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Dr. Channelle D. James
Department of Marketing,
Entrepreneurship, Hospitality, and Tourism
Bryan School of Business and Economics

Special Note: This course requires group work. Please be aware of this requirement and make arrangements to perform effectively with your group. Failure to do so will affect your grade in this course.

Students are held responsible for both written and verbal instructions provided in class. Both verbal and written instructions will have an impact on your grade.

Course Description

Social entrepreneurship is a growing field that depends on market driven practices to create social change. Social entrepreneurs leverage available economic resources and innovation to support their passion to have a positive impact on the global and local community.

Social entrepreneurship is a critical topic for students and professionals who plan careers in both for-profit and not-for-profit organizations. A global interest in ecological, economic, political and social welfare requires that organizations respond wisely to societal demands. An examination of social entrepreneurship provides the framework for understanding and practicing socially responsible behaviors. Proponents of social entrepreneurship recognize that innovation, creativity, adaptation and planning are key ingredients in creating ventures that respond to critical social needs.
Course Design for Section

This course is divided into four parts to provide a comprehensive view of social entrepreneurship:

- Defining social entrepreneurship and highlighting examples of successful social entrepreneurs.
- Exploring the impact of social entrepreneurship on social, economic, and political issues from a global and local perspective.
- Understanding and utilizing entrepreneurial skills to address social issues.
- Developing social enterprises with a focus on innovation and concept creation.

Course Objectives

By the end of this course, you should be able to:

- define social entrepreneurship.
- identify, recognize, and evaluate social enterprises.
- describe the pivotal experiences of social entrepreneurs.
- discuss and analyze leadership practices used in social ventures.
- discuss the impact of social entrepreneurship from a global perspective.
- create and develop socially responsible practices (ventures) for use in for-profit, governmental and nongovernmental organizations (NGO’S).
- articulate a personal position on relevant social issues and best practices for addressing these issues.

Specific Objectives:

Upon completion of this course, the student will have successfully:

1. Developed a course blog on social entrepreneurship and successfully marketed the blog to the campus community.
2. Worked successfully in a team of diverse personalities, being provided with the opportunity to examine, critique, support, complicate, and innovate the personal positions of each member of the team on important social issues.

3. Reflected upon and described the cutting edge, real life lessons learned from contemporary social entrepreneurs about the use of innovation and entrepreneurial practice for social good.

4. Worked with a social entrepreneur being provided with the opportunity to: learn venture practice, experience firsthand the service of affected communities, and evaluate the success of a social venture.

5. Interviewed a social entrepreneur using standard interviewing techniques.

6. Analyzed and presented three cases concerning critical issues for the social entrepreneur.

7. Used evaluation methods related to social responsibility, sustainability, and successful venture creation.

**Teaching Methods and Assignments for Achieving Learning Outcomes**

Content is delivered through lectures, participation, article reviews, case studies and creative course projects.

**Team Formation Contact:**

Students will work in teams in this course. You must become an effective member of your team and through your interaction you should develop skills that will help you better understand the importance of working in community with others. You will develop a contract that will guide interactions among team members. Your team contract is due on January 16, 2013. Every member of your group must sign a copy. You need enough copies for each member of the team and one for the instructor.
Group Presentation:

Your 340 team will complete a presentation on one of the topics explored during the semester on social entrepreneurship. Your presentation should be 35 minutes. You must include a PowerPoint presentation and an activity that helps to explain the concept to the members of your class. You must find articles and readings that support the research you are presenting on the topic. You need at least 10 references. You must use APA style citations for your presentation. You will receive more information about on January 16, 2013

Case Studies:

(3 cases worth 7 points each, for a total of 21 points):

Case studies are a key element of this course. The cases used have been selected to illustrate situations that are faced by social entrepreneurs. Some are complex and will require considerable thought and analysis. Students will be assigned to groups in order to develop responses to course case studies. The team is expected to draw conclusions, recommend a course of action, and be prepared to explain team decisions during class discussions. For each case, the team is required to write a reflection paper (two pages) that outlines what has been learned after reviewing the case and related course readings.

