

ENTR 3000 ENTREPRENEURSHIP & INNOVATION!

WELCOME TO A WHOLE NEW APPROACH...

entre.csusb.edu

FALL 2025 – TBD

ZOOM MEETING ID: 878 8028 5205 PASSWORD: coyote

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(PDC) PALM DESERT ENTREPRENEURSHIP RESOURCE CENTER (PD-ERC)

REQUIRED TEXT:

ALL IN STARTUP by Diana Kander

ISBN: 9781118857663 Publisher: John Wiley & Sons, Inc.

RECONCEPTUALIZING UNDERREPRESENTED MINORITY

ENTREPRENEURS by Garcia, Bonillas, and Burton

ADDENDUMS:

- Course Schedule and Materials List
- Project Portfolio Options and Descriptions

ONLINE ACCESS:

Register & Access Course Material via **Canvas** Learning Platform

STUDENT HOURS:

TBA

Or by Appointment (must email ebonillas@csusb.edu)

COURSE DESCRIPTION & LEARNING GOALS:

ENTR 3000 Exploration of the key concepts of entrepreneurship and innovation, specifically as it relates to Latin@s entrepreneurs in the United States and southern border regions. Examines the sources of new ideas and innovation, how ideas move from mind to market, the facets of the entrepreneurial mindset, and how entrepreneurial models and approaches can be applied in any organizational or societal context, including Latino culture.

UPON SUCCESSFUL COMPLETION OF THIS COURSE, THE STUDENT SHOULD BE ABLE TO...

1. Understand the role that new ideas and innovation play in the economy, and how such ideas/innovation are generated and commercialized.
2. Examine the concept of entrepreneurship and develop an understanding of what constitutes entrepreneurship, the entrepreneurial process and the entrepreneurial mindset.
3. Explore entrepreneurship as a global concept that can be applied to solve problems and pursue opportunity in any context (startup ventures, corporations, non-profit and public sector).
4. Understand the key elements of the entrepreneurial process including resource creativity, teams, lean startup, business model canvas, planning and pitching.
5. Integrate the key elements of the course and demonstrate the ability to apply the concepts in the student's chosen discipline (e.g. how can entrepreneurial approaches be applied in the domain of marketing, public administration, etc.)

6. Analyze the historical contributions of Latinos and other underrepresented minority entrepreneurs in shaping the economic and business landscape of the United States, recognizing their role in wealth creation, industry development, and economic resilience.
7. Evaluate the current impact of Latino and underrepresented minority entrepreneurs on economic development, job creation, and innovation, while exploring challenges and opportunities unique to these entrepreneurial communities today.

JHBC LEARNING GOALS:

1. **SPECIFIC KNOWLEDGE AND SKILLS:** Each student should obtain required specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information.
2. **COMMUNICATION:** Each student can effectively communicate, either written or oral.
3. **ETHICAL REASONING WITHIN GLOBAL CONTEXT:** Each student can identify and evaluate ethical issues within a global context and articulate a realistic recommendation to inform decision-making.
4. **PROBLEM SOLVING USING INFORMATION TECHNOLOGY:** Each student can work through the problem-solving process using information technology to identify a problem, evaluate solutions, and devise an innovative strategy to achieve a desired goal.

FOCUS ON LEARNING:

A primary focus in this class is on learning – taking away key concepts that reside in your long-term memory that can be used at a later date. Learning is not memorizing facts or figures in preparation for a test.

The teaching-learning relationship is most productive when it is viewed as a true partnership between student and instructor. As with any partnership, it only achieves real success when each partner exerts maximum effort. Failure of students to follow this principle will greatly increase the probability of being unable to take full advantage of your university experience and to do well in class.



Entrepreneurs Make Things Happen!

We Make Entrepreneurs...

