



Course Syllabus
SEMESTER
School of Business, Hospitality Management, and Public Safety

Course Name:	Case Applications in Entrepreneurship
Course & Section Number:	BUS 232-XXX
Meeting Day(s) & Time(s):	
Credits:	3.0
Contact Hours:	3.0
Text:	Entrepreneurship (OER) OpenStax Publish Date: Jan 16, 2020 Web Version Last Updated: Sep 19, 2024 Digital PDF: ISBN-13: 978-1-947172-70-8 https://openstax.org/details/books/entrepreneurship
Instructor's Name:	
Office Hours & Location:	
OCC Phone:	
OCC Email:	
Additional Contact Information:	Please include "BUS 232-XXX" in the subject line of email for this course

Catalog description:

Exploration, analysis, evaluation, and recommendations of small business operations through case studies. Emphasis is placed on the problem-solving process as a tool for developing and implementing small business strategies.

Corequisites: None

Prerequisite: BUS 130 and MKT 111

Course Materials:

Entrepreneurship (OER) OpenStax (Chapters 1-8 & 10)

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<https://openstax.org/books/entrepreneurship/pages/preface>

What You Will Learn in the Course

Course Objectives:

The Entrepreneurship Major has been developed for those students who desire to operate their own, or work within a small business environment. Our Entrepreneurship program has been structured to include coursework that will develop the students' foundational business knowledge so that they can successfully compete in a small business environment. Exploration, analysis, evaluation, and recommendations of small business operations through case studies is covered in BUS 232. Emphasis is placed on the problem-solving process as a tool for developing and implementing small business strategies.

Students will learn a step-by-step case method process for analyzing real world small business situations and issues. Students will then apply the process to: Think critically, problem solve and create workable recommendations and solutions.

Student Learning Outcomes:

Outcome	Where Assessed
SLO 1: Ability to apply a case process to analyzing business situations.	Chapter Quiz (10) Case Study Analysis (5) Final project developing a conceptual overview for potential business development.
SLO 2: Enhance decision making skills through analysis of data to: identify problems, determine objectives, define relevant alternatives, and develop workable solutions.	Case Study Analysis (5) Final project developing a conceptual overview for potential business development.
SLO 3: Further development of oral communication skills by leading class discussions on specific case evaluations.	Case Study Analysis (5) Final project developing a conceptual overview for potential business development.
SLO 4: Create a real-world small business case through working directly with local small businesses.	Case Study Analysis (5) Final project developing a conceptual overview for potential business development.

Program Outcomes:

The following program outcomes are assessed in this course

Outcome	Where Assessed
Demonstrate professional skills to manage a small business.	Development of a case. This is a direct, formative, internal measurement.

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
Communicate effectively.	Chapter Quiz (10) Case Study Analysis (5) Final project developing a conceptual overview for potential business development.
Act with professional responsibility.	Chapter Quiz (10) Case Study Analysis (5) Final project developing a conceptual overview for potential business development.
Demonstrate sensitivity to others' beliefs and values.	Case Study Analysis (5) Final project developing a conceptual overview for potential business development.
Think analytically, critically, and creatively.	Chapter Quiz (10) Case Study Analysis (5) Final project developing a conceptual overview for potential business development.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: In this course, students are encouraged to explore and utilize generative AI tools, such as chatbots, text generators, paraphraser, etc., as part of their learning and coursework. Proper attribution and transparency about your usage of an AI tool are expected. Here are some examples of ethical and responsible generative AI use.

- Use AI tools only for tasks that are appropriate for your level of learning and understanding. Do not use AI tools to replace your own thinking or analysis, or to avoid engaging with the course content.
- Cite any AI tools you use properly, following the citation style specified by the instructor.
APA Example:
 - OpenAI. (2024). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>
- Provide evidence of how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.
- Take full responsibility for any mistakes or errors made by the AI tool. Do not rely on the AI tool to produce flawless or correct results. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.
- If you are working on a group assignment, discuss the use of AI tools with your group members and agree on how you plan to use them and how you will be transparent with the instructor regarding their use.

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Contacting the Instructor

Send an email, including course # and section # in email subject line (**BUS 232-XXX**)

You **MUST** use your Owens Community College email for communication. I will not read or reply to an email that is sent to me from an email address that is not your Owens Community College email address.

Availability

In addition to scheduled appointments, you can expect me to respond to your email messages within 24 hours during weekdays unless there is a compelling reason for a longer delay. After the final exam, I will typically not be available until the next term starts.

