



## **Syllabus: MGMT 4643 Social Innovation Practicum MW 9:30 -10:50 am Dillard Building 345 Spring Semester 2021**

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Zoom ID: 934 6787 3929

You can also find the zoom link information in D2L under Communication > Zoom

### **Office Hours**

Office hours are designed for you, giving you a more private environment in which we may talk about your work, your performance in class, etc. If you are unable to see me during my scheduled office hours, do not hesitate to make an appointment to see me at a different time. I can also meet via zoom conference.

Office Hours: Mondays: 2:00 pm to 3:30 pm; Wednesdays: 8:15 am to 9:15 am;  
2:00 pm to 3:30 pm; Tuesdays: 8:15 am to 9:15 am; or by appointment

### **Required Textbooks and Website Registration**

I have a class set of textbooks which you may check out to use for the semester, or you may purchase your own. The following textbooks are required:

Bornstein, David and Davis, Susan. Social Entrepreneurship: What Everyone Needs to Know, Oxford University Press, New York, NY, 2010. ISBN: 978-0-19-539633-1

Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press, New York, NY, 2007. ISBN: 978-0-19-533476-0.

REDFworkshop.org. For this course, you will need to register on this website so you can access the tools and resources. This website has great resources for assessing, implementing, and evaluating social enterprise ideas.

## Required Reading and Video List

See **IMPORTANT DOCUMENTS** file on D2L for a list of required reading and videos to view.

Each student will be required to select a biography or autobiography about a social entrepreneur to read outside of class for a mid-term class presentation. See Reading List in IMPORTANT DOCUMENTS file on D2L. Most of the books on the reading list should be available for check-out at the Moffett Library or the Wichita Falls public library.

Throughout the semester I will provide you with links or hardcopies of articles, blogs, websites, videos, etc., in which you will be required to review prior to a class meeting ready to discuss. You will also be required to do some research on your own prior to some class meetings and bring your findings to class for discussion. Many of the resources discussed in class will be beneficial to you when complete quizzes or class projects.

## Required Materials/Supplies

Students must own or have access to the following:

**Hardware:** Computer, laptop or Ipad with **webcam, microphone**, and/or **speakers** to be able to access Virtual Classroom, Skype, Zoom, Respondus Monitor and Lockdown Browser, etc. **Chromebooks should not be used.** They are incompatible with Lockdown Browser. Please visit the [MSU Texas website](#) for a review of the most up to date technology requirements.

**Software:** Students can sign up for access to Office 365 web edition for free. Students should contact the helpdesk at 940-397-4680 or [helpdesk@msutexas.edu](mailto:helpdesk@msutexas.edu) to get more information about getting access to the software.

**Browser:** It is highly recommended that you use the following browsers for the best experience: Mozilla Firefox; Google Chrome or Apple Safari.

## Course Description

### Social Innovation Practicum (Course General Description)

Application of lessons in successful organizational and financial strategies to pursue social innovation via entrepreneurship, advocacy, and management.

### Course Application

Mission-driven businesses harness the power of the marketplace to solve social, environmental, or economic problems and/or create social value. Through case studies, guest speakers, and entrepreneurship/intrapreneurship concept development, presentation and feedback this class will give students a broad understanding of the many ways in which they can pursue positive and sustainable social change through creating, scaling, investing in or collaborating with mission-driven businesses. Students

will “create” a social enterprise that employs and empowers people overcoming barriers to work.

### **Specific Learning Goals**

1. Students will be able to define social innovation, social enterprises and social entrepreneurship and key traits of social entrepreneurs.
2. Students will be able to demonstrate an understanding of the social enterprise sector, including what distinguishes social entrepreneurship from both traditional entrepreneurship and traditional social services.
3. Students will demonstrate an understanding of the role social entrepreneurs play in creating innovative responses to critical social needs.