STUDENT RESPONSIBILITIES & EVALUATION:

Students are required to complete the assigned readings/videos/exercises **prior to** each session and be prepared to participate in class discussions. Participation is critical in this class – you will learn greatly through in-class (virtual) discussion and interaction. I expect each student to be well prepared and contribute to the class – this is critical if we are to have lively and useful learning experience together.

I will evaluate written assignments on content, analysis, clarity of expression, and your writing and grammar.

All assignments must be typed and double-spaced (unless otherwise noted) using 12pt type, Times New Roman font and 1” margins. I will not accept assignments that are incorrectly formatted. Assignments must be the students’ original work and must be turned in by the due date specified. I **will not** accept late submissions.

COURSE MATERIALS:

In addition the required books, the Addendum includes a list of all the various materials you will need to consume for the course, including articles and videos. All the articles and videos are available on the course website.

ASSIGNMENTS:

Full details of the assignments required for this course, and the specific due dates, are found in the **Addendum**.

This course utilizes a **project-based learning approach** (based loosely on a system called “The Great Learning Game” developed by the late Dr. Scott Kunkel, which taught Entrepreneurship at University of San Diego) where you as a student take responsibility for the learning process and the amount of work you perform. You determine your own grades by completing projects in certain categories and the amount of projects you choose and complete successfully determines your grade.

Traditional courses operate on a system in which all students are required to do the same *quantity* of work and the **quality** of the work performed is judged and graded. Accepting low quality work and simply lowering a student’s grade for poor quality is the predominant assessment paradigm used in universities.

With the project-based learning approach, the required **quality** of the work you must perform is held constant at a very high level – “professionalism” – and low-quality work must be redone and resubmitted to meet that professionalism standard. Then the *quantity* of professional quality work you perform during the quarter becomes the basis for your grade.

You will select from **a portfolio of project choices**. At the beginning of the course, you will specify which portfolio you intend to complete – either A, B or C – and gain approval from me to proceed. **Please note – each student will be required to complete portfolio “C” – doing so at the expected level of work will earn the minimum passing grade for the course.**

Once your portfolio selection has been approved, you may move forward to complete each project within the portfolio. Completed projects in your portfolio will be submitted to me electronically. Projects that are not of professional quality will be returned to you along with notes on what needs to be done to the project to make it professional quality. *You must rework and resubmit the project in order to get credit for it – however, you only get one (1) opportunity to do so. If a project is of such poor quality on the initial submission, I reserve the right to refuse the project and not provide any opportunity to resubmit.*

CLASSROOM POLICY:

Any student who has special needs that may affect his or her performance in this class is asked to identify his/her needs to the instructor in private by the end of the first day of class. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.

If a student is absent it is their responsibility to contact the instructor about missed lecture material, handouts, assignments and any other materials they missed from being absent. Instructor will record Zoom lectures and post on Schoology immediately following scheduled Zoom Class Sessions. It is students’ responsibility to review.

NO LATE WORK WILL BE ACCEPTED.

This class will be treated in a professional manner. All deadlines must be met. In a real-world situation, failure to meet deadlines would result in the loss of the job or loss of business opportunity.

TIPS FOR SUCCESS IN THIS COURSE

1. Be engaged – read and/or view all the materials assigned for the module and participate.
2. Think like an owner – people with an entrepreneurial mindset own their “being” and are responsible for every aspect of performance in their personal and professional life. Be responsible and proactive about your learning.

ATTENDANCE

Class begins at the scheduled time, and if you are not in attendance at the beginning of class you will miss information. You are still responsible for any announcements or information you may have missed due to either being late or absent. If you arrive more than thirty minutes after the scheduled start of class, you will be marked absent. If you leave twenty minutes or more before the scheduled end of class, you will be marked absent. Assignments are due on the dates indicated; coming to class without your assignments will result in your not receiving credit for that assignment. The due date is the due date.

SUPPORT FOR STUDENT WITH DISABILITIES

If you are in need of an accommodation for a disability in order to participate in this class, please contact **Services to Students with Disabilities at University Hall, Suite 183, (909) 537-5238**. Or by email at ssd@csusb.edu.

