Overview

There is absolutely nothing new about entrepreneurship in and of itself. The earliest definition of an entrepreneur emerged in the thirteenth century, and subsequently evolved over hundreds of years to Peter Drucker’s characterization in the twentieth century of entrepreneurs as having special characteristics over and above those who simply start a business. In his words, "they create something new, something different; they change or transmute values".

He continues by suggesting that "entrepreneurs see change as the norm and as healthy. Usually, they do not bring about change themselves. But and this defines entrepreneur and entrepreneurship – the entrepreneur always searches for change, responds to it, and exploits it as an opportunity".

In short, entrepreneurship is about embracing change.

The accelerating rate of change propelled by globalization and technological innovation is driving the desire to assume more control over one’s life in an increasingly uncertain environment. The reality of which is similarly applicable to those choosing to work within an existing organization or those starting an entirely new one, irrespective of the profit motive.

If one agrees with Drucker that entrepreneurship is about change, then being an entrepreneur – or at least learning how to act like an entrepreneur – may very well be your best defense against an increasingly uncertain future.

Technological Forces Shaping the Future

Mainstream discussions about technology-driven change typically focus on the underlying technologies, such advanced algorithms, artificial intelligence, autonomous systems, big data, blockchains, cloud computing, cybersecurity, genomics, lasers, mobile applications, quantum computing, and robotics. These technologies are all driving technological change – singularly and through innumerable combinations – and are opportunities for entrepreneurs in and of themselves. First and foremost, however, they are enablers.

In his book, 'The Inevitable’, author Kevin Kelly explores twelve technological forces that will undoubtedly shape our future. Unlike a discussion of enablers, his analysis explores trends that will likely affect “the way we work, play, learn, buy, and communicate with each other”.

Each of these twelve trends are largely driven by some combination of evolving technologies – and each of them embody exciting opportunities for entrepreneurs. Especially those competing in the information industry. Understanding what is changing at a macro-level will better equip you to recognize and pursue entrepreneurial opportunities in the future.

Studying forces, instead of enablers, differentiates this course from others typically offered in entrepreneurial curriculum.

Learning Outcomes

As Steve Blank, a serial entrepreneur, renowned entrepreneurial author, and self-described Michigan Wolverine, wrote in a Harvard Business Review article, “According to conventional wisdom, the first thing every founder must do is to create a business plan – a static document that describes the size of an opportunity, the problem to be solved, and the solution that the new venture will provide".

Blank submits that we have learned at least three things after watching thousands of startups embrace this conventional wisdom over the years, including:

1. “Business plans rarely survive the first contact with customers”.
2. “No one besides venture capitalists and the late Soviet Union requires five-year plans”.
3. “Startups are not smaller versions of large companies”.

More importantly, however, Blank puts forward “that while existing companies execute a business model, startups look for one” – and this has become the essence of the lean startup: "a temporary organization designed to search for a repeatable and scalable business model".

SCHOOL OF INFORMATION
UNIVERSITY OF MICHIGAN

SI 460: Modeling Success: The Science of Entrepreneurship in the Information Age
WINTER 2021

Instructor: Walt Borland
Contact: borland@umich.edu
Office Hours: By Appointment
Location: Zoom

Prerequisites: SI 360
Credits: 3
Lectures: Tues/Thurs 4:00 – 5:30 PM Eastern
Location: Zoom
Course Site: Available on Canvas
Embracing this reality, so too will we abandon the traditional business plan, and focus instead on exploring, understanding, and applying the principles of business model generation and relevant entrepreneurial theory and practice, to searching for, responding to, and exploiting change as an opportunity.