### **General Learning Goals**

1. Students will demonstrate problem solving and decision-making abilities through the critical analysis, evaluation, and interpretation of course information.
2. Students will demonstrate competency in writing for common business scenarios.
3. Students will demonstrate competency in oral communication for common business scenarios.
4. Students will utilize technology for business applications.
5. Students will demonstrate ethical reasoning skills within a business and nonprofit environment.
6. Students will have an understanding of the influence of multicultural issues on business activities.

These general learning goals are among those established by the Dillard College of Business Administration. General learning goals represent the skills that graduates will carry with them into their careers. While assessing student performance in obtaining these general learning goals, the Dillard College is assessing its programs. The assessments will assist us as we improve our curriculum and curriculum delivery.

### **Assignment Submissions**

All written assignments should be submitted through D2L. Please only submit typed Word documents unless otherwise specified. If you use Pages (or another word processor), **please convert your document to Word**. If you fail to submit your document in the correct format, and I cannot read your document, your document will have to be resubmitted in the correct format and will be considered late. **Submissions by email will not be accepted.**

All written assignments should be single-spaced, have one inch margins, and use an 11 or 12-point font, in a professional style such as Times Roman or Arial, unless otherwise specified in specific assignment guidelines.

### **Brief Description of Course Activities and Evaluation**

Most of my evaluation of your work in this course involves written assessments and presentations. Written evaluations take more time to grade but I will make a concerted effort to assess and post grades in D2L for assignments within a week of due dates.

### **Attendance and Class Participation (250 points)**

Your participation is essential to the success of this course. Quality participation includes attending class, completing readings and assignments prior to class, asking thoughtful questions to guest speakers, and contributing to class discussions. This class will give you the opportunity to hear from practitioners at the forefront of work in the field of social entrepreneurship. It is vital that you attend every class that is scheduled. For every class you attend and participate, you will receive 10 points. Any absence requires instructor notification in **advance**. If you are sick or have an emergency in which you cannot give advance notice, please notify me as soon as possible. If you are absent from class, you will have 10 points deducted from your total attendance and participation grade. If you are late to class, or leave class early, you will have up to 5 points deducted from your attendance and participation grade depending on how much of class was missed and how disruptive your tardiness was to rest of class. If you miss class more than 5 times you will be dropped from the class with an F.

“Valid, documented” excused absences fall in the following categories: medical, legal, or serious personal issue beyond your control (e.g. relative’s death or serious illness; jury duty; car accident) and must be documented by a doctor’s excuse, or some other type of documentation. Excuses that are not valid include having deadlines in other classes or at work, having a fight with a significant other, have a bad day, etc.

### **Vocabulary Quizzes (50 points each; total 200 points)**

Vocabulary Quizzes are designed to cover basic terminology we will be using for this course. Content of quizzes will come from class vocabulary lists posted on D2L. There will be five quizzes given during the first 7 weeks of the course. Students can drop the lowest quiz grade. Quizzes will be given in class and will mostly be matching, multiple choice and fill in the blank. Each Quiz is worth 50 points. There will be five total quizzes given, and students will be able to drop the lowest quiz grade.

### **Social Entrepreneur Case Study and Mid-term Presentation (200 points)**

This activity is designed to address the general learning goals for this class. Each student will choose a biography or autobiography about a social entrepreneur which we have not covered in class. See book list in IMPORTANT DOCUMENTS posted on D2L. You must select the book you plan to read no later than January 27 by the end of class. You should email me your selected book. Books should be available for check out at Moffett Library or the Wichita Falls public library. Once you read the book, you are required to present a “case study” of your social entrepreneur. The presentation should include an overview of the biography/autobiography but should also answer key questions/topics specified in the presentation guidelines. See **Social Entrepreneur Case Study and Mid-term Presentation** guidelines posted in IMPORTANT DOCUMENTS in D2L. Be prepared to answer questions from the class participants and the instructor regarding your chosen social entrepreneur.

