

This syllabus can be used as a template for any of your classes. Feel free to make a copy and then adjust it to meet your needs. In fact, you can use the same one for all your classes to make things simple and easy. Just make a new copy for each course you teach and then change the title, course description, course outline and other content as necessary. All material that MUST be changed is highlighted yellow.

Entrepreneurship Academy Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE DESCRIPTION

Are you an aspiring Entrepreneur? Do you have a business idea? Have you already started your own business? Or maybe you don't have a business but want to build important skills that could help anyone succeed in achieving their goals. Then this is the class for you! In this class we will focus on some of the most important qualities great entrepreneurs have. You'll get the chance to develop them in yourself and then use them as you grow your own business ideas.

COURSE GOALS

Outcomes:

- **I can identify qualities that are important to being a successful entrepreneur**
- **I can explore different ways to grow my own strengths**
- **I can build upon my ideas**

This syllabus can be used as a template for any of your classes. Feel free to make a copy and then adjust it to meet your needs. In fact, you can use the same one for all your classes to make things simple and easy. Just make a new copy for each course you teach and then change the title, course description, course outline and other content as necessary. All material that **MUST** be changed is highlighted yellow.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction available within the course.

COURSE OUTLINE and RESOURCES/MATERIALS USED

Below is a summary of the topics of study covered in this course.

Block 1: Entrepreneurship Essentials: I Am Creative: Learners review resources on how to brainstorm and come up with their own ideas. They then get to practice this skill for themselves.

Block 2: Entrepreneurship Essentials: I am Observant: Learners review resources on what it means to be observant and to think critically about the world around them. They practice gathering information and making inferences.

Block 3: Entrepreneurship Essentials: I am a Problem Solver: Learners review resources all about problem solving skills. They learn about social entrepreneurship and share their own thoughts and ideas about problems in their world and how they might solve them.

Block 4: Entrepreneurship Essentials: I am Communicative: Learners review resources that help them understand the basics behind effective communication and practice creating their own advertisements.

Block 5: Entrepreneurship Essentials: I can do the Math: Learners review resources that help them make connections between entrepreneurship and the real world math skills needed to have an entrepreneurial mindset.

Block 6: Entrepreneurship Essentials: I am a Leader: Learners get to review resources all about leadership and how to develop essential leadership skills in their own lives, that they can practice every day.

Block 7: Entrepreneurship Essentials: I can Set Goals: Learners review resources that teach them all about SMART goals and how to set them for themselves.

Block 8: Culminating Project

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that

This syllabus can be used as a template for any of your classes. Feel free to make a copy and then adjust it to meet your needs. In fact, you can use the same one for all your classes to make things simple and easy. Just make a new copy for each course you teach and then change the title, course description, course outline and other content as necessary. All material that **MUST** be changed is highlighted yellow.

learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.

This syllabus can be used as a template for any of your classes. Feel free to make a copy and then adjust it to meet your needs. In fact, you can use the same one for all your classes to make things simple and easy. Just make a new copy for each course you teach and then change the title, course description, course outline and other content as necessary. All material that **MUST** be changed is highlighted yellow.

6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [THIS RESOURCE](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

This syllabus can be used as a template for any of your classes. Feel free to make a copy and then adjust it to meet your needs. In fact, you can use the same one for all your classes to make things simple and easy. Just make a new copy for each course you teach and then change the title, course description, course outline and other content as necessary. All material that MUST be changed is highlighted yellow.

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)