Accordingly, at the end of the course you should be able to do the following:

1. Analyze and critique the waves of change and accompanying forces that are continually transforming “the way we work, play, learn, buy, and communicate with each other”.
2. Apply the core principles of the lean startup methodology – more specifically, the concept of business model generation – to launching early-stage entrepreneurial endeavors in either for-profit or non-profit scenarios.
3. Critically evaluate prospective entrepreneurial ventures in the information industry, and assess the likely outcome.
4. Demonstrate the reading, listening, discussion, writing, and presentation skills required to be a successful entrepreneur.
5. Generate, evaluate, and recommend compelling, business-like entrepreneurial solutions successfully leveraging technology-driven opportunities.

Pedagogy

A simple dichotomy for entrepreneurship is that it is either about starting companies or solving problems, with the former being an ancillary outcome and the latter the very essence of entrepreneurship.

Starting and building real companies, albeit providing valuable lessons, is an unrealistic expectation for any course offered during a single term. Tackling open-ended problems – and in particular, challenging problems – is what one should be well-prepared to do when pursuing entrepreneurial opportunities.

We will explore such through the discussion of relevant theory, structured group challenges and competitions, and the incorporation of broader life experience – all involving entrepreneurial-style risk-taking. Failure in this course will not only be encouraged, but it will also be rewarded.

The Effect of COVID-19 on the Course

We find ourselves living during unusual times, facing the extraordinary combination of a global pandemic, significant economic disruption, and social unrest. Our lives are anything but normal. This course was originally designed to be taught entirely in-person, and not remotely. Unfortunately, doing such again this term simply isn’t possible.

As a result, the course has been modified to be taught remotely using synchronous pedagogical elements only.

This resulted in the following changes of note:

- A revised academic calendar, a restructured teaching team, and an expanded toolkit.
- Revisions to the previous core, supplemental, and entrepreneurial readings.
- The use of prerecorded videos uploaded to YouTube and shared for student presentations.
- Finally, preparations for additional adjustments to the course should circumstances beyond the instructors control require such during the term.

Notwithstanding the foregoing, the course remains focused on the entrepreneurship – and entrepreneurs should be self-assured while navigating through the unknown. Successfully managing through ambiguity and uncertainty, along with embracing change as an opportunity, are some of the core tenets underlying the entrepreneurship.

One should always hope for the best, while being prepared for the worst. We’ll be doing exactly that together this term. I’m confident, however, that our time this term will be well spent regardless of what happens.

Structure of the Course

The first session will introduce the course, set the tone, and explain the pedagogic approach in detail. The following session will serve as a bridge for students from SI 360 to this course.

The next two sessions will explore the waves of technological change continually impacting our world. These topics will be woven throughout the course, and continually reinforced with assigned reading selected from a number of relevant books.

Then we’ll delve into the four steps to the epiphany, including an introduction to the business model canvas. The subsequent four (4) core learning modules of the course will each be organized over approximately two-week periods as follows:
The last scheduled session of the course – or the last lecture – will be a forward-looking summary of the course. What happens outside of the classroom, however, is also an important component of the learning experience – and as you’ll read below, there is an available option to help you work towards your desired final grade.

### Winter 2021 Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Session Titles</th>
<th>Preparation in Canvas</th>
<th>Core Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 1/19</td>
<td>Introduction to the Course</td>
<td>Review Course Syllabus</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Thursday 1/21</td>
<td>Burning the Business Plan</td>
<td>Burn the Business Plan</td>
<td>GCS-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>THE WAVES OF CHANGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday 1/26</td>
<td>Waves of Change</td>
<td>The Third Wave</td>
<td>LPQ-1</td>
</tr>
<tr>
<td></td>
<td>Thursday 1/28</td>
<td>Waves of Change</td>
<td>The Inevitable – Chapters 1, 3, and 8</td>
<td>LPQ-2 and PAQ-1 GC-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>THE FOUR STEPS TO THE EPIPHANY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 2/2</td>
<td>The Path to Epiphany</td>
<td>The Four Steps to an Epiphany</td>
<td>LPQ-3</td>
</tr>
<tr>
<td></td>
<td>Thursday 2/4</td>
<td>It’s All About the Customer</td>
<td>The Four Steps to an Epiphany</td>
<td>PAQ-2 GC-2</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday 2/9</td>
<td>The Business Model Canvas</td>
<td>Business Model Generation – Section 1</td>
<td>LPQ-4</td>
</tr>
<tr>
<td></td>
<td>Thursday 2/11</td>
<td>The Business Model Canvas</td>
<td>Business Model Generation – Section 2</td>
<td>LPQ-5 and GCS-2 GC-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MODULE ONE: The Personalization of Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tuesday 2/16</td>
<td>Waves of Change Lecture</td>
<td>The Inevitable – Chapters 7 and 11</td>
<td>LPQ-6</td>
</tr>
<tr>
<td></td>
<td>Thursday 2/18</td>
<td>Challenge One</td>
<td>Value Proposition Design Zucked</td>
<td>LPQ-7 and PAQ-3</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
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<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tuesday 2/23</td>
<td>Group Collaboration</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursday 2/25</td>
<td>Group Presentations</td>
<td>None</td>
<td>Challenge-1</td>
</tr>
</tbody>
</table>