### **i.d.e.a. MSU submission (200 points)**

Each spring, the Munir Abdul Lalani Center for Entrepreneurship and Free Enterprise hosts the i.d.e.a.MSU business competition to provide MSU students with an

opportunity to hone their business idea, get valuable advice and win prize money to get started. The contest operates in two steps. Teams first submit a four-page business plan. From those plans, the judges pick six finalists, who then make an oral presentation to the judges. The judges pick the winners based on the presentations.

As part of this class, each student, or pair of students will be required to submit a proposal to the i.d.e.a.MSU business competition. Your submission should be a socially conscious business, either for-profit or nonprofit, which has a social impact as well as a financial impact. You must follow and submit your proposal according to the specified i.d.e.a.MSU guidelines and provide a copy to me as well to get the full credit for submitting. This submission can substitute taking a final for the course. If a student or pair of students do not submit a proposal to i.d.e.a.MSU, they **MUST** take a cumulative final for the course during the designated final time.

### **Weekly activities (50 points each; total 250 points)**

Students will be required to create an account on REDFworkshop.org website. This website walks students through the process of creating a business plan for a workforce social enterprise. During the second half of the course, each week students will either work alone or in pairs and will be required to work on different sections and turn in assignments for a grade. These activities are each worth 50 points and will demonstrate an understanding of specific class learning goals, and cover assigned reading topics, videos shown in class and theories or principles discussed in class. These activities will generally help the students develop their social enterprise ideas and in developing their pitch. Instructor will provide further instructions for each assignment when it is due and how to submit. The final product will be a written business plan which will be submitted with the social enterprise pitch.

### **Social Enterprise Pitch (200 points)**

This activity is designed to address specific learning goals and general learning goals for this class. Students will choose to work in pairs or alone to make a social enterprise pitch to potential funders. The Social Enterprise Pitch should clearly identify the social problem being addressed, the innovative solution proposed to address the problem, the desired social impact, as well as the financial impact. The financial impact could be a break-even enterprise, it could generate long-term sustainability for the company, or the financial impact could be a program that is fully or partially funded by the generated income. The pitch should also address the corporate structure and why this structure was chosen (for profit; nonprofit; hybrid; B Corps, etc.). The pitch should also discuss the scale of the project, as well as how the impact will be evaluated or measured. Your pitch will include a presentation deck (PowerPoint; Prezi, or similar format); a written paper, and if you are partnering with another student, each student must submit a peer evaluation.

### **Final Exam (100 points)**

The final exam will be cumulative and will consist mostly of essay and short answer questions, but may include some multiple choice and true false questions. If a student has submitted a proposal to ideaMSU they are exempt from the final.

### Extra Credit

There may be extra credit opportunity in this course. You will be informed if an opportunity becomes available.

### Late Work

Assignments are due at the specified time due in the syllabus. Late assignments are a reflection of your professionalism, or lack thereof. By definition professionals are not late with their work. At the instructor's discretion, late assignments **may** be accepted on a case-by-case basis with the following penalties incurred: up to 24 hours late receive a 10% deduction from final grade; 24-48 hours late receive a 25% deduction from final grade and after 48 hours there is a 50% deduction from the final grade. The instructor is not obligated to accept late work, and if late work is submitted repeatedly, the instructor may exercise the right to not accept late work at all.

### Course Grade

#### Course Activities

Activities	Points
Attendance and participation in classroom discussions	250 pts
Vocabulary Quizzes: 4 quizzes worth 50 points each (5 quizzes given, drop lowest grade)	200 pts
Social Entrepreneur Case Study and Mid-term Presentation	200 pts
ideaMSU submission or cumulative final*	200 pts*
Weekly activities: worth 50 points each –	250 pts
Social Enterprise Pitch turned in with written business plan	200 pts
<b>TOTAL</b>	<b>1300</b>

\*Students who do NOT submit an ideaMSU proposal, MUST take the cumulative final. Students who submit an ideaMSU proposal will NOT be required to take the cumulative final.