Email

Email will be an integral part of this course. Make sure you:

1. Check your email several times per week (more often is better) and before our class session begins in case extenuating circumstances warrant a change for the class session (e.g., location, weather related issues, technology, etc.).
2. If you send me an email that looks like a text message you may send to one of your friends (i.e., no punctuation, abbreviations, emojis, no paragraph breaks, etc.), I will not respond to the message.
3. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a reply.
4. Include "Subject" headings: Include our course information as indicated above and use something that is descriptive and refers to a particular assignment or topic.
5. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
6. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
7. Do not use all caps. This makes the message very hard to read and is considered unprofessional.
8. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or email).
9. Break up large blocks of text into paragraphs and use a space between paragraphs.
10. Write the recipient's name at the beginning of an email. Sign your email messages.
11. Never send or keep anything that you would mind the Dean, Chair, or College Administration reading or attributing to you. Keep it professional.

Assigned Readings

Students are expected to have completed the assigned reading before the class in which the topic is covered. While the material presented in class will not be identical to the assigned readings, there will be some overlap and it is helpful to have a foundational understanding of the topics before attending lectures.

Classroom Environment

It is my goal to create a class environment that is supportive, professional, and conducive to learning. Because there will be class discussion and opportunities to express your ideas, it is essential that all viewpoints are respected. It is also important that you be engaged in the learning process and not doing work from other classes, reading newspapers, or texting on cell phones. Please turn your cell phone off before class begins.

Make-Up Policy

Assignment submissions and late work: Students are to be familiar with the assignment calendar and submit homework on time. If you are unable to complete an assignment on time, please contact me prior to or within 48 hours of the due date to discuss options to submit late work. I understand that occasionally something comes up that makes it difficult to submit on time. Frequent late work will result in reduced credit for that assignment.

Contact the Owens Help Desk **(567) 661-7120** if you are experiencing technical issues with your username and/or password or having navigational issues in Blackboard.

NOTE: DATE is the last day students can drop the course without receiving an official letter grade. Please consult with your academic advisor prior to end of semester to review options.

Participation

This includes your active participation in class activities and exercises. You may demonstrate these skills in many ways, that is, by demonstrating a high level of professionalism in the classroom and making valued contributions to discussions. Regular attendance and constructive contributions to class discussions are a requirement of the course. Conversely, students who are late, leave before the end of class, act unprofessionally, are disruptive, or are unprepared for class will be subject to a loss of up to 20% of their total points (two letter grades) at the instructor's discretion.

Use of the Textbook

Since lecture, tests, and the final exam are based on the text, you are expected to read the assigned chapter **before coming to class** in order to be prepared for in-class activities. Bring your text to every class meeting, as it will be used extensively. Approximately 90% of your test and exam questions are based on the text.

Professionalism

You are expected to act in a professional manner in all your interactions related to this course; both with your fellow students and with me. Professional social behavior, in terms of what is considered correct or unacceptable, is extremely important. In the event of a disagreement or misunderstanding, students must carefully follow conflict management processes with the intent of clarifying issues instead of exhibiting anger and impatience.

Try Three Places Rule

While I try to be very accessible to your needs, I need your help, too. I respectfully ask that you attempt to find the answers to your questions in at least **THREE** places before you contact me. The answer to your question may be in your text, on a website, in this syllabus, from a class member, or easily available through minor research. If you cannot find an answer after three attempts, then by all means contact me. When you email me, expect me to ask you for the three places that you looked for the information you need.

Cell Phones, Pagers, Laptop Computers, PDAs, MP3s and iPods, and Tape Recorders (pretty much any electronic device that is not directly related to the course)

These and other types of electronic equipment are not welcome to be used in our classroom as they are distracting or disruptive to others. If you must bring these types of electronic equipment into our classroom, be certain that they are turned off and securely packed away. If you are expecting a cell phone call or any contact of a critical nature and need to use such a device, please speak with me individually before class.

Expectations for All Written Assignments

Your communication skills, both oral and written, will most likely contribute greatly to your success in the business world. Unfortunately, I often find these skills to be somewhat deficient in terms of my expectations for college students. If students are drafting a paper individually or together as a group project, it is best to:

Prepare: identify specific issues on which you intend to focus

Participate: actively proofread and review your paper

Reflect: decide which of the possibilities you pursue are most helpful

Act: revise your papers

Expectations of Instructor

In addition to expectations I have for you as students, it is reasonable to have expectations of me as your instructor. You can expect sufficient preparation before class, an attempt to make the classroom environment interesting, a variety of instructional methods to go along with the lectures, videos, and in-class activities, the opportunity to provide feedback, and a fair, easy-to-understand grading system.

