Meeting Times:  Tuesday afternoons and Thursdays mornings – meeting times will fluctuate and depend upon our ability to connect with local business leaders and events in Chicago. Always check the Googlesite calendar for the most recent schedule.

Office Hours:  When not teaching, instructor can typically be found in office. Appointments are encouraged.

REQUIRED RESOURCES:
Each student will receive access to an online course reader for the seminar that contains articles, cases and required materials for the seminar. Additional readings related to the course content can be found on the program Googlesite.

SEMINAR INTRODUCTION & OVERVIEW:
During this seminar we will be exploring the ways that creativity, innovation, problem-solving and entrepreneurship intersect. The most successful organizations leverage these components in order to remain competitive and sustainable. Entrepreneurship takes many forms and manifests itself in start-up’s, large multi-national corporations, creative social change organizations, and innovative public service organizations. There are countless examples of a bold entrepreneurial spirit in Chicago. The truly successful organizations are obsessed with finding innovative approaches to current and future business dilemmas. This seminar is intended to fuel that obsession by providing a foundation for appreciating how to recognize opportunities and ways to evaluate them. During this seminar, a series of hypotheses will be tested that are designed to have you gain practice using an evidence-based approach to discovering ways to create value.

This course is designed to utilize the city of Chicago as a laboratory where the activities of real world innovative entrepreneurs can be examined. Chicago is a hot bed for start-ups and a place where resources are both bountiful and accessible. A goal for this course will be to utilize experiences in the field to bridge theory and practice. During the semester, you will encounter a diverse group of start-up business concepts. These sessions will showcase the unique ways each Chicago-based entrepreneur was motivated to develop and launch their start-up’s as well as continuously adapt to be successful. You will practice developing opportunity recognition skills that have the potential to make a positive impact on everyday life. Non-traditional exercises will be used throughout the course.
LEARNING OBJECTIVES
This seminar is built around a number of objectives. At the end of the semester, students can expect to have:

- Developed the ability to identify many forms and contexts related to entrepreneurship from corporate to social.
- Engaged with and established a diverse set of Chicago-based entrepreneurs that have shared their personal stories of challenges and opportunities.
- Participated in conducting primary research, gained confidence in dealing with ambiguity, increased awareness of required resources for launching a start-up business in Chicago.
- Practiced using the lean canvas approach to assess the feasibility of an idea.
- Improved informal as well as formal communication and presentation skills.
- Gained an overall appreciation for entrepreneurial opportunities and how they are evaluated.

CONTRIBUTION, ATTENDANCE & PROFESSIONAL ETIQUETTE:
Students will receive maximum benefit from this course through effective preparation for each class. In addition to preparation, students are expected engage in discussion and class exercises. Students rely upon one another for attendance and participation. The success of each class is dependent upon each student’s preparation, completion of assignments and willingness to share in class discussion. Due to the experiential nature of the program, classes missed will negatively impact learning. Attendance is required and will factor into final grading for the course. Students that miss more than 2 classes should anticipate having their course grade lowered an entire letter. In the event an absence is anticipated, students should notify the professor via e-mail or phone prior to class.

Many students find interacting with entrepreneurs and business leaders in Chicago to be the most valuable aspect of the course. Engaging and networking with these individuals can be extremely helpful as students begin to develop professional contacts. Many classes will be held on site at these organizations requiring all students to maintain attitudes and behaviors that are both respectful and professional. The following are examples of behaviors considered unacceptable: using cell phones in a disruptive/distraction manner, sleeping, carrying on side conversations, showing up late and eating. Non professional behavior could result in dismissal from the session(s) and a reduction in the overall course grade.

SPECIAL CLASS SESSIONS:
Normal meeting times for the course are Tuesday afternoon (2pm-4pm) and Thursday mornings (10am-12pm). There are a few dates and times that fall outside of this schedule. The following is a list of identified exceptions:

- Technori Pitch Event: Tuesday, September 29th from 6:15pm – 8pm
- Chicago Ideas Week: Startup Stories – Wednesday, October 14th from 7-9pm
- Chicago Ideas Week: Piranha Tank – Thursday, October 15th from 7-9pm
- Startup Pitch Presentations: Tuesday, December 1st from 5-8:30pm

Please note that other opportunities may arise that are beneficial to the content of this course - therefore continue to remain flexible with your personal schedule and diligent with checking the Chicago Program Googlesite Calendar.

