

ENTR510

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : ENTR510 **Title :** Lean Accelerator

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: The Accelerator is a dynamic learning and business development experience, unlike any class you will have had before. You start with your own creative ideas and, through the rigorous lean startup protocol, strive to determine the exact business model by which to launch and go to scale. The Accelerator model is based on lean startup and customer development principles (i.e., innovative business models, scientific approach, hypothesis testing, rapid iteration, minimum viable product, problem-solution fit, and customer discovery).

Course Scope:

The intention of this course is to provide a well-rounded approach to a start-up venture. Competitive and industry research shows that a lean accelerator approach is a common alternative to the traditional route; it is an entrepreneurial approach to a start-up. This course combines easy to understand content, technology tools, and other relevant resources in order to provide student entrepreneurs with an interactive experience that will culminate in a final plan. This course will help to set the stage of the entrepreneurship venture for those who do not need to take the traditional route of a formal business plan but rather need business development with a lean startup approach.

Objectives

Course Objectives:

1. Evaluate a current business model using business model generation principles.
2. Assess problems to get to the root cause of an issue.
3. Test your idea by interviewing others.
4. Develop personal capacity for generating ideas; broadening individual perceptions of market opportunities; and increasing personal confidence in personal entrepreneurial initiatives.
5. Evaluate the environment in which your business operates.
6. Use key tools to describe, improve, and/or invent business models.

Outline

Week 1: Your 9 Building Blocks

Learning Objectives

CO1: Evaluate a current business model using business model generation principles.

Week 2: Patterns

Learning Objectives

CO1: Evaluate a current business model using business model generation principles.

CO4: Develop personal capacity for generating ideas; broadening individual perceptions of market opportunities; and increasing personal confidence in personal entrepreneurial initiatives.

Week 3: Getting It Right

Learning Objectives

CO3: Test your idea by interviewing others.

CO4: Develop personal capacity for generating ideas; broadening individual perceptions of market opportunities; and increasing personal confidence in personal entrepreneurial initiatives.

Week 4: Pesky Problems and Customer Insight

Learning Objectives

CO1: Evaluate a current business model using business model generation principles.

CO2: Assess problems to get to the root cause of an issue.

CO4: Develop personal capacity for generating ideas; broadening individual perceptions of market opportunities; and increasing personal confidence in personal entrepreneurial initiatives.

Week 5: Metrics and Goals

Learning Objectives

CO4: Develop personal capacity for generating ideas; broadening individual perceptions of market opportunities; and increasing personal confidence in personal entrepreneurial initiatives.

CO6: Use key tools to describe, improve, and/or invent business models.

Week 6: May the Force Be With You

Learning Objectives

CO1: Evaluate a current business model using business model generation principles.

CO5: Evaluate the environment in which your business operates.

CO6: Use key tools to describe, improve, and/or invent business models.

Week 7: Blue Ocean

Learning Objectives

CO1: Evaluate a current business model using business model generation principles.

CO6: Use key tools to describe, improve, and/or invent business models.

Week 8: Evaluate Your Business Model

Learning Objectives

CO4: Develop personal capacity for generating ideas; broadening individual perceptions of market opportunities; and increasing personal confidence in personal entrepreneurial initiatives.

CO5: Evaluate the environment in which your business operates.

CO6: Use key tools to describe, improve, and/or invent business models.

Evaluation

Grading:

Name	Grade %
Forums	30.00 %
Forum - Introduction	3.33 %
Forum - Week 1	3.33 %
Forum - Week 2	3.33 %
Forum - Week 3	3.33 %
Forum - Week 4	3.33 %
Forum - Week 5	3.33 %
Forum - Week 6	3.33 %
Forum - Week 7	3.33 %
Forum - Week 8	3.33 %
Assignments	40.00 %
Assignment 3 â€“ Interview a Startup Entrepreneur	10.00 %
Assignment 4 â€“ Customer Insight	10.00 %
Assignment 5 â€“ Experiment OneSheet	10.00 %
Assignment 6 â€“ Business Model Evaluation	10.00 %
Summative Project	30.00 %
Assignment 8 â€“ Summative	30.00 %

Materials

Book Title: Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers- ebook available through the APUS Online Library

Author: Osterwalder, A. and Pigneur, Y.

Publication Info: Wiley

ISBN: 9780470876411

Book Title: All In Startup: Launching a New Idea When Everything Is on the Line- ebook available through the APUS Online Library

Author: Diana Kander

Publication Info: Wiley

ISBN: 9781118857663

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework to the School of Business.
- Please note that no formal citation style is required on forum assignments in the School of Business—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each assignment.
- Generally speaking, if arrangements are not made in advance, a late penalty of 10% will be assessed for any assignment submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day. No work will be accepted past the final day of class, unless prior arraignments have been made with the instructor.
- As a working adult, your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum need to be provided mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum will not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week will not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)

- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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