GRADING

Grades will be based on discussions, in-class participation, delivery of assignments and completed projects, proficiency of the work delivered, and critiques. Each student will complete the individual project assignments. Failure to complete all projects will result in an automatic failure of the course. Projects will be evaluated based upon the development of the underlying ideas (concept), effectiveness of their realization (technique), and on the quality of the project itself (form). Projects that fulfill all of the assignments basic parameters and are average in concept, form, and technique will earn a grade of C. Projects that go beyond the basic parameters of the assignment and are above-average in concept will earn a grade of B. Only projects that are outstanding in both concept and production, and that go above and beyond the parameters of the project with excellence in execution will receive a grade of A.

FINAL GRADES ASSIGNED FOR THIS COURSE WILL BE BASED ON THE PERCENTAGE OF TOTAL POINTS EARNED AND ARE ASSIGNED AS FOLLOWS:

EXCELLENT Meeting course requirements with a superior level of performance. Recognized to be an honors evaluation.	A 93-100%	A- 90-92.99%			
	GOOD Meeting course requirements with a high level of performance.	B+ 87-89.99%	B 83-86.99%	B- 80-82.99%	
		SATISFACTORY Meeting course requirements with an acceptable level of performance.	7C+ 77-79.99%	C 73-76.99%	C- 70-72.99%
			BELOW C- Inadequate performance or not meeting course requirements.	Below 70%	

PLAGIARISM AND CHEATING

Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Services. Plagiarism is the act of presenting the ideas and writing of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

CHEATING INCLUDES BUT IS NOT LIMITED TO:

- Copying, in part or in whole, from another's test, software, or other evaluation instrument;
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

- Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;
- Using or consulting during an examination sources or materials not authorized by the instructor;
- Altering or interfering with grading or grading instructions;
- Sitting for an examination by a surrogate, or as a surrogate;
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.

USE OF ARTIFICIAL INTELLIGENCE (AI):

In recognition of the significant role that AI plays in modern business practices, the use of AI tools in course assignments is permitted under specific conditions. To maintain academic integrity, students must fully disclose any use of AI in their work. This includes providing the following components with each assignment where AI tools are utilized:

- Original Student Work:** The initial outline or draft created by the student before employing AI.
- AI Inputs:** A detailed list of prompts, queries, or any other inputs provided to the AI tool.
- AI-Generated Outputs:** The raw output produced by the AI based on the inputs provided.
- Final Edited Version:** The student's final version of the assignment after incorporating and editing the AI-generated content.
- Explanatory Addendum:** A brief addendum that explains how AI was used in the assignment, including its purpose and the extent of its influence on the final product.

Failure to comply with these requirements will be treated as plagiarism and cheating, and will be subject to the university's academic dishonesty policies. If you have any uncertainties regarding the use of AI or require further clarification, please consult with your instructor **prior** to the assignment submission.

UPCOMING SEMESTER ACTIVITIES

The Inland Empire Center for Entrepreneurship (IECE) is a campus-based center dedicated to enhancing the experiential learning and engagement specifically for CSUSB Entrepreneurship students as well as entrepreneurs and small business owners throughout the Inland Empire. On campus, IECE delivers multiple events throughout the year designed for students to immerse themselves into the real-life aspects of entrepreneurship and business culture including: networking, pitch competitions, business development, and many other beyond-the-classroom opportunities. So be sure to get involved and take advantage of these IECE events and programs that exist to enrich your entrepreneurial journey!

LUNCH WITH THE ENTREPRENEURS (SB & PD CAMPUSES)

You are invited to pick our brains, learn from our success, hear about what you never thought to expect...ALL over some FREE Lunch!

Meet & Greet with IE's and Coachella Valley's Finest Entrepreneurs. Have you ever wondered what it really takes to revolutionize an industry, drive consumer markets or sustain a thriving empire? Why not ask the "experts" themselves?

