ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE December 9, 2011

1. ACADEMIC UNIT: W. P. Carey - Management (Interdisciplinary course)

2. COURSE PROPOSED: MGT 290 My Life Venture 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Sidnee Peck Phone: 480-965-1184
   Mail Code: 4006 E-Mail: skpeck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry–L □
   Mathematical Studies–MA □ CS □
   Humanities, Fine Arts and Design–HU □
   Social and Behavioral Sciences–SB □
   Natural Sciences–SQ □ SG □

   Awareness Areas
   Global Awareness–G □
   Historical Awareness–H □
   Cultural Diversity in the United States–C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

See attached sheet

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: __________________________

Is this an amultisection course?: □ No □ Yes; Is it governed by a common syllabus? Yes

Gerry Keim
Chair/Director (Print or Type)

Date: 12-12-11

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
   - Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.
   - Concerns aesthetic systems and values, literary and visual arts.
   - Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.
   - Deepen awareness of the analysis of literature and the development of literary traditions.

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.
- Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**
- Courses which emphasize the acquisition of quantitative or experimental methods.
- Courses devoted **primarily** to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</thead>
</table>
| 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. | a. My Life Venture is centered on the premise of addressing one’s life, interests, and talents and identifying ways to use those resources to bring value to communities and society.  
   b. My Life Venture explores social entrepreneurship and the ability of creative and open minds to develop sustainable solutions to human problems worldwide, such as third world nourishment, education, sanitation, safety, and productivity or environmental problems such as natural and man-made disasters, global warming, or alternative energies. This is a type of entrepreneurship that exists to improve the human condition. | Course Schedule  
Topics:  
Personal SWOT  
Goal Setting  
Kiva.com research  
Syllabus:  
Topics -  
Value Creation and Innovation  
Social Entrepreneurship |
| 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. | a. My Life Venture encourages students to address issues and problems facing their own lives and the lives of the people in their communities in order to bring innovative solutions and value to their community, culture, or society at large.  
   b. My Life Venture encourages students to brainstorm unsolved problems from a personal and societal perspective, analyze the origins of the problems, and understand why they continue to be problems.  
   c. My Life Venture challenges students to look at the world around them as full of opportunities to create value as opposed to problems with which we must live. | Opportunity Recognition  
Idea Creation  
Thinking Like An Entrepreneur |
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Topics:</th>
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<tbody>
<tr>
<td>Career/Life Planning</td>
<td>Personality</td>
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<tr>
<td>Goal Setting</td>
<td>Motivation</td>
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<tr>
<td>Leadership</td>
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</tbody>
</table>
Description: My Life Venture will engage students in aspects of self-discovery and entrepreneurship. Students will learn about themselves, their decisions, and their goals, and see how entrepreneurship could play a role in their lives. Students will be introduced to concepts in entrepreneurship and personal finance in the context of social, business, political, and artistic realms. Students will be introduced to entrepreneurship opportunities available at ASU over the course of their academic careers and will be exposed to local entrepreneurs and their success factors. Students will simulate the entrepreneurial idea creation and development process.

Teaching Team & Office Hours/Location:

Instructors:

Rhett Trujillo, Instructor, Entrepreneurial Initiatives
Phone: 480-965-5895
Email: Rhett.Trujillo@asu.edu
Office: BA 352A
Office Hours: Thursdays 2:45 – 4:00 PM and by appointment (set appointment by phone or email)

Alex Tracy, Lab Facilitator, Entrepreneurial Initiatives (All labs)
Phone: (c) 330-322-4415
Email: agtracy@asu.edu
Office: BA 352A
Office Hours: TBD and by appointment and/or cell phone

Meeting Time: (1) Lecture: Wednesday 5:00 – 5:50 p.m. (50 minutes) BAC 215
(2) Lab Sessions: 50 minutes per week at designated lab times (see your lab on BB for location)
(3) Online: one hour per week, at your convenience
(3) Event/Guest Speaker Attendance (during lecture time)
(4) Group Work: At your team’s discretion, some time will be given in class to complete group work.
This course is a 3 credit hour hybrid course – you are expected to meet in-person and participate in the online component of the course through Blackboard.

Required Text/tools:

Readings and online content – posted on Blackboard
As your final project, students are required to have their My Life Venture Magazine printed and bound professionally. This expense is in place of a textbook expense because all required readings are at no charge.

Course Objectives/Learning Outcomes:

Students will be taught the following...

