Course Essentials

SECTION INFO

COURSE: ENTR 407-01 – Call # 12444

MEETING: Tuesdays and Thursdays 1:40 – 2:55 in Education Center 115

PROFESSOR INFO

NAME: Dr. David J. Hansen (“Dr. Hansen,” “Professor Hansen,” “Professor Dave”)  
OFFICE LOCATION: Tate Center, Room 308 (cross the bridge from 3rd floor of Beatty, then head left)

EMAIL (BEST WAY TO REACH ME): HansenD@cofc.edu  
Add “ENTR 407” Or Ecopreneurship or something similar, to the subject line

BY APPOINTMENT: for any other time not listed above, you may make an appointment with me

OFFICE HOURS: T/Th 11:00 – 12:00, W 12:00 – 3:00 – no appointment necessary – drop by for any questions, or to chat about entrepreneurship, beer, sci fi, soccer, or Star Wars

OFFICE LOCATION: Tate Center, Room 308 (cross the bridge from 3rd floor of Beatty, then head left)

BY APPOINTMENT: for any other time not listed above, you may make an appointment with me

ONLINE: LinkedIn (davidjhansen), Steam (creative- destruction), Skype (dr.david.j.hansen)

COURSE DESCRIPTION

This course approaches environmental problems as entrepreneurial opportunities and sees entrepreneurs as influential in creating positive environmental, social and economic change. Students will learn about sustainable businesses, industries and creating value for all of an organization’s stakeholders. Students will work to conceive and develop an environmentally sustainable new business opportunity.

"MAKE A PROFIT WHILE MAKING A DIFFERENCE."

– STUART WILLIAMS, SOCIAL AND ENVIRONMENTAL ENTREPRENEUR-IN-RESIDENCE.

DEPARTMENT STATEMENT OF EXCELLENCE: The Department of Management & Marketing believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

BOOKS

I’m working on getting a collection of Online Educational Resources (OER) content for the class. These should all be free when used electronically (some will charge for downloads and/or prints).

Two books so far (also used in previous semesters, so used hard copies can be found):


I will post more as I get materials. All (or most) will be linked from Oaks.

One book that won’t be free, but will be widely available, is the College Reads book. We are using it because we will be focusing on water, which is the College Solves’ theme for this first year of the QEP on sustainability literacy.

RECOMMENDED BOOK

LEARNING OBJECTIVES
- Recognize that it is possible to make a profit while making a difference
- Discuss how business can work to solve environmental problems
- Apply concepts of environmentally sustainable business
- Design environmentally and socially responsible business solutions to environmental problems

SCHOOL OF BUSINESS LEARNING GOALS ADDRESSED IN THIS CLASS
- Communication skills – writing assignments, presentations and discussion
- Global and civic responsibility – this is a core aspect of the course, students will examine social, ethical, environmental and economic challenges faced by entrepreneurs at local, national and international levels
- Intellectual innovation and creativity – designing business solutions to environmental problems

TOPICS COVERED
- Systems thinking
- Variations of entrepreneurship
- Cradle to Cradle design
- Business model canvas and alternatives
- The market for “green” businesses
- Triple bottom line
- Sustainable product design options
- Rethinking waste

EXPECTATIONS

ASSIGNMENTS

READING & DISCUSSION QUESTIONS
For each reading assignment, there is a list of questions. Think about each of the questions for class discussion, but you don’t need to answer all of them for the assignment. Be sure to indicate what question number you are answering. Your answers should be original, high quality, and show evidence of doing the reading. By “original” I mean that it should be written in your own words. By “high quality” I mean that you have taken time to seriously reflect on the issues from the reading. For “evidence of doing the reading”, keep track of page numbers where relevant information is while reading and use that in your answers. Please note that I will check for internet plagiarism.

CLASS DISCUSSION
I believe that students learn the most when engaged in and/or listening to a discussion (i.e., not just listening to a lecture) and in fact students continually confirm this to be true. In order to facilitate participation, students will be required to attend class. More information about attendance can be found below. Besides just coming to class though, students will participate in discussion in a number of ways. Students are expected to contribute to class
**discussion** at least occasionally (i.e. more than just once or twice). I’m more concerned with quality than quantity. **Don’t be afraid to speak up – everyone has something unique to add to a conversation!** For each reading assignment, I will provide several questions, which will provide ample opportunity to get involved in discussion. Discussion is often what students say makes this class one of the best they have taken. The other graded part of participation is the cool idea assignment (next).

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**COOL IDEAS**

To encourage further reading about sustainability and green business you are to present a “**cool idea**” to class. The idea should be about an **interesting (relatively) new business and/or product that solves an environmental problem**. You will have a specific day to present your cool idea and you will need to submit something on OAKS before class. This another one of students’ favorite parts of class.

**BOOK/CHAPTER SUMMARIES**

For the added book readings, you will need to submit some chapter or section summaries. The summaries should be 500-word papers providing a summary of the reading selection and what you learned from it. You won’t need to provide summaries for all chapters of the books, so you can pick and choose. For the Big Thirst, you will need to write summaries for 5 of the 10 chapters. The Revolution in a Bottle book will be one of a selection of books you can read. For each of these I will designate the number of “chunks” (chapters or sections) that will be needed.

**ENVIRONMENTAL PROBLEMS – BUSINESS SOLUTIONS**

To get a more in-depth look at how businesses help solve environmental problems, you will research an environmental issue related to water and a business that is addressing the issue, then work on developing a new business solution. The first part will be done individually, the second part will be done in teams and the next part will be done as a class. The final part will be in new, self-selected small teams (next).