**MODULE TWO: The Internet of Everything**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Tuesday 3/1</td>
<td>Waves of Change Lecture</td>
<td>The Inevitable – Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Thursday 3/4</td>
<td>Challenge Two</td>
<td>Blue Ocean Strategy</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday 3/9</td>
<td>Group Collaboration</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Thursday 3/11</td>
<td>Group Presentations</td>
<td>None</td>
</tr>
</tbody>
</table>

**MODULE THREE: The Decline of Ownership**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Tuesday 3/16</td>
<td>Waves of Change Lecture</td>
<td>The Inevitable – Chapters 5 and 6</td>
</tr>
<tr>
<td></td>
<td>Thursday 3/18</td>
<td>Challenge Three</td>
<td>Crossing the Chasm</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday 3/23</td>
<td>WELL-BEING BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursday 3/25</td>
<td>WELL-BEING BREAK</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tuesday 3/30</td>
<td>Group Collaboration</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Thursday 4/1</td>
<td>Group Presentations</td>
<td>None</td>
</tr>
</tbody>
</table>

**MODULE FOUR: The Transformation of Experience**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Tuesday 4/6</td>
<td>Waves of Change Lecture</td>
<td>The Inevitable – Chapters 4, 8, and 9</td>
</tr>
<tr>
<td></td>
<td>Thursday 4/8</td>
<td>Challenge Four</td>
<td>The Infinite Retina</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday 4/13</td>
<td>Group Collaboration</td>
<td>None</td>
</tr>
</tbody>
</table>
Estimated Average Weekly Workload

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Challenges</th>
<th>Class</th>
<th>Reading</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Hours</td>
<td>2 Hours</td>
<td>3 Hours</td>
<td>2 Hours</td>
<td>9 Hours</td>
</tr>
</tbody>
</table>

Reading

The required books for the course will include the following four (4) titles, all four of which are currently available from online retailers in print or digital format for less than $75.00 in total:

- *The Inevitable: Understanding the 12 Technological Forces that Will Shape Our Future* by Kevin Kelly (2016)
- *Value Proposition Design: How to Create Products and Services Customers Want* by Alex Osterwalder et al (2014)

Alternatively, excerpts of The Third Wave, Business Model Generation, The Inevitable, and Value Proposition Design will be available in PDF format in Canvas.

Supplemental reading for the course will include selections from the following nine (9) books, and will be available in PDF format in Canvas:

- *The Four Steps to the Epiphany: Successful Strategies for Products that Win* by Steve Blank (Fifth Edition – 2013)
- *The Infinite Retina: Spatial Computing, Augmented Reality, and How a Collision of New Technologies are Bringing about the Next Tech Revolution* by Irena Cronin and Robert Scoble (2020)
- *Zucked: Waking Up to the Facebook Catastrophe* by Roger McNamee (2019)
Grading

Students should apply themselves because first and foremost, they want to learn. That said, this is a University, and you are getting credit towards your degree, so we must adhere to applicable policy and use grades in this course.

