Syllabus for ENTR 407: Ecopreneurship
Fall 2020

1 Course Essentials
   1.1 Section Information
   1.2 Course Description
   1.3 Topics covered
   1.4 Course materials and Resources
   1.5 Oaks and Google Docs

2 Communication
   2.1 Contacting the Professor
   2.2 Office Hours
      2.2.1 In Person Office Hours
      2.2.2 Virtual Office Hours
   2.3 Personal Matters
   2.4 Other
   2.5 Response Times

3 Objectives and Goals
   3.1 Main goal for this class
   3.2 Statements and Considerations
      3.2.1 Diversity and Inclusion
      3.2.2 Disability Statement
      3.2.3 Mental & Physical Wellbeing
      3.2.4 Food & Housing Resources

4 What you’ll do in this class
   4.1 Goal: Better understanding of environmental issues in Charleston
   4.2 Framework: Charleston Climate Action Plan
   4.3 Potential issues (plan categories):
   4.4 Flow
   Class/students
   Professor / External community
   4.5 Weekly reports
   4.6 Other Components
      4.6.1 Present a Local Eco-Changemaker
      4.6.2 Reflection Paper
   4.7 Attendance
      4.7.1 Attendance and Assignment Make-up: “Entrepreneurship Beyond the Class” Paper
1 Course Essentials

1.1 Section Information
ENTR 407 – Call # 11425
Mon/Wed – 4:00 – 5:15 via Zoom

1.2 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.

1.3 Topics Covered
Circular economy; Environmental Justice; Human-Centered Design; Impact Gap Canvas; Systems thinking

1.4 Course Materials and Resources
I will post any and all materials on Oaks. There is no textbook for this class.

1.5 Oaks and Google Docs
Since this is an online class, we will be heavily reliant on Oaks and Google docs, in addition to Zoom. If you experience trouble accessing Oaks, I will put the necessary documents in a shared One Drive folder.
2 COMMUNICATION

2.1 CONTACTING THE PROFESSOR
Dr. David J. Hansen (aka “Dr. Hansen,” “Professor Hansen”); Email (best way to reach me)
HansenD@cofc.edu Add “ENTR 320,” or something similar, to the subject line.

2.2 OFFICE HOURS
No appointment necessary – drop in for any questions about the class or other classes, or to chat about stuff you’re working on, beer, sci fi, Star Wars or video games. If these hours don’t work for you, I’m generally available afternoons and evenings – just set up an appointment.

2.2.1 In Person Office Hours
M/W 11:00 am – 1:00 pm in Tate Center, room 308 (enter via Beatty, go to the third floor, cross the bridge and follow the left hallway)

2.2.2 Virtual Office Hours
T/Th 12:00 – 3:00 pm https://cofc.zoom.us/j/5668844750 (or use Oaks ‘Personal Meeting Room’)

2.3 PERSONAL MATTERS
If you have personal matters that are interfering with schoolwork, please come talk to me. I want to help to try to make things work. I suffer chronic depression, I’ve had a variety of other personal challenges, so I do my best to help.

2.4 OTHER
LinkedIn (davidjhansen), Steam (creative-destruction), and several other gaming platforms such as Line, Discord, PS, etc. I also stream music and interviews on Twitch https://www.twitch.tv/daveskywalker.

2.5 RESPONSE TIMES
I will generally respond to emails same day if sent before 10 pm or the next day if later.

3 OBJECTIVES AND GOALS

3.1 MAIN GOAL FOR THIS CLASS
The primary goal of this class is for you to learn about and use systems thinking and an entrepreneurial mindset to address environmental issues right here in Charleston.

3.2 STATEMENTS AND CONSIDERATIONS
3.2.1 Diversity and Inclusion
One goal in this class, along with many other classes around campus, is to bring attention to issues of diversity and inclusion. Our department issued the following statement in regards to the issue of systemic racism, which I strongly support (I was lead in writing it):

*The Department and Management and Marketing recognizes that Black Lives Matter. We also recognize that we need to make more of an effort to bring this issue into our classrooms. In our classes we teach the importance and value of diversity and inclusion, but we should and will make a more intentional effort to ensure that our materials, discussions, and speakers*
reflect these values. We are increasing our focus on diversity and inclusion in the strategic goals for our department. The action plans around this goal include curriculum changes, increased mentoring and extracurricular program offerings, individual class goals related to diversity and inclusion, and better reporting to measure our progress around these efforts.