Case Study 1 Due February 13, 2013
Case Study 2 Due March 18, 2013
Case Study 3 Due April 17, 2013

Modified Business Plan:

You will work with an Empowerment Fund Entrepreneur to develop a modified business plan for a business. A part of this activity is developing and executing a business model that will increase the chances of success for the entrepreneur. You will be assigned to a group at the beginning of the course. You will find the names of your group members in Blackboard. You will work with your entrepreneur for the whole semester and at the end present a formal presentation to a micro fund investment group. Your grade will be based on how well you provide sound research and planning for the business plan. Final grading of the modified business plan will based on the overall achievement of the class in addition to meeting the requirements of the assignment. You will receive an
information sheet detailing the assignment during week two of the course. You will get further instructions about the modified business plan which is due on April 29, 2013. You will complete a presentation on your modified business plan on May 8, 2013 from 3:30pm – 6:30pm.

Practicum Hours:

You must volunteer 20 hours to work with your entrepreneur. In order to get credit for your hours you must complete a practicum log detailing your hours. Your entrepreneur must sign your practicum log to prove that you actually volunteered. You cannot use practicum hours to do research for the course or to write your modified business plan. You must turn in your practicum log sheet on April 29, 2013

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<th>Grade book</th>
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<tr>
<td>Module #</td>
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<td>Group Presentation</td>
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<td>Case Studies</td>
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*In order to report course grades the instructor uses the Blackboard course management system. Students will have the points that they earned recorded in Blackboard. Do not rely on any calculations used in Blackboard to determine your final grade. Your final grade will be assigned as indicated on this syllabus.
Grading Scale

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<tr>
<td>93.0-100</td>
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<tr>
<td>90.0-92.9</td>
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<tr>
<td>87.0-89.9</td>
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<tr>
<td>83.0-86.9</td>
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<tr>
<td>80.0-82.9</td>
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<td>77.0-79.9</td>
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<td>73.0-76.9</td>
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<td>70.0-72.9</td>
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<td>67.0-69.9</td>
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*Grades in this course are not rounded to the next higher grade.

Your Reading Material


Additional articles assigned by instructor

Course Policies

**Instructor’s Grading Criteria/Timetable:**
All course assignments will be graded within two weeks of their due date. Late assignments or projects will not be accepted. Do not attempt to add materials to grade submission area after the due date. Students who attempt to add assignments after the due date to the submission area will be penalized based on the academic integrity policy of the University. Assignments turned in without
the student’s name will not be graded. Documents should show the student’s name at the top right hand corner.

Emailing Faculty:
You should always refer to the instructor as “Dr. James” in all forms of communication.

Course Communication & Submission of Assignments:
Naming Conventions: In order to facilitate the tracking of assignments and correspondence with the instructor, please use the following naming conventions (username is your Last name and first initial (jamesc), # is the module number for the assignment).

- Projects: username-assignment-module#.doc
- Email Subject Lines: Please start your subject lines in email correspondence with Course & section, username: SUBJECT_OF_MESSAGE

Online Communications Guidelines

Netiquette
Interactions in an online classroom are in written form for the most part. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online. The word “netiquette” is short for “Internet etiquette.” Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. You should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

A Few Rules of Thumb
- Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. Rude or threatening language, inflammatory assertions (often referred to as “flaming”), personal attacks, and other inappropriate communication will not be tolerated.
Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING!

Use boldface and italics sparingly, as they can denote sarcasm.

Keep messages short and to the point. Make sure to ask for what you are actually requesting in email messages.

Always practice good grammar, punctuation, and composition. This shows that you’ve taken the time to craft your response showing respect for your work.

Use spell check!

**Plagiarism Policy**

Students are expected to be the sole authors of their work. Use of another person’s work or ideas must be accompanied by specific citations and references. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior:

- Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is the student's own work.
- Any form of cheating on examinations.
- Altering academic records.
- Falsifying information for any assignments.
- Submitting an assignment(s) that was partially or wholly completed by another student.
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.
- Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving instructor permission.
  - In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include, but would not be limited to providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination or assignment.