Grading in this course is unusual – albeit increasingly less so.

The grading methodology is designed to encourage you to explore many different types of assignments and to focus more on some than others depending on your interests. Many of the assignments will be new and challenging, and failure – or at least disappointment – on your first try is expected.

But those failures will also be safe. You will always have an opportunity to recover from them.

The grading scale based on the number of earned points will be as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>10,000</th>
<th>9,500</th>
<th>9,000</th>
<th>8,500</th>
<th>8,000</th>
<th>7,500</th>
<th>7,000</th>
<th>6,500</th>
<th>6,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D</td>
</tr>
</tbody>
</table>

A grade of A+ is reserved for truly exceptional performance, and in this course, it cannot be earned based on points alone. The instructor alone will decide whether any of the students who have earned A grades by points have truly excelled through consistent attendance, active class participation, and generally contributing to the success of the course throughout the term. If so, these students, and never more than a few, will receive A+ grades.

If you feel that the merit of your work on any given exploratory assignment has not been fully recognized with an appropriate score, you may elect to revise and re-submit that assignment for re-scoring. In doing so, you must explain to the instructor in an email why you believe that your work deserves to be revaluated – highlighting specific reasons and providing relevant detail. Your argument may be accepted, your work revaluated, and your score adjusted – either up or down as appropriate.

You aren’t expected to try everything that is available, and even if a good grade is all you are after, you won’t have to. There are numerous paths to secure your desired grade.

Course grades will be provided on a standard four-point scale, with a maximum of an ‘A’ - and no curve will be used in the grading. Hopefully, however, you will try to forget grades, and simply explore, and maybe even have some fun in the process.

**AVAILABLE POINTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Core (Maximum Available Points)</th>
<th>Exploratory (Maximum Available Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges</td>
<td>4,000</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-curricular Simulation</td>
<td>N/A</td>
<td>2,000</td>
</tr>
<tr>
<td>Course Reflections</td>
<td>N/A</td>
<td>2,400</td>
</tr>
<tr>
<td>Entrepreneurial Readings</td>
<td>750</td>
<td>3,000</td>
</tr>
<tr>
<td>Final Examination</td>
<td>N/A</td>
<td>1,500</td>
</tr>
<tr>
<td>Graded Course Surveys</td>
<td>400</td>
<td>100</td>
</tr>
<tr>
<td>Group Competitions</td>
<td>750</td>
<td>N/A</td>
</tr>
<tr>
<td>Leadership Multiplier</td>
<td>N/A</td>
<td>800</td>
</tr>
<tr>
<td>Lecture Participation Quizzes</td>
<td>1,400</td>
<td>N/A</td>
</tr>
<tr>
<td>Personal Resume Submitted to Canvas</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Preparation Assessment Quizzes</td>
<td>700</td>
<td>N/A</td>
</tr>
<tr>
<td>Risk Quotient</td>
<td>N/A</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Totals:** 8,100                              9,800
We want you to succeed by doing your best work at all times, so please be proactive in reaching-out to a member of the teaching team on a timely basis if you have any comments, questions, or concerns!

**CORE ASSIGNMENTS**

Core assignments are comprised of seven (7) different elements, including challenges, graded course surveys, group competitions, lecture participation quizzes, preparation assessment quizzes, a required entrepreneurial reading, and submission of your resume as described below.

These core assignments are due by the date and time listed for any particular assignment in Canvas without exception. Therefore, late assignments will NOT be accepted and zero (0) points will be available after the posted deadlines.

**Challenges**

You will be randomly assigned to groups in Canvas for the different modules scheduled over the term, and will be evaluated based on the collective performance of your assigned groups – and your accompanying contribution – through the required submission of peer reviews.

Challenges will be unique to the subject matter and driven by activity in the information space. Unless otherwise indicated by the instructor, solutions will be presented during scheduled class sessions.

