



Syllabus: ENT 2112 – Entrepreneurial Opportunity Analysis

Spring semester 2026

Course Information

- **Course Number and Title:** ENT 2112 – Entrepreneurial Opportunity Analysis
- **Credit Hours:** 3 credits
- **Academic Term:** Spring 2026
- **Class Meeting:** Thursday, 11:00AM-12:15PM (IST-1012)

Instructor Information

- **Instructor:** Artem Malinin
- **Office Location:** BARC 1106
- **Office Hours:** Tuesday 1:00pm -2:00pm, Wednesday 1:00 pm-2:00 pm, Thursday 1:00pm -2:00pm or by appointment
- **E-mail:** amalinin@floridapoly.edu

Course Details

- **Delivery Mode:** This course is delivered in a hybrid format, which means you do not have to be on campus on Tuesdays while Thursday's classes are still in a face-to-face format. On Tuesdays you will participate in the course asynchronously using our Canvas learning management system.
- **Official Catalog Course Description:**

In this course, students assess the personal attributes, as well as the skills base, professional talent, and educational and work experiences within an organization that are necessary to create successful business ideas. Students examine the external environment to identify trends and needs in the marketplace for potential business opportunities. Each individual has the opportunity to screen potential business ideas by assessing whether or not these compliment the individual and his/her organization based on an evaluation of its strengths and skills base, as well as the student's personal, professional, and financial goals. Students develop initial market feasibility analyses to test their concepts through basic market research.

- Course Pre and/or Co-Requisites: None
- Communication/Computation Skills Requirement (6A-10.030): N
- **Required Texts:** **1st book.** Bamford and Bruton, Entrepreneurship: The Art, Science, and Process for Success, 4th Edition, McGraw Hill, 9781260682427; **2nd book.** Ross, Westerfield, and Jordan, Fundamentals of Corporate Finance 12th edition, McGraw Hill, 9781259918957
- Equipment and Materials: Microsoft Excel, case studies, professional brand essay materials
- Cases - <http://store.darden.virginia.edu/felipe-vergara-and-lumni-launching-an-innovation-in-a-developing-economy#>, <http://store.darden.virginia.edu/looking-for-a-sustainable-model-at-brazilian-edtech-start-up-resilia#>, <http://store.darden.virginia.edu/milkmade-ice-cream-running-a-successful-crowdfunding-campaign> , <http://store.darden.virginia.edu/boston-market#>, <http://store.darden.virginia.edu/wm-wrigley-ir-company#>
- **Course Objectives:**
 - The objective of this course is to introduce students to entrepreneurship and help them to understand what important business components are needed to launch and grow a successful startup.

- **Course Learning Outcomes:**

Upon successfully completing this course, students will be able to:

1. Understand ways of funding startup companies
2. Find and evaluate business opportunities in technology intensive sectors
3. Understand the importance of business planning, networking, sales, and marketing
4. Effectively present ideas and work as a team

- **Alignment with Program Outcomes:**

Business Analytics Program Outcomes	1	2	3	4
(1) Apply current business analytics concepts, techniques, and practices to solve business problems.	Knowledge	Application	Application	Knowledge
(2) Analyze a given business problem using appropriate analytics techniques to generate insights and solutions.	Knowledge	Analysis	Analysis	Knowledge
(3) Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience.	Knowledge	Knowledge	Knowledge	Knowledge

*: learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy.

Academic Support Resources

- **Library:** Students can access the Florida Polytechnic University Library through the University website and [Canvas](#), on and off campus. Students may direct questions to library@floridapoly.edu.
- **Peer Learning Strategists (PLS):** Are specially trained student leaders who help their peers strategize approaches to course content and work through solution methods. PLS work in collaboration with the courses they support so the content and methods are aligned with your instructors' expectations. Students can meet with a PLS in The Learning Center, which is located on the first floor of the Innovation, Science and Technology (IST) building in room 1019.
- **Academic Success Coaches:** All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.
- Writing Center: Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit <https://floridapoly.edu/writingcenter>.