### Grading Scale

Actual Points	Letter Grade
1163.5 and above	A
1033.5-1163.4	B
903.5-1033.4	C
773.5- 903.4	D
Below 773.4	F

## **Official Policies**

### **Academic Integrity**

With regard to academic honesty, students are referred to the “Student Honor Creed” in the undergraduate catalog. Academic dishonesty (cheating, collusion, and plagiarism) is taken seriously and will be investigated. **Please understand that integrity is very important to me. Cutting and pasting text from the internet without citing the source constitutes plagiarism. I use plagiarism software to identify instances of using uncited sources.** My rule of thumb is that if you are using three or more words in a row from a source, it needs to be identified as a direct quote and cited. Copying material from the web and changing every few words also constitutes plagiarism. The same is true for oral assignments. Use your words and your original thoughts, not the words and thoughts of some other source. If I discover that a student has engaged in academic dishonesty (cheating, collusion, and/or plagiarism) on any work for this course, they will receive an F (0 points) for that work. Repeated instances will result in failing the course. All instances of academic dishonesty will be reported to the Dean of Students.

### **Americans with Disabilities Act**

If a student has an established disability as defined by the Americans with Disabilities Act and would like to request accommodation, that student should please contact me as soon as possible. Any student requesting accommodations should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate reasonable accommodations if you have not already done so.

### **Attendance / Participation / Tardiness**

Regular attendance is expected and roll will be taken. **Students will more than 5 absences will be dropped from the course, without exception.** Attendance, promptness and participation is critical to your success in this class. Participation in class discussion is expected, and reading the assigned material PRIOR to class is required. See the Midwestern State University Student Handbook for the university attendance policy.

“Valid, documented” excused absences fall in the following categories: medical, legal, or serious personal issue beyond your control (e.g. relative’s death or serious illness; jury duty; car accident). Excuses that are not valid include having deadlines in other classes or at work, having a fight with a significant other, have a bad day, etc.

Due to the circumstances of the COVID-19 pandemic, the course will be live streamed via Zoom. Students who receive a COVID adjustment to attend classes virtually via Zoom will receive credit for attendance, provided they comply with the expectations outlined in ‘Zoom Live Streaming’ below.

### **Communication**

I will provide all course content, updates, readings, handouts, and other communication using D2L, email and in face-to-face class meetings. All email communication between students and instructor should occur using MSU email addresses. **Be sure that your**

**email settings are set up so that you receive communications sent via D2L. It is your responsibility to manage your settings.** When emailing me, PLEASE use professional communication etiquette, such as proper salutations (Dear Ms. White), identify yourself by name and which class you are communicating about. (Some of my students are in multiple classes of mine). Also, please use correct punctuation, grammar, and spelling. It is important to get into the habit of using professional communication skills NOW.

Students may also check their grades via D2L. Students will need to log in to D2L regularly to stay current with the class. If you have any questions or need any help, the best way to reach me is via e-mail. Always include in the email your first and last name as well as the name of the course you're emailing me about.

### **Concealed Carry**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage on [Campus Carry Rules and Policies](#).

### **Course Syllabus**

This syllabus is a guide for the course and is subject to change. Syllabus changes will be communicated via D2L, via email and/or announced in class. Please print and keep this syllabus as a reference because you are responsible for the assignments and the information contained in the syllabus.

### **COVID-19**

Students must wear face masks while in the Dillard Building. Students are responsible for sanitizing their individual work areas with products made available in the classrooms. Students must maintain at least 6 feet of social distancing at all times in the classroom. When instructor or student is presenting, they may remove face mask, as long as they maintain at least 10 feet distance.

If you have concerns about being in a classroom, are unable or unwilling to attend face-to-face classes because of concerns about COVID-19, you have the option of applying for a formal COVID-19 adjustment or accommodation based on your individual health concerns or situation. Any student requesting accommodations should contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate accommodations.

If you receive COVID-19 accommodations to attend the live stream or you are sick and attending the live stream, please see the Live Stream Etiquette below for expectations of attending via live stream.