Each of the four (4) challenges will be scored using an assignment rubric located in Canvas, and worth a maximum of one thousand (1,000) points.

Challenges will be evaluated by all course participants either during, or after, each group presentation, with percentage point bonuses to be awarded to each member of the group as follows:

<table>
<thead>
<tr>
<th>Group Presentation Ranking</th>
<th>Point Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1.3x - Thirty Percent (30.0%)</td>
</tr>
<tr>
<td>2nd</td>
<td>1.2x - Twenty Percent (20.0%)</td>
</tr>
<tr>
<td>3rd</td>
<td>1.1x - Ten Percent (10.0%)</td>
</tr>
</tbody>
</table>

For this reason, it is important that you come to class on-time and thoroughly prepared to participate with your assigned group members.

**Graded Course Surveys (GCS)**

You will be asked periodically to complete graded course surveys (GCS), both via Canvas and through other sources such as UoM’s Blue teaching evaluation platform, with each survey worth a maximum of one hundred (100) points.

**Group Competitions (GC)**

You will also be randomly assigned to groups in Canvas for the three (3) different group competitions (GC) scheduled over the term.

Group competitions will be unique to the subject matter and driven by activity in the information space. Unless otherwise indicated by the instructor, competitions will be conducted entirely during scheduled class sessions.

Each of these group competitions will be scored using an assignment rubric located in Canvas, and worth a maximum of two hundred and fifty (250) points.

**Lecture Participation Quizzes (CPQ)**

Your participation will be evaluated and ultimately scored through questions in a series of fourteen (14) online quizzes administered and scored via Canvas. Each lecture participation quiz (LPQ) will be worth a maximum of one hundred (100) points.

**Preparation Assessment Quizzes (PAQ)**

Your completion of the assigned preparation for each session will be evaluated and ultimately scored through questions in a series of seven (7) online quizzes administered and scored via Canvas, with each preparation assessment quiz (PAQ) worth a maximum of one hundred (100) points.
Required Entrepreneurial Reading

You will be required to read one (1) exploratory reading from the list of books in the ‘Exploratory Assignments’ – ‘Entrepreneurial Reading’ section below, and then submit a paper for scoring consistent with the requirements stated therein on or before April 15, 2021. Failure to complete the required entrepreneurial reading will result in the assessment of a seven hundred and fifty (750) point penalty.

Resume Submission

You are requested to upload a PDF of your personal resume to Canvas no later than January 31, 2021 for the exclusive use of the teaching team – and only the teaching team. One hundred (100) points will be awarded upon completion of the upload.

EXPLORATORY ASSIGNMENTS

Exploratory assignments are comprised of six (6) different – and optional – elements, including co-curricular simulation, course reflections, entrepreneurial reading, final examination, a leadership multiplier, and a risk quotient as described below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Exploratory Assignment Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Co-curricular Simulation</td>
</tr>
<tr>
<td>January 31st</td>
<td>Confirmation</td>
</tr>
<tr>
<td>February 28th</td>
<td></td>
</tr>
<tr>
<td>March 31st</td>
<td></td>
</tr>
<tr>
<td>April 15th</td>
<td>Completion</td>
</tr>
<tr>
<td>April 23rd</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Irrespective of the monthly limitations, a maximum of four (4) entrepreneurial readings can be submitted in total during the term.

Co-curricular Simulation

Thriving as an entrepreneur requires one to successfully navigate through a seemingly endless series of challenges, with an infinite number of variables that typically have to be processed in real-time. Providing this type of real-world experience in a classroom setting is impracticable. Therefore, you will have the option of playing a global massively multiplayer online role-playing game (MMORPG) called ‘GoVenture World’. This will be done primarily outside of the classroom as an individual co-curricular activity.