In essence, plagiarism is the theft of someone else's ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without
properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion thread, computer program, marketing plan, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be the original work of the student submitting it. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

**DISRUPTIVE BEHAVIOR POLICY:**

The instructor may withdraw a student from a course for behavior that is deemed by the instructor to be disruptive to the class. The grade assigned will be “W” if the behavior occurs before the deadline for dropping a course without academic penalty, and the instructor has the option of giving a “W” or a “WF” if the behavior occurs after the deadline. In this class disruptive behavior includes lack of participation in group projects. We will participate in some activities which require you to work with team members. You must make yourself available to work with your team. This means finding time to work on projects using web and distance technology. No matter what your other life obligations are you must find time to meet with your group. You will be removed from the course if it is determined that you are not participating effectively with your group. In addition we will have online activities that you must participate in for the course. You must spend dedicated time with your group on these projects. If it is discovered that your group fails to spend sufficient time on course projects you may also be removed from the course.

**ATTENDANCE POLICY:**

You are expected to attend every class meeting for this course this semester. Attendance will be taken by students signing the attendance sheet made
available to you in class. Students who are later than 5 minutes will be marked as absent for the day. Also students who leave early without permission will be marked absent. Students will lose 5 points for each class missed. After 2 missed classes you will be administratively withdrawn from the course upon reaching your third missed class. Students will not be able to make up assignments when they are absent from class. Even if a student attends class half way through an assignment or activity they will not be allowed to participate and will receive a failing grade. There are exceptions to the five point penalty for students that have a documented legal, medical, or psychological reason for missing class. However students who miss more than 2 classes for any reason will not successfully pass the course. If you believe that your grade is in jeopardy because you missed a class, please discuss this with the instructor.

EXPECTATIONS OF STUDENTS:

Students in the Bryan School are also expected to adhere to the Student Code of Conduct. Further details may be found at http://academicintegrity.uncg.edu/complete/ and http://studentconduct.uncg.edu/policy/code/. The Bryan School has additional expectations and guidelines for students to follow which can be found at http://www.uncg.edu/BAE/faculty_student_guidelines.pdf.

EXPECTATIONS OF FACULTY

The Bryan School expects its faculty to conform to all existing UNCG codes and policies. These are found at http://provost.uncg.edu/faculty/h_section4.asp In addition, the Bryan School has expectations and guidelines for faculty to follow which can be found at http://www.uncg.edu/BAE/faculty_student_guidelines.pdf.

ACCOMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University Center, 334-5440, http://ods.dept.uncg.edu/, ods@uncg.edu.

THINGS TO CONSIDER
I enjoy teaching and students who enjoy learning will enjoy the course. I hope to challenge you to think about the way you embrace creativity. This at times may make you feel like a “fish out of water”, but remember “you have to swim the moat to get to the castle” (Eat, Pray, Live). Please commit yourself to giving your best effort in the course. If by chance you need to discuss issues about what you are learning in the course please email me for an online appointment. I am willing to help you get the most out of the course if it is possible.

**Suggested Academic Workload Guidelines**

This course is designed so that the average student will spend approximately 9-12 hours a week engaged in coursework or homework assignments, reading, and activities. Please read the university statement on suggested academic workload as written in your University Bulletin.

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

In general, students should plan to devote between 2–3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.

Students who are employed more than 5–10 hours each week should consider reducing their course loads (semester hours), depending upon their study habits, learning abilities, and course work requirements.

**RATIONALE FOR TEACHING METHOD**

I want you to think. I am not just interested in hearing what you remember. The ability to recite and identify information that you have remembered is only one requirement for learning. I will ask you to take your learning one step forward. In fact I will ask you to take your learning many steps forward. You will be asked to create new perspectives, projects, solutions, thoughts, and designs that are originally yours. Of course your new creations will be based on what you learn in the course and you will be graded on your ability to do so. However if you find yourself thinking that because you did just what the activity required of you, you earned an A then you must change your thinking for the course.
will reserve A grades to students who follow the instruction and add meaningful creativity, innovation and excellence to the assignments they turn into class. Some of you then will earn an A. This will not happen however to every student. I teach in a way that causes you to trouble what is obvious. I want you to spend time deliberating over the issues of the class. I hope for excitement and engagement as we journey through the semester.