Course Schedule

Date	Topic	Chapters
13-Jan (online asynchronous)	The Twenty-First-Century Entrepreneur + HTC slides <ul style="list-style-type: none"> • Explain the rationale behind starting an entrepreneurial business. • Discuss the history of entrepreneurship in the United States. • Describe the impact of entrepreneurial businesses on society. • Discuss the worldwide impact of entrepreneurial businesses. 	1 (1st book)
15-Jan (in-person)	Syllabus discussion	
Week 1		
20-Jan (online asynchronous)	Business Idea Generation and Evaluation <ul style="list-style-type: none"> • Discuss the elements of opportunity analysis. • Analyze how to choose a business. • Various forms of business 	3, 9 (1st book)

	<ul style="list-style-type: none"> Basics of contracts 	
22-Jan (in-person) Week 2	Article discussion Quiz 1 assigned	
27-Jan (online asynchronous) 29-Jan (in-person) Week 3	External analysis <ul style="list-style-type: none"> Target customers Industry examination Article discussion	4(1st book)
03-Feb (online asynchronous) 05-Feb (in-person) Week 4	Mission of a new business <ul style="list-style-type: none"> Mission statement Sustainable competitive advantage Article discussion Quiz 2 assigned	5 (1st book)
10-Feb (online asynchronous) 12-Feb (in-person) Week 5	Career day (no class) Cash flow and financial fundamentals <ul style="list-style-type: none"> Cash flow budget Funding the business Article discussion	6, 7 (1st book)
17-Feb (online asynchronous) 19-Feb (in-person) Week 6	Cash flow and financial fundamentals (cont.) <ul style="list-style-type: none"> VCs Crowdfunding Article discussion	6, 7 (1st book)
24-Feb (online asynchronous) 26-Feb (in-person) Week 7	Midterm 1 review Mid-Term Exam I Quiz 3 assigned (Case quiz)	
03-Mar (online asynchronous)	Exit strategies	

05-Mar (in-person) Week 8	<ul style="list-style-type: none"> • Selling a business • Turnaround • Closing a business <p>Professional Brand Essay assigned Cases assigned and discussion</p>	13 (1st book)
10-Mar (online asynchronous)	<p>Raising Capital</p> <ul style="list-style-type: none"> • Venture capital market and its players • IPOs and other forms of exits • Shareholders' rights 	15 (2nd book)
12-Mar(in-person) Week 9	<p>Article discussion Quiz 4 assigned</p>	
17-Mar 19-Mar Week 10	<p>Spring Break (no classes)</p>	
24-Mar (online asynchronous)	<p>Behavioral Finance</p> <ul style="list-style-type: none"> - Overconfidence, overoptimism, and confirmation bias - Framing effects on decisions. - Heuristics and suboptimal financial decisions 	22 (2nd book)
26-Mar Week 11	<p>No class (conference)</p>	
31-Mar (online asynchronous)	<p>Mergers and Acquisitions</p> <ul style="list-style-type: none"> • Types of mergers and acquisitions • Defense strategies from hostile takeovers 	26 (2nd book)
02-Apr(in-person) Week 12	<p>Article discussion Quiz 5 assigned</p>	
07-Apr (online asynchronous) Week 13	<p>Midterm 2 review</p>	
09-Apr(in-person) Week 13	<p>Midterm 2 Exam</p>	
14-Apr (online asynchronous)	<p>Mergers and Acquisitions (cont.)</p> <ul style="list-style-type: none"> • Combined balance sheet of the new company. 	

16-Apr(in-person) Week 14	<ul style="list-style-type: none"> •Gains and losses from a merger or acquisition •Mergers from IT point of view <p>Speaker event</p>	26 (2nd book)
21-Apr (in-person) 23-Apr(in-person) Week 15	<p>Case presentation (groups 1-3)</p> <p>Case presentation (groups 4-5) Professional Brand Essay due</p>	
28-Apr (online asynchronous) Week 16	Review of Final Exam	
TBD	Final Exam	

*** This is a tentative schedule and I reserve the right to modify this schedule as required by the progression of the class.

Course Policies

Attendance

- Students in face-to-face (this includes labs and C-courses) courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).
- If you know that you will miss a class for any reason discuss the situation with your instructor in a timely manner. Attendance and participation accounts for 5% of your final grade in this course. If you know that you will miss a class for any reason discuss the situation with your instructor before the class is missed. Class attendance will be taken at every class period
- If you miss three or more lectures on Thursdays without university-approved reason, you will receive the grade of 0 for Attendance and Participation.
- Exceptions to any attendance requirements may be made on a case-by-case basis.

Late Work/Make-up work

Each student must keep current on assignments. *Late assignments are not graded unless permission has been obtained from the instructor in advance.* Medical emergencies with valid documentation would be about the only exception.