WEBSITE, EMAIL, ETC.:
Students are expected to monitor the seminar website continuously throughout the semester https://sites.google.com/site/177nstate The site contains important information regarding assignments, projects as well as a calendar containing meeting locations and events. In addition to visiting the course website, students are expected to check their email at least once per day. Frequently information will be provided that is relevant to class assignments and will be either posted to the website or sent via email. Failure to check email or receive attachments is not an excuse for missing assignments or deadlines.
COURSE ASSIGNMENTS

CLASS PREPARATION, ENGAGEMENT & DISCUSSION CONTRIBUTION:
Our classroom is a learning community. Therefore, it is the responsibility of each member of the learning community to do their part. During the first week of class we will discuss and agree upon the roles, responsibilities and evaluation criteria for each other. In the past, successful students have contributed to class in meaningful ways through participating in discussions and by complete preparatory work before class. Field visits to Chicago-based businesses will be used to illustrate the application of the content we will be discussing this semester. The class will be responsible for identifying appropriate behavior to promote engagement during the field visit and ways to ensure opportunities to reflect on important lessons learned and identify unexpected connections are achieved. Our goal as a learning community will be to outline expectations of one another to ensure that all participants are able to contribute and that everyone is accountable. Major assignments are due by the posted deadline and are posted on the program calendar found on the Googlesite as well as in this syllabus. Late submission for major assignments can result in a significant deduction of points. Major assignments submitted late but within 24 hours of the due date/time will be penalized by a 10% reduction in points; submissions received within 48 hours will result in a 50% penalty and no points will be awarded beyond this deadline.

DISCUSSION LEADER ASSIGNMENT:
During the semester we have field visits to Chicago based businesses (startup’s as well as entrepreneurial large corporations) to establish ways to connect the content we are exploring with practical application. The purpose of the Discussion Leader Assignment is to effectively prepare students to get as much out of the field visits as possible. The field visits are an integral part of the course and can provide valuable insight if opportunities to engage with business leaders are fully utilized. During the first week of the program, students will have an opportunity to join a team which will be the “experts” for one of the several businesses the class will meet with during the semester. Teams will be responsible for researching the organization (beyond their website), preparing a preparation assignment with discussion prompts; a class activity that is connected to the facilitation of a 15 minute discussion integrating concepts covered in class. All teams must utilize Power Point or another interactive form of visual communication to illustrate primary talking points. Each team’s performance will be evaluated based upon knowledge of firm; creation of a substantive preparatory reading assignment & discussion prompts; effectiveness of in-class activity; effective communication of ideas; time management, and the ability to engage the rest of the class in discussion. Teams are responsible for making certain any questions raised during the preparatory session are addressed during the field visit and maintain a high level of engagement during the field visit. Following the field visit, Discussion Leader Teams will be responsible for contributing to a debrief session on the business. A rubric outlining the assignment expectations and point allocations can be found on the Googlesite.

START-UP CONCEPT PROJECT:
(Discovery Test, Lean Canvas Model, Executive Summary & Pitch Presentation)
In this course, students will have an opportunity to work in small groups to craft an innovative start-up business concept that will result in creating a Lean Canvas Model accompanied by an Executive Summary and a Pitch Presentation. Emphasis will be placed on utilizing evidence-based entrepreneurship to validate the attractable target audience, examine the value-chain, key resources/partnerships, determine ways in which revenue is generated and research the costs to support the model. Throughout the semester, teams/individuals will be testing their start-ups by iterating on lessons learned through conducting experiments to figure out what is and isn’t feasible. One specific way this will occur is by developing a Discovery Test for their startup concept.

