

PUAD 4020: Social Entrepreneurship (Online)

*School of Public Affairs
University of Colorado Denver*

COURSE SYLLABUS

Professor: John C. Ronquillo, Ph.D.
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Student/Office Hours: By appointment

Term: Fall 2017
Class Meeting Day: Online
Class Meeting Hours: Online
Class Location: Online (Canvas)
Twitter Hashtag: [#CUDenverSocEnt](#)

Welcome: This is an elective course is for anyone with aspirations to be a mission-driven entrepreneur and to learn more about the evolving world of social entrepreneurship. Whether you work for a nonprofit, for-profit, or government organization, or seek to work in those areas, this course is designed to help you foster practical skills in creating tangible social value.

University Course Catalog Description: This course is designed to introduce students to social entrepreneurship, it's associated practices, theories, and allied concepts. Using private, nonprofit and government examples, students will explore innovation, creativity, profit for social welfare, and innovative management in organizations. Students study techniques designed to advance an organization's social mission and increase organizational effectiveness, accountability, and efficiency through the use of for-profit, market-based techniques.

Course Goals and Learning Objectives: This course is designed to increase students' theoretical and practical understanding of social entrepreneurship, including, but not limited to the following topics:

- The social economy
- Reconciling profit with social change and well-being
- Hybrid organizations and new legal forms of social enterprise
- Cross-sector collaboration and social innovation
- Impact investing
- Microfinance

Bachelor of Arts in Public Service Program Goal and Learning Objectives: BAPS graduates should participate in and contribute effectively in public service; analyze, synthesize, and think critically, solve problems, and make decisions. They should demonstrate integrity and communicate and interact productively with a diverse and changing workforce and citizenry.

Additionally, the following are program learning objectives for this course:

- Obtain a broad-based knowledge of the history, evolution and roles of the government and nonprofit sectors in a market-based economy and democratic society
- Understand the key elements of public service and the variety of organizations involved in public service activities
- Develop skills to work productively with others in collaborative environments within and across public service organizations and sectors

- Develop aptitudes and skills needed for the responsible management of financial resources in public service organizations
- Understand and/or develop skills needed to design and implement service delivery and other types of programs intended to address public problems
- Learn to assess public policy and management issues from a multi-disciplinary perspective
- Develop the skills necessary to analyze information, think critically, and problem solve effectively in a public service environment
- Gain an appreciation for the issues related to diversity, cultural awareness, and sensitivity to diverse values and differences and develop the aptitudes and skills to promote inclusiveness
- Gain awareness of the democratic values and ethical concerns applicable to government and nonprofit organizations and develop aptitudes and skills to act ethically
- Develop effective oral and written communication skills in the context of public service organizations and activities
- Understand and apply interpersonal and leadership skills through multiple opportunities for exposure to or practice in public service environments

REQUIRED TEXTS AND MATERIALS

The required text for this course is:

- Ridley-Duff, R. and Bull, M. (2015). *Understanding Social Enterprise: Theory and Practice*. SAGE Publishing. ISBN: 978-1-446-29553-3.

Other readings for the course may be provided in the form of articles and case studies, and will be posted well in advance. Please check Canvas regularly for these additional readings.

CLASS SCHEDULE

(Week #) Week of	Topics	Readings	Due
(1) August 21	Introduction to the class and each other	Syllabus Dees, The Meaning of “Social Entrepreneurship” Ridley-Duff & Bull, Part I Exemplar Case and Introduction	Quiz 1 Discussion
(2) August 28	The Social Economy and Big Society	Ridley-Duff & Bull, Ch. 1	Quiz 2 Discussion
(3) September 4	Defining Social Enterprise	Ridley-Duff & Bull, Ch. 2	Quiz 3 Discussion
(4) September 11	The Politics of Social Enterprise	Ridley-Duff & Bull, Ch. 3	Quiz 4 Discussion

(5) September 18	Intro to Sustainable Enterprises	Ridley-Duff & Bull, Part II Exemplar Case and Introduction	Quiz 5
(6) September 25	Measuring Social Value: Outcomes and Impacts	Ridley-Duff & Bull, Ch. 4	Quiz 6 Discussion
(7) October 2	Income Streams and Capital Management	Ridley-Duff & Bull, Ch. 5	Quiz 7 Discussion
(8) October 9	Social Investment and Crowdfunding	Ridley-Duff & Bull, Ch. 6	Quiz 8 Discussion
(9) October 16	Social and Ethical Capital	Ridley-Duff & Bull, Ch. 7	Midterm Reflection Short Paper
(10) October 23	Intro to Social Enterprise as a Practice	Ridley-Duff & Bull, Part III Exemplar Case and Introduction	Quiz 9
(11) October 30	Strategic Management and Planning	Ridley-Duff & Bull, Ch. 8	Quiz 10 Discussion
(12) November 6	Management Ideologies	Ridley-Duff & Bull, Ch. 9	Quiz 11 Discussion
(13) November 13	Leadership, Social and Eco-entrepreneurship	Ridley-Duff & Bull, Ch. 10	Quiz 12 Discussion
(14) November 20	NO CLASS – FALL BREAK		
(15) November 27	Identities and Legalities, and Governance and Human Relations	Ridley-Duff & Bull, Chs. 11 & 12	Quiz 13
(16) December 4	NO CLASS – FINAL PITCH and PLANS DUE		
(17) December 11	NO CLASS – PEER FEEDBACK DUE		

ASSIGNMENTS AND GRADING

The following list details each of the assignments for the course. *I will provide you with additional instructions for each of these assignments approximately two weeks in advance via Canvas.*