Grading Scale

Grades will be determined according to the following scale:

A	93% – 100%	B	83% – 85%	C	73% – 75%	D	63% – 65%
A–	90% – 92%	B–	80% – 82%	C–	70% – 72%	D–	60% – 62%
B+	86% – 89%	C+	76% – 79%	D+	66% – 69%	F	0% – 59%

Assignment/Evaluation Methods

Assignment	Percentage	Points
Midterm 1	15%	15
Midterm 2	15%	15
Final	25%	25
Professional Brand Essay	5%	5
Case presentation (group)	10%	10
Article discussion (indiv)	10%	10
Quizzes	15%	15
Attendance and Participation	5%	5
Total	100%	100

Article discussion: Each student will be assigned one article during the semester on a contemporary entrepreneurial issue that should be discussed during the class. Slides needed to be prepared as well.

Case (group): There will be five different case studies during the semester, but each group needs to present only one case. You will need to prepare slides and present at the end of the course as a group.

Professional Brand Essay: You will need to create your **own professional brand**, something that will be helpful during job interviews and future work by using the following materials <https://ideas.darden.virginia.edu/how-to-write-a-brand-essence-statement>

Quizzes: **Five** take-home online quizzes due in 1 week after being assigned will be published during the semester, covering the lectures as well as case studies. Quizzes will include multiple choice questions and essays as well as calculation problems.

Exams: There will be two mid-term exams and one comprehensive final exam. Please see the course outline for the exam schedules. All exams are in-class and closed-book (you can prepare 1-page notes).

University Policies

Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the ODS student portal and communicate with your instructor about your approved accommodations as soon as possible. Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):
DisabilityServices@floridapoly.edu
(863) 874-8770
The Access Point
ODS website: www.floridapoly.edu/disability

Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See [University Policy](#).)

Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. Resources are available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. Please know, however, that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to

someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment. The [Title IX Coordinator](#) is available for any questions to discussion [resources and options](#) available.

Academic Integrity

The faculty and administration take academic integrity very seriously. Violations of [academic integrity regulation](#) include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties.

Any "special" instructions that are appropriate for academic integrity and the course should go here.

(It is essential that a heading and a statement on what constitutes, includes, academic integrity be included in the syllabus, and that the students be made aware of academic integrity at the beginning of a course.)

Recording Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. Recordings may not be used as a substitute for class participation or class attendance.

Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is prohibited.

Case Presentation Rubric

Objective	Category	Below Expectations	Weak	Average	Good	Excellent
Students can demonstrate mastery of communication technology	Use of Media	Lack of media detracts from the presentation objective	Misuse of media that detracts from the presentation objective	Use of media barely supports and contributes to the presentation objective	Use of media supports and contributes to the presentation objective	Use of media supports, clarifies and reinforces the presentation objective
	Quality of Slides	Very poor quality. Not enough or too much colors, fonts and animations that detract from project objective	Poor quality. Not enough or too much colors, fonts and animations that detract from project objective	Fonts, colors and animations barely support the presentation objective	Fonts, colors and animations support the presentation objective	Fonts, colors and animations support, clarify and reinforce the presentation objective
Students can develop and deliver a compelling oral talk with relevant facts and information	Opening statement	Opening is off-topic and inappropriate to the purpose, not concise and no clarity	Opening is somewhat related to the topic and appropriate to the purpose but is not concise and clear	Opening is related to the topic and appropriate to the purpose. Somewhat clear and concise	Opening is related to the topic and appropriate to the purpose. Clear and concise	Strong opening that is clear and concise
	Organization	Disorganized; incorrect format; unclear direction	Somewhat organized; incorrect format; unclear direction	Organized; correct format; unclear direction	Organized; correct format; clear direction	Correct formatting, strong clarity and organization in the development of main points
	Analysis	Incorrect, Irrelevant, no supporting evidence	Correct, irrelevant, no supporting evidence	Correct, relevant, no supporting evidence	Relevant and correct with supporting evidence	Relevant, correct, complete, incorporates innovative insights
	Timing	Presentation is too short, insufficient coverage of material	Presentation is too long. Unable to cover all the material	Able to cover all the material within five extra minutes	Utilizes allotted time to provide sufficient coverage of material	Well-paced coverage of material within the allotted time
Students can deliver an oral talk with clarity and appropriate poise	Delivery Techniques	Does not participate in the oral presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.