## Grades

Grades will be entered into the gradebook on D2L. It is the student's responsibility to keep copies of submitted assignments. Technical glitches happen, you will need to hold on to your final copy of any assignment if a file does get lost. **Any request to change a grade must be made to the instructor via email within one week of when the grade was posted to D2L.**

In order to help students keep track of their progress toward course objectives, the instructor will provide a Midterm Progress Report through each student's WebWorld account. At the mid-semester point, the instructor will review each student's average to date. If a student has less than a C average for the class, the mid-term grade will be reported in WebWorld. Midterm grades will not be reported on the students' transcripts; nor will they be calculated in the cumulative GPA. They simply give the student an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with Ms. White to discuss ways to improve performance.

## Grade Appeals

Any student who believes a final grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor's college in which the course was taught. Refer to the Undergraduate Catalogue for further details. See the MSU Student Handbook for University policy on grade appeal.

## Live Stream Etiquette

Due to the circumstances of the COVID-19 pandemic, the course will be live streamed via Zoom. Attending class via Zoom is not a "convenience option" and should only be utilized with prior accommodation and authorization from Student Disability Services or from the instructor.

Students who attend classes virtually via Zoom will receive credit for attendance, provided they comply with the expectations outlined below and they notified the instructor in advance they would be attending virtually.

If you are feeling ill (no matter how minor) please do not attend the physical classroom session and instead, attend class via the Zoom live stream, ***however, you need to let me know in advance that you plan to attend via Zoom live stream.***

If you receive COVID-19 accommodations to attend the live stream or you are sick and attending the live stream, my expectations of you are as follows:

1. I expect that you be in the Zoom live stream at the class start time and remain present for the entire time.
2. I expect your Zoom video to be turned on at all times during the stream;
3. I expect that you will be visible in the video at all times and paying attention;

4. I expect that you be proficient at muting and unmuting your microphone, as I expect to interact with you often during the live stream.
5. I expect you to be attired just as you would if you were sitting in the classroom.

### **Important Dates**

Change of schedule or late registration: **January 11-13, 2021.**

Deadline to file for May graduation: **February 15, 2021.**

Last Day to drop with a grade of "W": **4:00 p.m., April 23, 2021.**

Module	Topics	Reading/viewing Assignments	Lectures/Guest speakers	Assignments Due
<b>Week 1</b> January 11 January 13	Welcome & Course Orientation Social Innovation, Social Enterprise, and Social Entrepreneurship: What is the difference?	Read Syllabus  Bornstein & Davis, pp. 1-13; Bornstein, pp. 1-10 Vocabulary List #1	Course Introduction  Defining Key Terminology: Social Innovation, Social Enterprise and Social Entrepreneurship	Vocabulary Quiz 1, covering Vocabulary List 1 in class on 1/13/2021
<b>Week 2</b> January 18 (no class, MLK) January 21	No class 1/18/21  <b>Real Value</b> Film	No class 1/18/2021 Bornstein & Davis, pp. 1-13; Bornstein, pp. 1-10 Reading List	No class 1/18/2021  Watch documentary, Real Value, in class	No class 1/18/2021
<b>Week 3</b> January 25  January 27	Is Social Entrepreneurship new? Who are the pioneers?	Bornstein & Davis, pp.13-20; Bornstein, pp.11-20, 41-47 Vocabulary List #2 Reading List	Is Social Entrepreneurship new? Who are the pioneers?	Vocabulary Quiz 2, in class 1/25/2021  Selection of Autobiography/Biography Due by end of class 1/27.
<b>Week 4</b> February 1  February 3	What does a social entrepreneur do? What is a social entrepreneur like?  Types of Social Challenges Employment Social Enterprises	Bornstein & Davis pp. 20-30 Bornstein, pp. 238-246 Bornstein & Davis pp. 30-47	What are the characteristics of social entrepreneurs?  Lecture: Types of Social Challenges; introduction to Employment Social Enterprises	Vocabulary Quiz 3, in class 2/1/2021  Register for account on REDFworkshop.org HW: Each student come up with TWO ideas for an employment social enterprise
<b>Week 5</b> February 8  February 10	Employment Social Enterprises	REDFworkshop.org documentaries	Class discussion and activity regarding employment social enterprises	Vocabulary Quiz 4, in class 2/08/2021 Begin working on Groundwork Activities in class
<b>Week 6</b> February 15  February 17	<b>Defining the Need Need for Change and Opportunity for Change Mission, Vision, Need Statement</b>	Read REDFworkshop articles posted on D2L: Venture Criteria, Pre-Feasibility Assessment, Feasibility Assessment and Lean Start-up	Lecture: Creating your mission statement, vision and values  Lecture: Lean Start-up and Feasibility	Work in class on Groundwork Activities in REDFworkshop.org website Due 1/15/2021, discuss as a class  Vocabulary Quiz #5 due 2/17/2021 Begin working on Idea Testing in REDFworkshop.org website
<b>Week 7</b> February 22 February 24	Social Entrepreneur Presentations		Mid-Term Presentations	Students will present in class Idea testing section will be due on 2/24/2021, Discuss as a class

