



HAMMACK SCHOOL OF BUSINESS

OGLETHORPE UNIVERSITY

BUS 305 - Principles of Entrepreneurship
Barcelona, Summer 2026

Instructor:

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Introduction:

BUS 305 focuses on the process of launching a new venture, including identifying a problem or market opportunity, developing business models, forming a team, financing, analyzing markets, assessing the competitive environment, and planning to acquire leadership talent. The business model canvas framework is used as the primary tool for describing, analyzing, and designing a new venture. Concepts and techniques explore new venture creation business strategies, including different approaches for business model development.

With the backdrop of Barcelona, Spain, which is considered one of the top entrepreneurial ecosystems in Europe, students will gain insight into how to translate new ideas into viable projects and business ventures. Students will learn the importance of understanding markets, customer segments, and the competitive landscape and developing financial projections as well. In essence, this course identifies and defines the key components necessary to develop the venture idea through a formal pitch, all with Catalanian flavor tossed in.

Course Learning Objectives:

BUS 305 is taught in a team project basis, with pre-arrival online assignments, readings, activities, and tours while in Barcelona to learn about the ecosystem in Barcelona. The professor will facilitate learning by highlighting and elaborating relevant concepts and theories, providing examples, and most importantly, allowing the students to explore their new venture group project. Upon successful completion of this course, students will be able to:

1. Identify and leverage problems and opportunities to promote new ventures.
2. Understand the entrepreneurial ecosystem in Barcelona.
3. Conduct basic market and competitive analyses.

4. Research and make sense of markets and customer segments.
5. Generate new business models using the business model canvas framework.
6. Build teams to support new venture creation.
7. Identify basic sources of financing for new ventures.
8. Learn effective pitch strategies and pitch the team's venture idea.

Course Materials:

Resources:

- There is no textbook assigned for this course
- Readings and videos are provided throughout the course on Canvas

Course Schedule

The schedule on the next page is tentative and may change at the instructor's discretion. All assignments are due by midnight Eastern Standard Time (EST) at the end of the day on the due date.

Dates	Module	Individual Assignments	Team Assignments
Precourse Lesson 1	M1 – Entrepreneurial Mindset	Signs you're an entrepreneur	
Precourse Lesson 3	M2 – Corporate Structures Company structures/biz formation	Business Structure Quiz	
Precourse Lesson 2	M3 – Opportunities & Defining Needs Entrepreneurial Opportunities – Gaps, Niches, and Pain Points		Team Resume & Contract
Precourse Lesson 4	M4 – Entrepreneurship in Barcelona	Short essay – Entrepreneurship Ecosystems	
Week 1			
Wednesday July 8	M5 – Orientation and Introduction Finalizing venture teams and venture overviews		Business Venture Overview Positioning Statement
Thursday July 9	M6 – Value Prop & More		Value Prop Worksheet

	Value Proposition, Product/Service Development, and the Customer		
Week 2			
Monday July 13	M7 – Business Models Business Model Canvas		Business Model Canvas
Tuesday July 14	Visit Tech Barcelona – Pier 01	Reflection of visit	
Wednesday July 15	M8 – Competitor Analysis & Benchmarking Competitor Analysis and Benchmarking	AI for competitor analysis	Competitive Analysis
Thursday July 16	M9 - Customer Discovery Introduction to customer discovery <i>Founder visit</i>		Customer Discovery Plan
Week 3			
Monday July 20	M10 – Startup Team, Partners and Staffing Developing teams to support New Venture Creation		Staffing Plan and Founders Agreement
Tuesday July 21	Activa Barcelona Visit	Reflection of visit	Results of Customer Discovery
Wednesday July 22	M11 – Start Up Financing	Inside/Outside Funding	Venture Financial Model and Long-Term Funding
Thursday July 23	M12 – Marketing for startups	Startup Marketing Plan	
Week 4			
Monday July 27	M12 – Storytelling and Effective Pitches Venture Pitches- Storytelling and Effective Venture Pitches		
Tuesday July 28	M13 - Intellectual Property Review of patents, trademarks & copyrights for startups <i>Founder visit</i>	Intellectual Property Quiz	
Wednesday July 29	Team Pitches		Teams 1-3
Thursday July 30	Team Pitches		Teams 4-6
Friday July 31	M15 – Wrap-Up	Team Peer Review	