- Opportunity recognition and trend identification/categorization
- Differences between for profit and not for profit businesses
- Idea screening tools to quickly evaluate possible new ventures
- Feasibility assessments to provide more in-depth analysis of new ventures
- Student Entrepreneurship resources available at Arizona State University to support their ideas
- Effective goal setting techniques and practices
- Networking skills including selecting and contacting a professional mentor
- Personal finance
- Presentation skills including three business “pitches” and a personal elevator “pitch”
Expectations:
Students must be punctual and come to class prepared to participate and interact in a team environment. Journal entries, quizzes and other activities may occur at the beginning of some classes; failure to arrive on time will give you a zero for these activities. We only meet in person twice per week; therefore it is important to complete all of the online and out of class requirements to remain current with the material. Before coming to class, please turn your cell phone off or to silent; if you need to take a call or text, please leave the classroom to avoid distracting others. Laptops and notebooks may only be used for note taking or online research related to the current class discussion topic. Any other use will result in removal from class for the day, including loss of any points that may have been earned. It is appropriate to discuss the readings with others before coming to class, but all individual work (excluding team assignments) must be performed and completed independently.

Attendance:
Your attendance at lecture and your lab session is expected. Absences have been proven to negatively affect your grade no matter what the reason is for your absence from class. Attendance points will be taken on mandatory days when guest speakers are present.

Policy for Handling Disruptive, Threatening or Violent Individuals:
The campus environment should be safe and conducive to conducting university related business. Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. http://www.asu.edu/aad/manuals/ssm/ssm104-02.html

Notice of possible offensive content:
During this course it is possible that some of the content (either student generated or course materials) could be deemed offensive by some students. If you feel that a portion of the course is offensive please inform the instructor before or after class and the instructor will address your concerns.

Academic Dishonesty:
All work submitted for this course must be original work and must not have been previously submitted for any other course. Any assignments submitted may be screened through plagiarism detection software. Please ask if you have any questions about your assignments. The University policy for academic dishonesty is found in the Student Code of Conduct at the following website: http://asu.edu/aad/manuals/usi/usi104-01.html and more specifically at http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf. Plagiarism, cheating, and other instances of academic dishonesty may result in disciplinary action.

Grading:
Your course grade will be based on the cumulative course point total from the list below. If you are absent on the day when an assignment is due, you are still responsible for turning in that assignment prior to the start of class in order to receive the maximum point total. Be responsible for knowing the number of points earned for each assignment and the respective due dates. Late assignments will not be accepted without a sufficient, documented reason.

Accommodations:
If you need accommodations due to a disability, please register with the Disability Resource Center within the first two weeks of class (policy here: http://www.asu.edu/aad/manuals/acd/acd304-08.html) and we will accommodate as necessary. If you have to miss a class or a deadline due to a medical reason, documentation is required and advance notice is preferred when possible.

Changes to Syllabus:
Information in the syllabus, other than grading and absence policies, may be subject to change with reasonable notice.
Assignments: 10% Event Attendance and Speaker Reviews (5) – Students are required to hear a minimum of 5 speakers on or off campus relating to goal-setting, motivation, business, or entrepreneurship. Two or more speaker events will be during class time. Students will then complete a Speaker Review Sheet for each speaker event they attend within ONE week. Options to fulfill this requirement will be presented at the beginning of and throughout the semester.

30% Team Venture Project –
- Business Concepts & First Screen Evaluation
- Introduction & One Minute Video (x2)
- Product/Service Feasibility
- Industry/Market Feasibility
- Organizational Feasibility
- Financial Feasibility
- Final Team Venture Project – Executive Summary
- Team Venture Pitch

15% Course Journal & Class Participation – Students are required to keep a course journal (via Blackboard) and actively participate with class speakers by coming to class with questions prepared. Each week, one or more journal prompts will be given in class or a class speaker will be present. Journals and prepared questions will be reviewed each week by course instructors. Therefore, additional constructive comments readings, assignments, and any other thoughts inspired by the course content are encouraged.

10% Content Quizzes - Given in labs throughout the semester. If you are not present at a lab, you may not make up the quiz points without a sufficient, documented reason.

35% Individual Assignment “My Life Venture Magazine” - A portion of your grade will be determined based on completing the individual assignments that make up the magazine throughout the semester, however the majority of the grade will be based on the final product.

Grading
- A (100-94), A- (93-90), B+ (89-87), B (86-84), B- (83-80), C+ (79-77), C (76-70),
- D (69-60), F (< 60)

Further information on Assignments, Please Read:

***With the exception of the journal, all assignments should be written in a professional tone, using proper grammar, punctuation, and spelling. Please follow APA guidelines for format, including 12 point font, Times New Roman, double-spaced, with 1” margins. All assignments must be submitted in either .doc, .docx, or .pdf formats electronically through the assignment submission link on Blackboard. If you are using a Mac, please save all assignments in .pdf format before submitting to avoid issues. Guidelines will be reviewed during the first two weeks of class.***

If you have questions about anything written in this syllabus, concerns about this course, or other information you want us to know, please e-mail your instructor.