- **Self-Check Quizzes.** Each quiz will consist of five to seven questions in multiple choice, true/false, fill-in-the-blank, or brief essay format, and will be based on information presented in video lectures and weekly readings. You may take the quiz up to two times and keep the higher score. **DUE DATE: Weekly.**
- **Discussions.** As our class is based entirely online, good, meaningful discussions should be at the heart of our learning. Students will occasionally be placed in smaller discussion

groups and be expected to both post original insights as well as make a comment on a peer's post. **DUE DATE: Weekly (with occasional breaks).**

- **Midterm Reflection Short Paper (3 pages).** This paper is intended to reflect the student's understanding and critiques of class topics up to this point. More details will be provided in class in advance. **DUE DATE: October 16.**
- **Final Pitch and Business Plan.** Students will have the option to pitch a new social venture with an accompanying brief business plan. Projects and papers will be subject to peer review from a classmate. More details about the final project will be detailed in class. **DUE DATES: Final Project and Presentation: December 4; Peer Feedback: December 11**

The grading breakdown for the course is as follows:

Assignment	Possible Points	% of Final Grade
Weekly Quizzes	5-7 pts. per quiz	30%
Weekly Discussions	5 pts. per discussion	30%
Midterm Reflection Short Paper	100	15%
Final Pitch or Paper	100	25%
TOTAL		100%

Course Grading Scale (%)

95-100 A	84-86.9 B	74-76.9 C
90-94.9 A-	80-83.9 B-	70-73.9 C-
87-89.9 B+	77-79.9 C+	70 and less F

Course Grading Criteria

The A paper reflects excellent performance in the assignment that exceeds expectations for a undergraduate student. It is original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

The B paper reflects very good performance in the assignment that meets expectations for a undergraduate student. However, it falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most,

but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

The C paper reflects fair performance in the assignment, which however falls below expectations for an undergraduate student. It addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of the author or a sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

The D paper reflects poor performance in the assignment. It is available for students who completely miss the specific requirements or submit incomplete or vague responses.

The F paper reflects very poor performance in the assignment. It is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

Grade Dissemination: I try to grade quickly so that students know how well they are performing. Grades from quizzes are posted immediately upon completion. Grades from your discussions and other assignments will be posted on Canvas as soon as I am able to complete them. However, the multifaceted job of a professor does not always allow me to be as fast as I'd like (i.e. quick responses and thorough feedback are not always simultaneously possible), so if at any time you are curious about your grade or performance, please feel free to inquire.

Written Work: Please use a standard Microsoft-style font (e.g. Times New Roman, Cambria, Calibri or similar) on each written assignment, with one-inch margins on each page, and double spacing. Please be sure to include your name and paginate accordingly. Also, please use Chicago or APA-style citations for your written work. I do not care which style you use, so long as it is consistent throughout your work.

COURSE POLICIES: GRADES

Attendance Policy: As the class is held entirely online, I hope that you will engage regularly in discussions and in sharing interesting news items that may be of relevant interest to the course.

Late Work Policy: Late work is accepted with a grade penalty of no less than 10%, and is at the instructor's discretion. No exceptions. *NOTE: Due to the use of peer feedback, there are absolutely no extensions for the Final Project. Please ensure that I (we) receive it on time.*

Grades of "Incomplete": Per university policy, incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. You should be earning a grade in the range of 80-100% on assignments prior to the Final Exam to be given consideration. Incomplete

work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Grade Challenges: I would ask that you allow at least 24 hours to pass before contacting me about a grade inquiry. I do not discuss grades at length over email, and would therefore encourage you to set up a meeting. Any challenges to final grades should be handled through the appropriate formal procedures. *Final grades are indeed final. I do not round up to the next letter grade.*

COURSE POLICIES

Email: The primary communication method for this course will be via email. Please check your university email often, or the address to which you forward your email. All official university communications will only be delivered to your university email address. I am typically quick with emails, though I would ask that you allow me at least 48 hours to respond. Responses on weekends are not always guaranteed, so please plan accordingly. If you need to discuss a complex issue, I would suggest arranging a phone conversation or scheduling a time to meet with me in person or via Zoom.

Canvas: All non-textbook readings will be distributed via Canvas. All assignments should also be submitted there on the respective due dates. In the event there is a technical glitch, please email your assignment to me, noting the course name and assignment in the subject heading (e.g. PUAD 4020 Midterm Short Paper)

COURSE POLICIES: STUDENT EXPECTATIONS

Professionalism: All participants are expected to act with professionalism and civility in the classroom (including online platforms) and when communicating with one another and with me. Please be courteous and respect the time and efforts of those contributing to group discussions and work.

Auraria Library: Students are expected to be familiar with the suite of services offered to them through the Auraria Library. A listing of subject specialist librarians by topic can be viewed here: <http://library.auraria.edu/services/researchhelp/specialists>

Writing Center: If you find that you might need some additional support in your written work, I would encourage you to take advantage of the services offered by The Writing Center at CU Denver. Online consulting is available for both day and evening hours. <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-

556-4771. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at— http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged. **NOTE:** TurnItIn plagiarism detection software is used for all written assignments.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

If students are found to be in violation of any of the above, I reserve the right to fail you for the course. Should you have any questions about violations of academic integrity, I would encourage you to take the online module "Academic Integrity for Students," accessible here: <https://cuonline.catalog.instructure.com/browse/student/courses/academic-integrity>

IMPORTANT DATES TO REMEMBER

CU Denver's Academic Calendar for the Fall 2017 Semester can be found here:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/Documents/AcademicCalendars/AcademicCalendarFall2017.pdf>