Syllabus for ENTR 406: Social Entrepreneurship Spring 2021

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1 COURSE ESSENTIALS

1.1 SECTION INFORMATION

ENTR 406 – Call #
Mon/Wed – 4:00 – 5:15 via Zoom

1.2 COURSE DESCRIPTION

This course explores issues in social entrepreneurship such as ways social challenges can be addressed by both for-profit and non-profit social enterprises and ways outcomes can be measured to satisfy multiple stakeholders. Readings, lectures, projects and case discussions will be used to explore these and related issues. Prerequisite: Junior Standing and either ENTR 200 or 3 hours in ANTH, ECON, INTL, PHIL, SOCY, URST or permission of the instructor.

1.3 TOPICS COVERED

Social entrepreneurship/innovation, human-centered design, systems thinking, the impact gap canvas, theory of change, social business model canvas, social impact, and stakeholders.

1.4 COURSE MATERIALS AND RESOURCES

This is a list of all potential resources we will use. There will be some assigned reading, some we will use in class, others will be for reference. I may add more resources over the semester
1.4.1 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,” “Dr. Dave”)

2.1.1 Email (best way to reach me)
HansenD@cofc.edu Add “ENTR 406,” or something similar, to the subject line.

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

2.1.2.1 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.

2.1.3 Other
LinkedIn (davidjhansen), Steam (creative-destruction), and several other gaming platforms such as Line, Discord, PS, etc.

2.2 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 social entrepreneurship by supporting women of color entrepreneurs 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. One thing I’m incorporating this semester is the option to work on developing something for a woman of color entrepreneur, instead of a project for yourselves. This is an option that I hope many of you will consider. You will be helping a real entrepreneur and thus the experience you will have is even more “real” (the course is designed to be as real as possible). In the future, if this goes well, I hope to expand to include LGBTQ, especially transgender, entrepreneurs. Successful entrepreneurs are often pushed into business ownership because they have few other options. Learning from the added struggles such entrepreneurs face, will provide greater insight into the entrepreneurial process.

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

Below you will find a basic introduction to the different assignments.

4.1 INDIVIDUAL COMPONENTS

4.1.1 Preparation Summaries
In order to be able maximize our class time in working on the main project, it is important for you to come to class prepared to work. Therefore, there will be some reading/video assignments. These may also include reviewing a tool we might be using in class, so that you are familiar with it and we can get working quickly. Other times you will need to do some basic research to bring to class, that you share with your group and build up for the tasks described below (4.2.2). These summaries will be due the night before the class where we will use the material.

4.1.2 Late Papers
You can submit work late with no penalty up until the start of the next class after we start using the material, but after that they will only count for ½. For example, if there is a reading assignment due Sunday night so that we can use it in class on Monday, I’ll accept it up until 3:59 pm on Wednesday with no penalty. To avoid losing half credit, submit a work in progress before the due date so that you can revise it for full credit. Papers should have some of the summary started.

4.1.2.1 Working on late papers during class
I do not want to see students working on papers during class time. Class time is meant for working in groups and/or with me. I will check document properties of papers submitted late or check the change log in Google docs to see if they were started or worked on during class time. And if so, I will reject them. I do this because if you’re working on something else, you’re not helping your group complete a task required to be completed before the end of class.

4.1.3 Present an Changemaker
One thing you’ll pick up on (if you haven’t already) is that you don’t need to invent something new to solve a problem. You can and should build on the work of others. To help the class see what others are doing and get some inspiration, you should find someone that is making a difference and do a short (2-3 minute) presentation. The presentation should include:
1. the community targeted,
2. the challenge/problem the community has,
3. how existing solutions aren’t working,
4. and ultimately the person’s solution,
5. plus answer any questions from the class.
You should create slides in Google, but keep it to just 2-3 slides. You’ll need to share the slides with me. For the presentation, you can either use the share screen through Zoom or I can do it for you.

4.1.4 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.

4.2 CLASS/GROUP COMPONENTS

The main thing you will do is work in teams to create an event that supports women of color entrepreneurs. The events will be based on addressing issues brought up during last fall’s Women of Color Entrepreneurs Forum.
We will discuss this during the first week of class. I want to try letting students help develop the syllabus this semester.

4.3 ATTENDANCE

4.3.1 Attendance Grading
I will take attendance every class based on seeing you in Zoom visually or in chat. Attendance will determine the +/- aspect of your grade. To get a plus (+), you should have no more than 2 unexcused absences. If you have 5 or more unexcused absences, you will earn a minus (-).

4.3.1.1 To be excused
If you’re unable to make it to class in Zoom, please talk to me. If you have an honest reason for missing class or not being able to turn on video, including technical issues, I will excuse you and it won’t count against you.

4.3.2 Arriving Late or Leaving Early
Showing up late (more than 5 minutes) or leaving early, without prior permission, on 3 occasions will count as an unexcused absence. So make sure you stick around in Zoom until I say class is over. Many classes will require submission of group work before leaving.

4.3.3 Your Responsibility
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.

4.3.4 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. 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.

This will be determined through our discussions in the first week.

6 ASSIGNMENT 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 dishonestly 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/

7 CLASS EXPECTATIONS

7.1 COMPUTER AND INTERNET REQUIREMENT

Because this is an online class, you will need access to a computer and reliable internet. The College has some laptops available for loan. They also made it a requirement so that you can request financial aid. 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.

8 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
9 IF YOU WANT TO DO WELL IN THIS CLASS

9.1 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.

9.2 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.

9.3 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.

9.4 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.

9.5 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.

10 ROUGH OUTLINE OF CLASS
This will be determined once we settle on what all we will do over the semester.