GARNER HOLT STUDENT FAST PITCH COMPETITION!

The Student Fast Pitch Competition is an innovative program offered by Inland Empire Center for Entrepreneurship (IECE) that gives CSUSB students an opportunity to jump-start their entrepreneurial dreams by presenting their business venture to a panel of investors and entrepreneurs and win cash prizes! The annual competition consists of up to 15 student entrepreneurs giving 90-second fast pitches to a panel of investors and other members of Southern California's entrepreneurial community. Each fast pitch is judged for the quality of the presentation and its investment potential.

SUBMIT YOUR IDEA Visit <https://entre.csusb.edu/content/fast-pitch> and submit your idea! Multiple ideas are encouraged. Those ideas chosen to move forward will compete at the Garner Holt Fast Pitch Semi-Finalist qualifying virtual event held in September. At the semi-finalist qualifying event the Top 3 will be chosen to present at the Spirit of the Entrepreneur awards for a chance to win the top cash prize!

IECE COMMUNITY SUPPORT

The Inland Empire Center for Entrepreneurship (IECE) exists to support and enrich the academic experiential learning aspects for the CSUSB Entrepreneurship program, as well as community support and celebration of entrepreneurs and small business owners. Get to know some of our top tier programs in the community to deepen your networking opportunities and beyond the classroom knowledge base. IECE support programs within the community include:



THE WOMEN'S BUSINESS CENTERS (CVWBC): The Women's Business Center (WBC) program promotes the growth of women owned businesses through mentoring, business training and business counseling services. The WBC's mission is to empower the women of the Inland Empire and Coachella Valley to become successful and financially independent through entrepreneurship. At every stage, the WBC is there to counsel, teach, encourage and inspire! Locations in Colton and Coachella Valley. The IEWBC and CVWBC are ready to assist with free one-on-one consulting, business start assistance

programs and support mechanisms unique to women entrepreneurs! IEWBC.ORG | CVWBC.ORG



INLAND EMPIRE
Small Business Development Center

THE INLAND EMPIRE SMALL BUSINESS DEVELOPMENT CENTER (IESBDC):

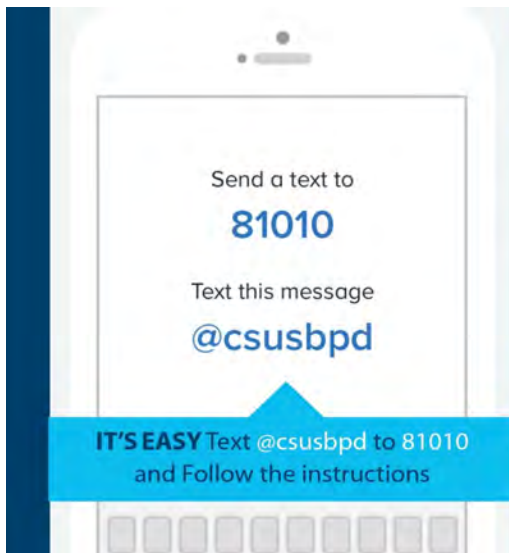
The Inland Empire Small Business Development Center (SBDC) offers a vast array of support programs to small businesses and aspiring entrepreneurs. Through full-time offices in Riverside, and Ontario and more than 8 part-time offices, the SBDC provides new

or existing businesses with confidential consulting services and training opportunities in a variety of business topics. Main locations in Riverside and Ontario, with multiple satellite locations to serve including Apple Valley, Hesperia, Menifee, Moreno Valley, Rancho Cucamonga, San Bernardino, Temecula, and Upland. IESMALLBUSINESS.COM

California STEP SMALL BUSINESS EXPORT PROGRAM

SMALL BUSINESS EXPORT PROGRAM (STEP):