Module	Topics	Reading/viewing Assignments	Lectures/Guest speakers	Assignments Due
<b>Week 8</b> March 1  March 3	Identifying best practices Competitive Market	Explore REDFworkshop website, review case studies  Social Enterprise Alliance	Lecture: Stakeholders and your ecosystem	Begin working on the Business Planning section in REDFworkshop.org website <ul style="list-style-type: none"> <li>• SWOT Analysis</li> <li>• Market Analysis</li> <li>• Marketing Plan</li> </ul>
<b>Week 9</b> March 8 March 10	Developing your model		Lecture: program design, best practices, evidence-based programs. Proof of concept	Continue working on the Business Planning section in REDFworkshop.org website <ul style="list-style-type: none"> <li>• SWOT Analysis</li> <li>• Market Analysis</li> <li>• Marketing Plan</li> </ul> Due 3/10/2021 Activity 3
<b>Week 10</b> March 22 March 24	Financial constraints, start-up capital, sustainability	Bornstein & Davis, pp. 48-57, 99-108	Lecture: Attracting Money	Begin working on the Business Planning section in REDFworkshop.org website <ul style="list-style-type: none"> <li>• Operations Plan</li> <li>• Financial Plan</li> <li>• Forecasted Financials</li> </ul>
<b>Week 11</b> March 29 March 31 – Holiday Break begins 10:00 pm	Evaluating impact	Bornstein & Davis, pp. 61-74	Lecture: Evaluation and Measurement	Continue working on the Business Planning section in REDFworkshop.org website <ul style="list-style-type: none"> <li>• Operations Plan</li> <li>• Financial Plan</li> <li>• Forecasted Financials</li> </ul> Due 3/31/2021 Activity 4
<b>Week 12</b> April 5 April 7	HR and recruiting staff, volunteers and board	Bornstein & Davis, pp. 57-60; 85-91, 121-128	Lecture: Attracting Talent	Begin working on the Business Planning section in REDFworkshop.org website <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Impact &amp; Evaluation</li> <li>• Agency Overview</li> <li>• Social Enterprise Description</li> <li>• Risk and Mitigation</li> </ul>
<b>Week 13</b> April 12 April 14	Sample pitches	10 Steps to the Perfect Pitch	Video examples of current day social entrepreneurs making pitches	Continue working on the Business Planning section in REDFworkshop.org website Putting it all together! <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Impact &amp; Evaluation</li> <li>• Agency Overview</li> <li>• Social Enterprise Description</li> <li>• Risk and Mitigation</li> </ul> Due on 4/14/2021 Activity 5

Module	Topics	Reading/viewing Assignments	Lectures/Guest speakers	Assignments Due
<b>Week 14</b> April 19 April 21				Social Enterprise Pitches, in class presentations Written business plans Written Plan and Pitch due together at assigned time of presentation
<b>FINAL</b>				Monday, April 26 – Cumulative Essay Final