Program.

Academic Accommodations

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Disability Services (DDS) as early in the session as possible. In order to receive accommodations, students must disclose their disability to the DDS by completing a *Voluntary Disclosure Form*, as well as providing appropriate documentation. The *Voluntary Disclosure Form* is available in the DDS office or online at [Disability Services](#). Students will be given a *Request for Accommodations Contract* during their initial appointment with the DDS. **This appointment will be in person for Fayette campus students and over the phone for center, online, and self-paced students.** It is the student's responsibility to provide the instructors with a copy of the *Request for Accommodations Contract* (for Center or online students, these contracts are emailed out to instructors by the DDS for the student). Additionally, students should work cooperatively with their instructors throughout the session to make sure that appropriate accommodations are being made. You can contact the DDS at (563) 425-5949, disabilityservices@uiu.edu, or stop by the office in the Student Center, Office of Student Life, Room 229.

Academic Misconduct Policy

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

Cheating includes, but is not limited to:

- The use of unauthorized books notes or other sources in the giving or securing of help in an examination or other course assignments.
- The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
- The submission of the same work for two or more classes without the approval of instructors involved.

Academic dishonesty includes, but is not limited to:

- Sharing academic materials knowing they will be used inappropriately.
- Accessing another person's work without permission.
- Providing false or incomplete information on an academic document.
- Changing student records without approval.

- Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

- The presentation of another's published or unpublished work as one's own.
- Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
- Using charts, graphs, statistics or tables without proper citation.

Levels of Academic Misconduct and Sanctions

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university ([Academic Misconduct Policy: Table 1](#)). A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined in [Academic Misconduct Policy: Table 1](#) should be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

Copyright Statement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

This syllabus is subject to change.

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