

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Management**  
**with effect from Semester A 2019 /20**

---

---

**Part I Course Overview**

<b>Course Title:</b>	<b>Introduction to Entrepreneurship</b>
<b>Course Code:</b>	<b>MGT2324</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>Three</b>
<b>Level:</b>	<b>B2</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

*This course aims to:*

1. *Provide the student with an understanding of the various schools of thought on entrepreneurship developed across the past 100 years.*
2. *Enable the student to appreciate the processes through which entrepreneurs come to be.*
3. *Develop the student's ability to situate the place entrepreneurs take in the larger world of business and management.*

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Define entrepreneurship and understand the essential concepts of entrepreneurship	10%	✓	✓	✓
2	Analyse the role of entrepreneurs, their sources of opportunity as well as evaluate economic and behavioural aspects of entrepreneurship	20%	✓	✓	✓
3.	Compare and contrast between entrepreneurs as idea generators and capitalists as sources of funds	20%	✓	✓	✓
4.	Justify the factors that promote or inhibit entrepreneurial and intrapreneurial activity together with their accompanying resources and risks.	30%	✓	✓	✓
5.	Identify key values and characteristics of entrepreneurs	20%	✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Learning through lectures and assigned readings	The lectures and readings focus on exploring the concepts and analytical tools in entrepreneurship.	✓	✓	✓	✓	✓	2
Learning through case studies, group work, supplemented by lectures	Students are expected to actively engage in discussions and participate in the group exercises and group work.	✓			✓		3
Learning through lectures	The lectures focus on exploring the concepts and analytical tools in entrepreneurship.	✓		✓	✓		1

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
<b>Continuous Assessment: 55%</b>							
<u>Group Project</u> Participation in group work and group project	✓			✓		<b>40%</b>	
<u>In-class discussion</u> Performance in discussion in class	✓	✓		✓		<b>15%</b>	
<b>Examination: 45% (Duration: 2 hours)</b>							
<u>Examination</u> Exam may consist of various types of questions.	✓		✓	✓		<b>45%</b>	
						<b>100%</b>	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Group Project	Ability to work effectively in a team. Demonstrate understanding in entrepreneurship. Analytical skills and creativity.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. In-class discussion	Demonstrate understanding in entrepreneurship. Analytical skills and creativity.	Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time. Student almost always contributes	Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to	Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class	Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and	Not attending 70% of classes and lack of participation in class.

		to class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring.	class by offering ideas and asking questions once per class. Contribution is sensible.	by offering ideas and asking questions. Contribution is minimal.	asking questions. Contribution is lacking.	
3. Examination	Demonstrate understanding in entrepreneurship. Analytical skills and creativity.	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Evidence of some understanding of the subject; ability to develop solutions to simple problems in the material.	Bare familiarity with the subject matter to enable the student to progress.	Lots of misunderstanding and a lack of knowledge on the key concepts discussed in the course.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

- What is entrepreneurship
- Entrepreneur characteristics
- Opportunity and idea generation
- Business model and business plan
- Entrepreneurial processes
- Market consideration
- Competitors and value proposition
- Financials and funding
- Growth of new venture

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Bruce R. Barringer, & R. Duane Ireland. 2015. Entrepreneurship: Successfully Launching New Ventures. Pearson.
2.	Bill Aulet. 2013. Disciplined Entrepreneurship: 24 Steps to a Successful Startup. Wiley.
3.	Alexander Osterwalder, & Yves Pigneur. 2010. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Wiley.
4.	Other required readings, articles, and online resources specified by the instructor.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

Nil