The Inland Empire Center for Entrepreneurship (IECE) at CSUSB serves as the STEP partner for Inland Southern California, and coordinates the six (6) statewide partners. California STEP is administered by the California Department of Food and Agriculture (CDFA), in partnership with the Governor's Office of Business and Economic Development (GOBiz). The California State Trade Expansion Program (STEP) assists small businesses to begin to export, and helps companies expand by exporting into new markets. STEP implements a range of export promotion programs serving multiple sectors and has a vast network that consists of partners across the state that have extensive experience in servicing small businesses export. CALIFORNIAEXPORT.ORG



NEVER MISS AN OPPORTUNITY...

Get the Remind app to receive
instant updates on CSUSB School of
Entrepreneurship events and opportunities!



ENTR 3000 - Project Portfolio Options & Descriptions

Portfolio A	Portfolio B	Portfolio C
<i>All of Portfolio B and C, plus:</i>	<i>All of Portfolio C, plus:</i>	<i>All of the following:</i>
<i>Choose from two of the following: (700 pts each; only two projects)</i>	Emprendedores Interview (600 pts)	All in Startup Book Reflection (1250 pts)
Personal Network Map & Plan	<i>And; Choose from <u>one</u> of the following: (500 pts)</i>	Engagement/Attendance (3000 pts)
Virtual Co-Founder	Fast Pitch Proposal and Presentation	Reflection Project (1000 pts)
ENTR 3000 Jeopardy Game	Personal Entrepreneurial Exploration	Re-Conceptualizing Underrepresented Racial Minority Entrepreneurs discussions (750 pts)
		Article/Video Summaries (1100 pts)
		Personal Entrepreneurial Assessment (400 pts)

Portfolio A		Due Dates (subject to change)
All of Portfolio B and C, plus:		
Choose from two of the following:		
Personal Network Map & Plan	This opportunity requires that take an inventory of your existing personal network of contacts - family, friends, work colleagues, etc. - and identify the strengths and weaknesses of your network. Ultimately, you will identify the gaps, generate a network map and put a plan in place for strengthening and expanding your network so that it can be a key resource in your career. Students must use https://kumu.io platform to create your map and share it with me by submitting your first draft and reflection on Canvas.	TBD Must be submitted via Canvas
ChatGPT as Your Virtual CoFounder	In this project, you will interact with ChatGPT as your virtual co-founder to develop a comprehensive business model. This unique exercise aims to utilize the power of AI in entrepreneurship, challenging you to think critically and creatively.	TBD Must be submitted via Canvas
ENTR 3000 Jeopardy Game	This opportunity requires that you to create a customized game of Jeopardy! that will emphasize content tailored for ENTR 3000. A student undertaking this project will develop a game that will be played in a class session (involving all students) at or near the end for the term. The topics included will cover all the key class discussion topics and assigned readings. The goal is to have students apply learning of key course concepts using a well-known, fun game format. The deliverable is a completed game module that includes key materials relevant to the game you have chosen.	TBD Must be submitted via Canvas

