

Course Title: Idea to Impact: Entrepreneurship in Action

Program and Date: London Maymester (May 16-30, 2027)

Instructor Name: Dr. Anne Montgomery

Instructor Home Institution and Department: Tennessee Wesleyan University – Business Administration

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Get to Know Your Professor

What makes someone see an opportunity where others see a problem? Why do some people take an idea and actually do something with it? And how do entrepreneurs around the world approach problems differently? Those questions are at the heart of Dr. Anne Montgomery's interest in entrepreneurship. Her curiosity about what drives entrepreneurs and how they approach problems has shaped both her teaching and her research. As a small-business owner herself, she also understands firsthand the creativity, persistence, and problem-solving it takes to turn an idea into something real. One of Dr. Montgomery's favorite parts of teaching is getting to know her students, and she believes travel creates some of the best opportunities for learning and building relationships. In London, the city becomes the classroom where she and her students will meet entrepreneurs, explore businesses and communities, ask questions, and experience entrepreneurship firsthand. She looks forward to exploring London alongside her students, asking lots of questions, meeting interesting people, and seeing what they discover together along the way.

Course Description

Idea to Impact: Entrepreneurship in Action

Learn all about London's lively entrepreneurial ecosystem through site visits to startups, incubators, accelerators, economic development agencies, and mature firms. By engaging in this kind of experiential learning, students will gain knowledge of how entrepreneurs identify opportunities, solve problems, obtain resources, and create value in a global economy. They will also examine the cultural, economic, and market conditions that impact entrepreneurial success, as well as the role of entrepreneurship in community and economic development. In addition, each student will use these experiences to identify an opportunity in their own home community and develop a location-specific venture proposal and a preliminary business plan that demonstrates opportunity assessment, value creation, and practical application of entrepreneurial concepts. The purpose of this learning experience is to strengthen students' skills in creativity, critical thinking, problem-solving, and entrepreneurial decision-making.



Syllabus

Course Level and Credit Hours

Upper division, three credit hours

Prerequisite(s)

N/A

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. Evaluate entrepreneurial ecosystems within a global city context, specifically London.
2. Engage with entrepreneurs and industry leaders to assess real-world startup challenges.
3. Develop a venture concept grounded in observed opportunities within London's business environment.
4. Apply venture planning frameworks in an international context, including funding, legal structure, and market entry.
5. Deliver a professional venture pitch integrating experiential insights.

Required Readings and Materials

Select passages from:

IDEO.org. (2015). *The field guide to human-centered design* (1st ed.). IDEO.org.

Required Podcasts: *How I Built This* with Guy Raz

1. Warby Parker: Dave Gilboa & Neil Blumenthal

Focus: Opportunity Recognition & Business Model Innovation

2. Spanx: Sara Blakely

Focus: Entrepreneurial Mindset, Creativity & Persistence

3. Airbnb: Joe Gebbia

Focus: Experimentation, Resourcefulness & Product-Market Fit

4. TOMS: Blake Mycoskie

Focus: Social Entrepreneurship & Creating Value

5. Patagonia: Yvon Chouinard

Focus: Purpose, Values & Sustainable Entrepreneurship



Syllabus

Assignments and Grades

LIST OF ASSIGNMENTS	Points
Research paper on human-centered design thinking	100
Presentation on the entrepreneurial mindset	100
Analysis of a business model canvas vs. a business plan	100
Research paper and presentation on a selected entrepreneur	100
Reflective Journal of Daily Field Trips (10 x 50 points each)	500
Entrepreneurial concept and pitch presentation	100
Total	1000

Grading Scale

The following scale will be used to compute your grade.

A = 1000 - 900, B = 899 - 800, C = 799 - 700, D = 699 - 600, F = < 599
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Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

Imperial College of London (entrepreneurial education) Camden Market (small-business focus) Soho (creative industries) Shoreditch (technology + venture capital) Toast Ale (social entrepreneurship) Migrateful (social entrepreneurship + entrepreneurial education) Innovate UK (innovation funding partner) White City Innovation District (triple helix of innovation) Launch It (youth entrepreneurship program) Level 39 (accelerator + coworking space)

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including ill health, will require documentation to be excused.
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Syllabus

Integrity Policy

Students are expected to demonstrate academic integrity in all course work. Academic dishonesty, including plagiarism, unauthorized collaboration, misrepresentation of work, or other forms of academic misconduct, may result in disciplinary action.

Artificial intelligence (AI) tools may be used as a brainstorming resource to help explore ideas, generate questions, or consider different approaches. However, AI may not be used to generate work submitted for a grade. All submitted work must reflect the student's own thinking, analysis, writing, and effort.

A documented first violation will result in a grade of zero for the assignment. A second violation will result in a failing grade for the course. Students found responsible for plagiarism may also be required to complete an academic integrity tutorial and provide documentation of completion.

Students are responsible for ensuring that all submitted work is their own and that outside sources are appropriately acknowledged and cited.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.