While the above statement is primarily in response to the Black Lives Matter movement, diversity and inclusion also includes LGBTQ students. It’s important that everyone feel welcome in class. It’s also important to allow for open discussion.

Entrepreneurship requires creativity and diversity is a key to creativity

3.2.2 Disability Statement
The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

3.2.3 Mental & Physical Wellbeing
Below is an official college statement, but being a sufferer of mental health issues, please feel safe talking to me. At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

3.2.4 Food & Housing Resources
Many CofC students report experiencing food (such as not being able to afford groceries or get sufficient food to eat every day) and/or housing (such as lacking a safe and stable place to live) insecurity. If you are facing such challenges, please reach out to me. Although I have limited personal experience with food and housing insecurity, I’ve aware and involved in some of the efforts around campus and the greater Charleston community and so you can feel safe in discussing your situation with me. You may also contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php) or go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

4 What you’ll do in this class

4.1 Goal: Better understanding of environmental issues in Charleston
1. Current state - how bad is it?
2. History - how did we get here?
3. Mitigation - what has, is and will be done?
4. Changemakers/doers - who is doing what?
5. Opportunities/gaps - what can and/or should be done?
4.2 Framework: Charleston Climate Action Plan
- Divided into 4 categories: buildings (B), transportation (T), waste (W), carbon sinks (C)

4.3 Potential Issues (Plan Categories):

A. Environmental racism (B,T,W)
B. Flooding (B,T,C)
C. Natural disaster preparedness and/or recovery (B,T,C)
D. Plastic waste (W)
E. Food waste (W)
F. Carbon emissions from intermodal freight transportation (ships, trains, trucks, planes) (T,C)
G. Air quality/pollution (B,T,C)
H. Water quality/pollution (W,C)
I. Soil quality/pollution (W,C)
J. Green spaces (B,C)
K. Green building (B)
L. Energy efficiency (B,T)
M. Renewable energies (B,T)

4.4 Flow
Below is the proposed flow of the class. It’s divided into two parts – what students will do and what the professor and community mentors will do. This is highly subject to change.

<table>
<thead>
<tr>
<th>Class/Students</th>
<th>Professor / External Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class</td>
<td>Introductions; Think about which issues are most interesting to you</td>
</tr>
<tr>
<td>1 week</td>
<td>Read CHS climate action plan (CAP) - define ecopreneurship as using an entrepreneurial mindset to address environmental issues</td>
</tr>
<tr>
<td>1 week</td>
<td>Review/investigate potential issues</td>
</tr>
<tr>
<td>1 class</td>
<td>Divide into small groups, each with a different issue</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Research to understand current state</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Research the history state</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Research mitigation state</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Research on who is doing what - highlight the entrepreneurial mindsets state</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Identify opportunities/gaps state</td>
</tr>
<tr>
<td>Last week</td>
<td>Prepare presentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Present to community</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Map the system - connect what students have done over the semester with the map the system competition</td>
</tr>
</tbody>
</table>

4.5 **Weekly Reports**

Each week students will submit a summary report of the work done during the week. The first few weeks will be individual only. After forming into groups, reports will alternate between individual and group. That is, for the five Goals (4.1) the first week will be students working individually on research, and the second week will be for the groups to sort through and compile the most relevant information into a cohesive report.

4.6 **Other Components**

4.6.1 **Present a Local Eco-Changemaker**

It’s important to know what other people are doing in your area so that we don’t waste time with duplicating effort. So during your research you will find many individuals and organizations addressing the issue you are working on. Your task is to do a short (2-3 minute) presentation about:

1. the person/organization
2. what issue they are addressing
3. how they are addressing it
4. Other people and organizations they are currently working with

You should create slides in Google, but keep it to just 2-3 slides. You’ll need to share the slides with me.

4.6.2 **Reflection Paper**

The last individual paper is a reflection on the semester. I use these papers to see what’s working and what’s not and then change my class accordingly. This will be due at the end of the semester.