Course Requirements and Grading

CANVAS, will be the primary mode of communication and interaction for this course. **Please check your email and the online calendar frequently (at least once a week) as the course content and schedule may slightly change in order to accommodate student and instructor needs.**

Grading Structure

The final course grade will be based on a point system for ease of understanding and includes the following:

Component	Percentage
Individual Assignments, Discussions & Quizzes	25%
Team Assignments	50%
Final pitch	15%
Peer review (from Team)	10%

Individual Assignments and Quizzes (25%) – Individual assignments are designed to encourage in-depth analysis of readings and lectures. Students will be asked to relate course concepts to real-world experiences and the application of knowledge in a startup environment.

Team Assignments (50%) – Collaboration in this course will be key. From the second week, teams will be working on a group project which will be the core of the coursework. The weekly assignments will be building blocks to evaluate your venture idea and determine viability for the venture. The teamwork will culminate with a final venture pitch at the end of the semester (see below). This project encourages teams to explore a business idea and work through steps to determine viability and market placement. It will include in-depth analysis throughout the semester, targeting topics each week to develop, expand, and adapt your business idea.

Final Project (15%) – The culmination of the course will be a video pitch of the venture idea your team has been working on the entire semester. The pitch will highlight all the research conducted throughout the semester in a concise pitch that will be reviewed by your peers. Class participants will grade other team pitches, providing critical feedback on the venture pitches as well as providing a grade for the pitches of their peer teams. Classmate grades and input will be 50% of the final project grade, and the professor will provide the other 50% of the final grade.

Peer Evaluation (10%) – Each student will be evaluated at the end of the semester by his or her peers (team members) and assigned a grade based on the quality of participation and contribution to the team's efforts. The evaluation criteria for these peer evaluations will be:

- Effort- provides an appropriate amount of effort toward meeting group assignments.
- Participation- meets all requirements set by the group including attendance at meetings.
- Quality- provides high-quality support and deliverables for the group.
- Preparation- is prepared to participate in all group activities and meets project deadlines.
- Responsiveness- completes tasks in a timely manner.
- Professionalism- behaves professionally as a team member and when working with others.

Late Penalty:

The penalty for turning in an assignment late is the deduction of 20% of the total value of the assignment per day. After five days, the assignment will receive a zero for a grade.

Letter-Grade Values

Grading Scale	
94.0-100%	A
90.0-93.9%	A-
87.0-89.9%	B+
84.0-86.9%	B
80.0-83.9%	B-
77.0-79.9%	C+
70.0-76.9%	C
60.0-69.9%	D
59.9%-0	F

Policies and Procedures

Accommodations

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current

enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Academic Integrity and the Oglethorpe Honor Code

Our Oglethorpe community thrives on high standards of academic integrity. The Honor Code serves as a guiding document to develop our fundamental values of honesty, trust, fairness, respect, responsibility, and courage.

By embracing these principles, everyone at Oglethorpe supports equitable access to academic success, as well as personal and professional growth. Oglethorpe welcomes all who accept and affirm these principles of academic integrity.

Affirmation

Students sign the following affirmation at the start of their Oglethorpe career during Convocation.

"I affirm that I am acting with academic integrity." (followed by the student's signature)

Additionally, students are asked to sign this affirmation at least once in every course.

By regularly signing this affirmation, students are reminded of the Oglethorpe community standards of academic integrity. We encourage students to maintain a commitment to integrity beyond their time at Oglethorpe.