**YOUR BUSINESS SOLUTION**

In small groups (2-3 people), you will need to further develop one of the ideas from class into a full-fledged business model. While the ideas and models developed as a class will belong to the whole class, these further refinements belong to the teams working on them. In place of a final exam, your team will pitch your business model to a set of judges. The best pitch(es) will win some money. [I’m working on getting funds, so I don’t know yet how much prize money will be at stake]. The pitch will not be graded, but a written summary of the business model will be.

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**CLASS POLICIES**

**ATTENDANCE**

**Attendance is one of the grading components. Missing class without providing a reasonable excuse for doing so, will be counted as an unexcused absence.** Please either see me or fill out an Absence Memo through Student Affairs. The absence memo is then forwarded on to all of your instructors. If you are excused from class for an extended period of time (e.g. family emergencies, jail, etc.), please be sure to keep in contact with both myself and your teammates in order that you do not fall too far behind and/or hurt your team. You will be provided with a name tent, which will help with taking attendance and for me and your classmates to get to know your name.

**ARRIVING LATE OR LEAVING EARLY**
Note that leaving early for or returning late from vacation is not a valid excuse for missing class (unless flights are cancelled). In addition, coming to class late is a distraction to me and your classmates. Showing up late (more than 5 minutes) or leaving early, without prior permission, on 3 occasions will count as an unexcused absence.

**YOUR RESPONSIBILITY**

It is your responsibility to ensure that I add you to the roll if you do come in late. I will frequently update attendance on OAKS. If you find a discrepancy, it is your responsibility to address it ASAP – not at the end of the semester when you realize that it will impact your grade.

**TECHNOLOGY**

Laptops should only be open when needed for note taking, working on your project or researching a question that comes up in class. Please turn off the ringers on your cell phones! Do not text during class!

**RECYCLING**

Please recycle your trash (if you can’t avoid creating it in the first place). It saves the College money (your tuition) and is the right thing to do.

**ACADEMIC INTEGRITY**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

**DISABILITY STATEMENT**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.
WRITING AND PRESENTING ASSISTANCE

EXPECTATIONS FOR WRITTEN WORK

Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count on all assignments (including presentations). If you need help with writing quality papers or making good presentations, please make use of the writing and speaking labs available through the Center for Student Learning at the library: csl.cofc.edu.

GRADING

SPECIFICATIONS GRADING

New this semester I will be implementing a system called Specifications Grading. What this basically means is that every graded component of the class is effectively “pass/fail” (though I’ll use the terms Satisfactory and Unsatisfactory). This means essentially all or nothing on each one (no partial credit). Why use this system? YOU CONTROL YOUR GRADE.

In this system, you choose the grade you want at the start of the course and you know exactly what you need to do to earn that grade. No more haggling over this point or that or not being quite sure what you need to do in order to get this grade or that. Everything has a moderate (roughly B-) bar to achieve. Furthermore, the amount of work you have to do is proportional to the grade you want to get. If you just need to get a C, you can skip more assignments and quizzes, miss more classes, etc. But if you want an A, you’ll have to do more.

TOKENS

The “all or nothing” aspect of grading may seem a bit scary, but you’ll have to opportunity to make up for mistakes by using tokens. For team assignments, each team member will need to use a token. You will start the semester with three tokens. The ways in which you may use a token are:

- to resubmit an unsatisfactory assignment or
- to “excuse” an unexcused absence
- turn an assignment in up to one week late

Besides using tokens, you will be able to earn additional tokens. You can do so by:

- going well above and beyond on an assignment
- having nine consecutive days of perfect attendance (never late or left early, didn’t use token for an absence) – 28 days of class means you can earn up to 3 tokens
- more described in individual rubrics

As this is new, I may add more ways to use and earn tokens during the semester. What if you don’t want or need to use your tokens? You still have an incentive to earn them. I will be offering some kind of prize(s) at the end of the semester based on having the most tokens.

FINAL GRADES TABLE
<table>
<thead>
<tr>
<th>Component</th>
<th>Satisfactory</th>
<th>Earn Token (Exceptional)</th>
<th>To Get an A</th>
<th>To Get a B</th>
<th>To Get a C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation – cool ideas, reading questions, discussion</td>
<td>See rubrics</td>
<td>See rubrics</td>
<td>Satisfactory on all, at least two exceptional</td>
<td>All satisfactory</td>
<td>Satisfactory cool idea and discussion, plus satisfactory on 80% of reading questions</td>
</tr>
<tr>
<td>Attendance (28)</td>
<td>Attending or excused from attending</td>
<td>Nine consecutive days of perfect attendance</td>
<td>No more than 1 unexcused absence</td>
<td>No more than 3 unexcused absences</td>
<td>No more than 6 unexcused absences</td>
</tr>
<tr>
<td>Assignments (problem summary, business solution presentation, reflection)</td>
<td>Per directions for each assignment</td>
<td>Going well above and beyond satisfactory</td>
<td>All satisfactory</td>
<td>All satisfactory</td>
<td>Two of three satisfactory</td>
</tr>
<tr>
<td>Book/Chapter summaries</td>
<td>See rubric</td>
<td>See rubric</td>
<td>50% of chapters satisfactory</td>
<td>40% of chapters satisfactory</td>
<td>30% of chapters satisfactory</td>
</tr>
<tr>
<td>Final Business Concept</td>
<td>See rubric</td>
<td>See rubric</td>
<td>All components satisfactory</td>
<td>All but 1 component satisfactory</td>
<td>All but 2 or 3 components satisfactory</td>
</tr>
</tbody>
</table>

To earn a letter grade, all items in the corresponding column must be achieved. I will assign a minus (A-, B-, C-) or plus (B+, C+) based on meeting some, but not all requirements for a grade.