Schedule:
The schedule is subject to minor changes. Please note that “Week 1” is the first partial week of school (Jan 5th & 6th), “Week 2” begins on Wednesday, January 11th for the first lecture. Labs will be held starting Thursday January 5th. Please take note of mandatory dates (which include all pitch days) – you will lose points for missing these classes. It is not recommended to miss any lectures or labs as you will be behind on important information required to do well in the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Meet your classmates</td>
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<td>Week 2</td>
<td>Intro to My Life Venture</td>
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<td>Week 3</td>
<td>Personalities and Career/Life Planning</td>
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<td>Week 4</td>
<td>Motivation</td>
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<td>Week 5</td>
<td>Benefits of Failure; Leadership (Attendance Points)</td>
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<td>Week 6</td>
<td>Personal Preparation for Hopeful Entrepreneurs</td>
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<td>Week 7</td>
<td>ASU Opportunities - Guest Speakers (Attendance Points)</td>
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<tr>
<td>Week 8</td>
<td>Opportunity Recognition and Value Creation</td>
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<td>Week 9</td>
<td>Social Entrepreneurship</td>
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<td>Week 10</td>
<td>Entrepreneur Stories (Attendance Points)</td>
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<td>PITCH: Yourself and Your Business</td>
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<td>Week 11</td>
<td>Team Idea Pitches (Attendance Points)</td>
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<td>Week 12</td>
<td>Spring Break</td>
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<td>Week 13</td>
<td>Team Idea Pitches (Attendance Points)</td>
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<td>Week 14</td>
<td>Product/Service/Industry Feasibility Analysis</td>
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<td>Week 15</td>
<td>High-level Financial &amp; Organizational Capabilities Analysis</td>
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<tr>
<td>Week 16</td>
<td>Final Team Pitches (Attendance Points)</td>
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<tr>
<td>Finals</td>
<td>Final Team Pitches (Attendance Points)</td>
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Specific qualifications for MGT 290 (formerly approved as omnibus WPC 294 and formerly numbered MGT 294): My Life Venture as a HU classification:

# 7.

- “Develop values of all kinds by making the human mind more supple, critical and expansive”
  - My Life Venture is centered on the premise of addressing one’s life, interests, and talents and identifying ways to use those resources to bring value to communities and society.
  - My Life Venture encourages students to brainstorm unsolved problems from a personal and societal perspective, analyze the origins of the problems, and understand why they continue to be problems.
  - My Life Venture challenges students to look at the world around them as full of opportunities to create value as opposed to problems that we must live with.

- “Deepen awareness of the diversity of human heritage and its traditions and histories and they may also promote the application of the knowledge to contemporary societies.”
  - My Life Venture encourages students to address issues and problems facing their own lives and the lives of the people in their communities in order to bring innovative solutions and value to their community, culture, or society at large.
  - My Life Venture explores social entrepreneurship and the ability of creative and open minds to develop sustainable solutions to human problems worldwide, such as third world nourishment, poverty, education, sanitation, safety, and productivity or environmental problems such as natural disasters, global warming, or alternative energies. This is a type of entrepreneurship that exists without focus on profit and seeks to simply improve the human condition.

- “Encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience”
  - My Life Venture examines personality types, leadership qualities, motivation factors, and goal setting to improve the individual decision making process and facilitate positive interactions within group dynamics.
  - My Life Venture utilizes self-analysis tools such as a personal SWOT (Strengths, Weaknesses, Opportunities, and Threats) to assist students in identifying internal characteristics and external influences. They then can utilize their strengths and opportunities to overcome weaknesses and eliminate threats.
  - My Life Venture challenges students to set long-term goals in various aspects of their lives; then set short-term goals in 1, 5, and 10 year increments that align to their long-term goals.
  - My Life Venture assists students in analyzing current spending habits and how a budget can promote personal and financial success.
• “Design study concerns itself with material objects, images and spaces, their historical development and their significance in society and culture.”
  o My Life Venture traces the historical development of products and services (both for profit and non-profit) from economic, social, technological, and political trends.
    ▪ My Life Venture examines the role of entrepreneurship from a national and international perspective and how it will play a critical role in a 21st century global economy.

• “Disciplines in the fine arts and design employ modes of thought and communication that are often non-verbal…”
  o My Life Venture requires students to visually communicate by using aesthetic graphic layout and design tools in addition to oral and written methods.