Grading Timeline

All assignments and tests will be graded within **one week** of the posted due date. If an assignment is submitted late, it will be graded within **two weeks** of the submission date.

Email Communication

I aim to respond to emails **within 24 hours Monday through Friday**. Emails received over the weekend may take **48 hours** for a response. When emailing, please **include your course name and section number** to help me respond efficiently.

My Commitment to Your Success

I am committed to making this course interesting and a great learning experience for you. I respect you as responsible adults and have designed this course to help you develop the competencies you need to attain success in your chosen field of endeavor. I am sensitive to your

needs from both the student and instructor perspective. Having achieved some measure of success in the world outside of academia, I believe I am also capable of providing you with the guidance and direction that will assist you in attaining even greater levels of achievement in your chosen careers. I view myself as an educator that can draw from decades of experience and look forward to helping students chart career and academic paths that will ensure their future success.

How Grades are Determined and Major Assignments

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed	Value
Chapter Quiz (9)	1, 2, 3	450 points
Case Study (5)	2, 3, 4	250 points
Individual Project	2, 3, 4	300 points
Final Exam	1, 2, 3	150 points
Total		1150 points

Grading Scale

Grade	Points
A	1035-1150
B	920-1034
C	805-919
D	690-804
F	0-689

Grading Procedure:

Grades will be calculated on the following scale.

90% and Above	A
80% to Less than 90%	B
70% to Less than 80%	C
60% to Less than 70%	D
Less Than 60%	F

Important Dates to Remember (for 16-week classes): SEMESTER	
DATE	Semester Begins
DATE	Last day to ADD 16-week classes (w/o faculty signature)
DATE	Last day to DROP (100% refund)
DATE	Last day to DROP (60% refund)
DATE	Last day to DROP (50% refund)
DATE	Exam Week
DATE	Last Day of Classes
DATE	Last Day to Drop Course Without a Letter Grade
DATE	Commencement

Tentative Class Assignments:

Week	SLO	Topic
1	2 & 3	Topic: Course Introduction Readings: Article: What Is Entrepreneurship? (Online link available in Blackboard) Assignment: N/A
2	2 & 3	Topic: The Entrepreneurial Perspective Readings: Chapter 1 & Article: Challenges Along The Entrepreneurial Journey (Online link available in Blackboard) Assignment: Prepare for Discussion Questions
3	2 & 3	Topic: The Entrepreneurial Journey and Pathways Readings: Chapter 2 Assignment: Prepare for Discussion Questions Quiz 1: Chapter 1 & 2 (in-class) DATE
4	2 & 3	Topic: The Ethical and Social Responsibilities of Entrepreneurs Readings: Chapter 3 Assignment: Prepare for Discussion Questions Quiz 2: Chapter 3 due DATE
5	2 & 3	Topic: Creativity, Innovation, and Invention Readings: Chapter 4 Assignment: Prepare for Discussion Questions Quiz 3: Chapter 4 due DATE
6	2 & 3	Topic: Identifying Entrepreneurial Opportunity Readings: Chapter 5 Assignment: Prepare for Discussion Questions Quiz 4: Chapter 5 due DATE
7	2 & 3	Topic: Problem Solving and Need Recognition Techniques Readings: Chapter 6 Assignment: Prepare for Discussion Questions Quiz 5: Chapter 6 due DATE
8	2 & 3	Topic: Telling Your Entrepreneurial Story and Pitching the Idea Readings: Chapter 7 Assignment: Prepare for Discussion Questions Quiz 6: Chapter 7 due DATE
9	2 & 3	Topic: Entrepreneurial Marketing and Sales Readings: Chapter 8 Assignment: Prepare for Discussion Questions Quiz 7: Chapter 8 due DATE
10	1, 2, 3, & 4	Topic: Launch for Growth to Success Readings: Chapter 10 Assignment: Prepare for Discussion Questions Quiz 8: Chapter 10 due DATE
11	1, 2, 3, & 4	Topic: Preparing for Project Readings: N/A

Week	SLO	Topic
		Assignment: Project Quiz: N/A
12	1, 2, 3, & 4	Topic: Preparing for Project Readings: N/A Assignment: Project Quiz: N/A
13	1, 2, 3, & 4	Topic: Preparing for Project Readings: N/A Assignment: Project Quiz: N/A
14	1, 2, 3, & 4	Topic: Preparing for Project Readings: N/A Assignment: Project Quiz: N/A
15	1, 2, 3, & 4	Topic: Final Preparation for Project Readings: N/A Assignment: Project Quiz: N/A
16	1 & 2	Final Exam due DATE

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.