Discovery Test (50 points)
Teams will develop an appropriate Discovery Test that is relevant to their start-up concept. This test should gather as much information as possible about the target audience. The Discovery Test will enable assumptions to be validated through the collection of evidence (primary research) for further developing start-up concepts. Teams that best capture this valuable information, appropriately analyze the results, and make subsequent modifications to the Lean Canvas Model will be rewarded.

Start-up Pitch Presentation (200 points)
Teams will deliver a final pitch presentation to an external review panel comprised of entrepreneurs, investors and business consultants. Team Pitch Presentations will last no more than 10 minutes with 5 minutes dedicated to a question and answer period. There will be an opportunity for teams to receive feedback during a Practice Pitch session. Pitch Presentations will be evaluated based upon accuracy of content, improvements made based on incorporating feedback from Practice Pitch Presentations, persuasive delivery, effective supporting research, and ability to respond appropriately to panelist questions.

Lean Canvas Model (25 points):
Each team must create a one-page visual Lean Canvas Model that addresses each of the criteria in the template:
1. What is your Value Proposition? (Pain Point & Solution)
2. Who do you serve? (Customer Segments)
3. What key activities does your Value Proposition require? (Key Activities)
4. What resources does your Value Proposition require? (Key Resources)
5. What partners are needed for us to succeed? (Key Partners)
6. In what ways do you interact with your Customers (Customer Relationships)
7. How do people discover/purchase/get service, etc. (Channels)
8. How do we get paid (Revenue Streams)
9. What does it cost to operate this model (Cost Structure)
Lean Canvas Models will be evaluated based upon thoughtful organization, appropriate application of the model, accurate content connected to start-up concept, effective summary of main points and logical ties to the Executive Summary.

Executive Summary (100 Points):
Teams must submit an Executive Summary (approx. 4-6 pages) that summarizes the evolution of the project, illustrates how Discovery Tests were incorporated and analyzed and how final conclusions were validated from this process. The Lean Canvas Model criteria should be supported by the Executive Summary and provide additional support for conclusions. Teams are expected to provide documentation that validates the learning process and evolution of the concept. The best Executive Summaries are those that effectively utilize images/illustrations including charts and graphs to best showcase the research conducted. Executive Summaries will be evaluated based upon logical organization, accuracy of content, strong use of evidence throughout, solid demonstration of analysis and inclusion of Discovery Test findings, summary of points and convincing conclusions.

Peer/Self Evaluation (25 points)
Students will be evaluated based upon both individual and team performance. Following the Pitch Presentation, students will complete a self-evaluation assessing their performance and ability to achieve their individual goals/responsibilities. Students working in teams will also complete a peer evaluation assessing other team member’s contribution and performance to the project.

GRADING:
Student’s work will be evaluated in a variety of ways within the course. Any student experiencing a conflict with respect to the assessment of an assignment or the course, they are encouraged to approach the faculty member directly to discuss the situation. If the conflict is unresolved, students are
encouraged to speak with any member of the faculty for assistance. Once grades have been submitted to campus, students have the right to appeal. Appeals must be in writing and address the rationale for the dispute and submitted within 30 days of receiving the final grade.

Grades for the course will be distributed as follows:

<table>
<thead>
<tr>
<th>Class Preparation, Engagement &amp; Discussion Contribution</th>
<th>Criteria and assessment method to be developed together</th>
<th>Point $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leader Assignment</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Start-up Pitch Presentation</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Start-up Project:</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Discovery Test (50)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lean Canvas Model (25)</td>
<td></td>
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</tr>
<tr>
<td>Executive Summary (100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer/Self Evaluation of Contribution (25)</td>
<td></td>
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</tbody>
</table>

Total 1,000

Chicago Program Grading Scale:
A  94%
A- 90%
B+ 87%
B  84%
B- 80%
C+ 77%
C  74%
C- 70%
D+ 67%
D  64%
D- 60%
F  59% and below

Grading Interpretation:
A: The work is outstanding and exceeds the stated criteria in each assessment area. The information can be easily interpreted and is well organized.
B: The work meets all standards and exceeds them in a few areas.
C: The work meets all standards and the stated criteria. There are no areas of weakness and also no outstanding elements.
D: The work is significantly deficient in some way.