If you select this exploratory assignment, you will be required to do the following:

- Notify the designated member of the teaching team that you’ve decided to participate in the co-curricular simulation no later than January 31, 2021. There will be no exceptions to this requirement.
- Sign-up individually online, and enter the MMORPG, no later than February 1, 2021.
- You will have approximately seventy-five (75) calendar days to compete against all of the players in the MMORPG, with the competition period ending at Midnight EDT on April 15, 2021. Please note that the MMORPG includes players from around the world in addition to some number of your peers.
- Your verified performance as of the close of the competition will determine the number of course points you will be awarded for the co-curricular simulation. Awarded points will be based on the assignment rubric located in Canvas.

Course Reflections

You can submit a maximum of six (6) approximately four hundred (400) word ‘reflections’ via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – describing your reaction to material covered during the course. Excluding any special reflections, the maximum allowable submissions will fluctuate between one or two in any given month. Your final reflection must be submitted no later than April 15, 2021. Each submission will be scored using an assignment rubric located in Canvas, and worth a maximum of four hundred (400) points.
Entrepreneurial Reading

The entrepreneurial reading assignment includes your selection – or multiple selections - from any of the following ten (10) books, all of which will be available at the Undergraduate Library Reserve desk or other local libraries, and from online retailers or other providers in either print or digital formats:

- Hit Refresh: The Quest to Rediscover Microsoft’s Soul and Imagine a Better Future for Everyone by Satya Nadella (2017)
- How I Built This: The Unexpected Paths to Success from the World’s Most Inspiring Entrepreneurs by Guy Raz (2020)
- How to Turn Down a Billion Dollars: The Snapchat Story by Billy Gallagher (2018)
- Launching While Female: Smashing the System that Holds Women Entrepreneurs Back by Susanne Althoff (2020)
- No Rules Rules: Netflix and the Culture of Reinvention by Reed Hastings and Erin Meyer (2020)
- The Power of Broke: How Empty Pockets, a Tight Budget, and a Hunger for Success Can become Your Greatest Competitive Advantage by Daymond John (2016)
- The Ride of a Lifetime: Lessons Learned from 15 Years as CEO of the Walt Disney Company by Robert Iger (2019)

You will be required to submit an approximately seven hundred and fifty (750) word paper via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – which discusses your entrepreneurial learning experience from having read any one of the above ten books.

You are encouraged to read more than one of these books over the course of the term. However, the following terms and conditions apply to entrepreneurial reading assignments:

- The submission of a single paper for a single book will be eligible for the maximum number of available points.
- A maximum of four (4) separate papers can be submitted – including the one (1) required submission – if four (4) of the above books are read over the course of the term.
- More than one book can be incorporated into a single comparative paper – but the required word total will increase by fifty percent (50.0%) for each book included in a comparative paper – and the number of available points will also increase proportionally.
- Maximum allowable submission of one (1) or two (2) papers in any given month.
- Your submission – or submissions - will be scored using an assignment rubric located in Canvas.
- Finally, a single submission is worth a maximum of seven hundred and fifty (750) points, while a multiple submission is worth an additional three hundred and seventy-five (375) points per incremental book included in a comparative analysis.

Final Examination

An optional final examination will be available to any students interested in the accompanying point opportunity. The exam will consist of seventy-five (75) questions in Canvas, is worth a maximum of one thousand and five hundred (1,500) points, and will be offered – and proctored - remotely during the University-scheduled examination window beginning at 4:00 PM on Friday, April 23, 2020.

Leadership Multiplier

A Group Leader can be selected for each randomly assigned group for any one of the four (4) primary challenges. A member of the group can either volunteer for the role, or the members of the group can elect a Group Leader. In either event, the Group Leader will receive a ‘leadership multiplier’ of twenty percent (20.0%) of the points awarded to each individual member of the group as a result of having participated in the challenge. Splitting the Group Leader role amongst multiple group members is not permitted.
Risk Quotient

An optional ‘risk quotient’ may be elected prior to any one of the four (4) primary challenges at your sole individual discretion. If your group ultimately wins its challenge, then the number of points awarded to you alone will be doubled. If your group places second or third, then the number of points awarded to you will be unaffected. However, if your group does not win or place, the number of points awarded to you will be zero (0).