Portfolio B		
All of Portfolio C, plus:		Due Dates (Subject to change)
Emprendedores Interview	For this project you will identify an Latino/a entrepreneur (of any variety including social, public sector, intrapreneur) and do an in-person interview (or virtual) to explore their personal experience. There is a list of potential questions provides that can guide your interview process. Some things you may want to focus on: What are the pros and cons of being an entrepreneur? What challenges do they face and how do they address them? How does your identity as a Latino/a busiess owener impact you in your business? What are the biggest mistakes they have made ? What are the best practices they use to be successfully launching and managing a company/social enterprise/internal initiative? The deliverable is a written report of 3-5 pages with headings, etc. This is not a transcript of the interview, but an opportunity for your to share the three (3) most important things that you learned from the small business owner (based on their experience). Provide a conclusion where you share your general thoughts about doing the interview and what you learned (or didn't learn) from doing the interview.	TBD Must be submitted via Canvas
Choose from one of the following:		
Fast Pitch Proposal and Presentation	From an idea you have generated for a new venture or innovation, you will develop a brief description of the idea and present the opportunity it represents in a 90-second fast pitch. Your 1-page outline is due on Sunday, June 30 at 6pm via Canvas. Your Live pitch will be the week of July 1, 2024. To get full credit for this project, students must submit both outline and complete Live Pitch.	TBD Must be submitted via Canvas
Personal Entrepreneurial Exploration	The Personal Entrepreneurial Exploration project is designed to help you explore your personal characteristics and consider your potential to be an entrepreneur, whether in the typical fashion (a for-profit company) or as a corporate entrepreneur (creating new programs and ventures for an existing firm in an entrepreneurial fashion) or social entrepreneur (addressing pressing social problems in the non-profit sector using entrepreneurial approaches). The project is broken up into multiple segments and will be completed at various stages of the course. The handout for the project provides the full details of the project.	TBD Must be submitted via Canvas

Portfolio C		
All of the following:		Due Dates (Subject to change)
All in Startup Book Reflection	Read the entire All In Startup book and present to me the top five (5) lessons learned from your perspective. Tell why those are the five most important takeaways from the book and how they apply to the key concepts you have learned in the course. Should be 3-5 pages.	TBD Must be submitted via Canvas
Engagement	This consists of your attendance and learning takeaways . If you show up on time, remain for the full class session and participate in the discussions, you will get full attendance credit. This includes showing up via Zoom on-time (for zoom sessions only), having web camera ON and mic muted . Exceptions to this are falling asleep in class or other disruptive behavior (e.g. cell phone usage). For the learning takeaways you will use the course online site (varies depending on the instructor), and immediately following each class session you will document the key learning points that are important and should be "taken away" and remembered.	Regularly Scheduled Class Sessions & Module Discussions
Reflection Project	<p>The reflection project is a thoughtful analysis of the work you have completed in the course and a reflection of your learning and how that learning may be applied presently and in the future. This is more than a mere exercise - it is truly an opportunity for you to summarize your own experience in the course and also reinforce key concepts that you will take with you in your future endeavors. The goal is to have you reflect deeply on what you have learned and experienced in the class. What value did you derive, what lessons did you learn, and/or what realizations did you come to because of this class? How can you use what have you learned? What questions did it bring up? What questions remain unanswered? What are your Top 10 concepts/ lessons learned that you would take away from the course and why are they important to you?</p> <p>This can be delivered in a variety of formats – whichever approach you take, you must exercise your creativity. For example, the assignment could take the form of a song/rap, a poem, short-story, graphic drawing, etc. However is delivered, it should use good presentation (writing, format) and it should be clear what the learning takeaways are (and I should be able to easily see that there are 10 of them!)</p>	TBD Must be submitted via Canvas
Personal Entrepreneurial Assessment	The Personal Entrepreneurial Assessment is designed to help you explore your personal characteristics and consider your potential to be an entrepreneur, whether in the typical fashion (a for-profit company) or as a corporate entrepreneur (creating new programs and ventures for an existing firm in an entrepreneurial fashion) or social entrepreneur (addressing pressing social problems in the non-profit sector using entrepreneurial approaches). The assessment survey links will be provided in the 8th week of the semester.	TBD Must be submitted via Canvas
Article/Video Summaries	The goal is to summarize the key concepts and learning points from each article/video that should be "taken away" and remembered for future use. For most articles, this requires approximately 1/2 to 1 page documentation of the key concepts and learning points.	Due via Canvas on Sundays by 6:00 PM
Re-Conceptualizing Underrepresented Racial Minority Entrepreneurs discussions	Students will be reading the entire book and prompted to respond to discussions posted by instructor. This reading focuses on the experience that Latino and Black entrepreneurs have as business owners in the U.S.	Due via Canvas on Sundays by 6:00 PM