4.7 **Attendance**

I will take attendance every class. **If you’re unable to make it to class, please talk to me.** If you have a legitimate reason for missing class or not able to login to Zoom when we use it, including technical issues, I will excuse you and it won’t count against you.

4.7.1 **Attendance and Assignment Make-up: “Entrepreneurship Beyond the Class” Paper**

There will be some online entrepreneurship events, including several during Women’s Entrepreneurship Week in October. In addition, largely based on a former student recommendation, you can listen to the podcast [How I Built This](https://howibuiltthis.com). You can use papers from these events to get an unexcused absence removed or convert an assignment to “Good”. To get credit, you will need to write a **500-word, single spaced paper, detailing what you learned about entrepreneurship from the event or podcast**. You can write papers from as many of the events or recorded podcasts as you want. **Each Good/Good Enough paper will excuse one absence.**
5 Grading

5.1 Specifications Grading
I will be using a system called Specifications (“Specs”) Grading. Assignments in this class are graded as “Good”, “Good Enough” or “Revise”. That is, you need to meet minimum specs for demonstrating competency for every graded component. This better mirrors what you would expect in most things outside of school (like work), where everything you do is either good enough or it isn’t.

5.2 Revisions
The “all or nothing” aspect of grading may seem a bit scary, but you’ll have to opportunity to make up for mistakes. You can resubmit assignments that don’t meet Good/Good Enough, but you should set a time to talk with me before you resubmit it so that we can go over what needs to be fixed.

5.3 How This Is Different From a Points System
There is no partial credit. No more haggling over points or not being quite sure what you need to do in order to get this grade or that. 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 do less work (but not lower quality) than you would for an A. So rather than doing “just enough” on all assignments, you do quality work on only the assignments required for the grade you want.

5.4 Earning Your Final Grade
Why use this system? You control your grade. You choose the grade you want and you know what assignments you need to do to earn that grade. Your grade is based on how much you progress you make.

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Components</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Reports</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Present an Eco-Changemaker</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Team Components</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Summary Reports</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Presentation to the community</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
</tbody>
</table>

6 Class Expectations

6.1 Expectations for Written and Presented Work
Following the School of Business learning goal of effective communications, all written and oral work must be completed in professional style, and follow basic principles of effective written and oral 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. 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.
6.2 Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

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

6.3 Computer and Internet Requirement

Because we will do a lot of work online (research and Zoom), you will need access to a computer and reliable internet. The College has some laptops available for loan. If you are in need for a computer or internet access, please let me know and I will see what I can do to help that doesn’t require taking out more loans.

7 My Role in the Class

- Provide the resources necessary to actively engage in learning
- Create the structure for learning how to develop a business concept you can launch, including detailed assignment instructions and grading rubrics
- Provide useful feedback, even if that feedback is not what you want to hear at the moment
- Serve as a guide and mentor to help you get the most out of this class and your project
- Connect you to community members that may help your project during the semester and beyond

8 If You Want to Do Well in This Class

8.1 Be Ready and Willing to Be Active Learners

This class requires you to DO, rather than simply read some text, watch some lectures and take an exam. That makes you an active, rather than passive, part of the learning process.

8.2 Be Ready for A Lot of Work

This class requires more work than typical classes, and most of it is “outside the building.” It is meant to simulate what startups are like in the real world, including ambiguity, uncertainty, time constraints, dealing with team conflict, etc. The difference is that it will be a lot less difficult than actually starting a company, and the consequences of failure are much less severe.

Note that this is NOT a scare tactic – any former student will tell you that the workload in this class will force you to become better at time management.
8.3 **Time Management**

Do NOT Procrastinate. There are a lot of assignments. Plan accordingly. Do not save them for the last minute. Instead, do assignments EARLY. Remember that DUE is not the same as DO.

8.4 **Be Ready and Willing to Become Part of a Community**

Everyone participating in this course is part of a community – students, professor, mentors, judges. You will get to know and work with members of this community. You will be working closely with a team, plus helping other teams through feedback. Collaboration and creation of a community is key.

8.5 **Utilize Communication Tools**

Attend every class meeting in Zoom as if it were a regular in-person class. Log-in to OAKS to get reading and assignments done. Communicate and work with your team. Communicate with me. I provided office hours and ways to reach me electronically at the beginning of this document – don’t hesitate to use them.