THE FINE PRINT

Academic Integrity

All assignments in this course are clearly designated as either individual or group assignments. For individual assignments, submitted work must reflect your own original effort. If you are directly quoting, or building on the writing of others, put the language in quotes and provide a proper citation.

You are expected to understand what plagiarism is and how to avoid it. If you are uncertain about the boundaries, you must take the initiative to educate yourself.

Refer to the appropriate student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for plagiarism, whether intentional or unintentional.

Attendance Policy

The course is structured much like a fast-paced entrepreneurial startup, and as in any such situation, one would not fail to meet their commitments – including being where they need to be, when they need to be there, and fully prepared to contribute.

Attendance will be recorded in Canvas at the beginning of each scheduled engaged learning session.

Course-related Technology

The course will require the use of a laptop computer, Adobe Creative Cloud, Poll Everywhere, YouTube, Zoom, other standard software tools such as PowerPoint, and access to a designated University-provided file sharing drive.

While the use of technology is strongly encouraged as an aid to learning and in facilitating timely communication, extensive research suggests that the use of personal electronic devices can be distracting, and ultimately results in lower retention of lecture material by students.

Therefore, the use of mobile devices – such as mobile phones – is strictly prohibited during any given engaged learning session. Even though we may not always be able to see you using your mobile device while online. Strict compliance with this policy is in your best interest, and greatly appreciated!

Communication Tools

Canvas is the primary dissemination method for course-related activity, including assigned preparation material, assignment descriptions and accompanying explanatory information, revisions to the syllabus, and scheduling. It is your responsibility to stay up-to-date on Canvas.

Slack is the primary communication tool for non-FERPA interactions between course instructors and students, and amongst students, in the course. All students will be expected to download Slack on their preferred mobile device, join the designated workspace for the course,
activate mobile notifications, and learn how to use the platform without exception.

We will be using Slack throughout the term to connect course participants, along with enhancing collaboration amongst students in course and group-related activities.

As such, GroupMe is not an approved communication tool for this course, nor is the creation of chat or text groups on other communication platforms.

Email remains an alternative communication tool for professional interactions. If you email the instructor, or other relevant parties, please remember that you are communicating in a professional context – so please use salutations and signatures, and do not use text or internet slang.

Recording of Course-related Activities

Audio or video recording, live-streaming, or photography of any type during course-related activities without the written permission of the instructor is strictly prohibited.

Accommodation for Students with Disabilities

If you think you need an accommodation for a disability, please inform the instructor at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as your instructor is aware of your needs, they will be able to work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. SSD (734.763.3000; http://www.umich.edu/~sswd/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information provided hereunder will be treated as private and confidential.

Accommodation for COVID-related Complications

The impact of the global pandemic on any given individual may vary across a range of possibilities over the course of the term. Some of these will include, among others:

- Students with personal health complications that will not allow them to participate in any course-related activities.
- Students who test positive for the coronavirus, and will accordingly be required to quarantine, or students who have been exposed to others testing positive for the coronavirus, who will also be required to quarantine.
- Students requiring some level of medical attention, and therefore unable to participate in any course-related activities for a period of time.

In the event of any the foregoing, or any other COVID-related complication, your instructors will provide an appropriate accommodation to help ensure you’re able to participate in the course over the term - and will have a reasonable opportunity to successfully complete the course requirements.

Please inform your instructor via the appropriate channel of communication at your earliest convenience in the event any COVID-related complication adversely affects you at any point during the term. We’re all in this together, and we will get through the pandemic by working together.

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol or drug problems, and depression, can directly impact academic performance. If you or someone you know is feeling overwhelmed, depressed or simply in need of support, services are available.

For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312, or at https://caps.umich.edu/, during and after hours, on weekends and holidays or through its counselors physically located on both North Campus and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320, or at https://www.uhs.umich.edu/mentalhealthsvcs. For alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth/.