

California State University Channel Islands
BUS/ECON/SOC 498
Faculty-Student Collaborative Research in Social Business
Syllabus



Instructor: María Ballesteros-Sola, DBA, MBA
Class Meetings: Thursdays 9-11:50 am @Sage Hall
Office: Sage Hall 2153
Student Hours: Thursdays 8-9 am or by appointment
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ZOOM: <https://csuci.zoom.us/my/mariaballesteros>

*"There is certainly no conflict between the responsible pursuit of profit and the service of social goals [...].
The choice is yours."
M. Yunus*

Business Program Learning Goals

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

Catalogue Course Description

"Engage in the creation of original intellectual or creative work by collaborating with a faculty member on the research of a social business. Includes in-depth and possible on-site study of a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business."

Student Learning Outcomes

BUS/ECON/SOC 498 is designed to provide students with the opportunity to collaborate with faculty on research about a social business. It also allows the student to understand the challenges and rewards of moving a social business from idea to implementation.

Students who successfully complete this course will be able to:

1. Identify and explain the challenges that the social business of focus was created to address. (1,6)
2. Examine the cultural, social, political, historical, and economic contexts in which the social business operates. (1,6)
3. Analyze the operations of the social business, either in the field or through alternative avenues of contact. (1,4,6)
4. Write a case study of the social business including the items above, in collaboration with the research team. (1,3,4,6)

Other critical course objectives are team building, focused and precise writing, public speaking and presentation skills, project management skills, qualitative research exposure, and proficiency in Microsoft PowerPoint, Excel, and Word or alternative Google Docs and Presentations.

Prerequisites: BUS/ECON/ SOC 203 and 301

Textbook: There is no formal textbook for the class. However, to fully maximize their learning, students need to acquire online the following guide (product #IM1051) from The Case Center

"The Case Project Guide: How to Write a Great Business Case as a Class Project" - Beal, MacMillan, Woodward, and Schnarr (2016). Yvey Publishing (Toronto, Canada)

<http://www.thecasecentre.org/main/products/view?id=139029>

Recommended Materials

- *The Art and Craft of Case Writing*. Naumes & Naumes, 2014. Routledge.
- *The Case Writing Workbook: A Self-Guided Workshop*. Vega, 2017. Taylor & Francis.
- *Social Business: Theory, Practice, and Critical Perspectives* – Grove & Berg (Editors). Springer, 2014
- *Building Social Business* – Yunus, 2010 Public Affairs. NY.
- *Creating a World without Poverty* – Yunus, 2007 Public Affairs. NY.

Additional readings as posted on CI Learn and handed out in class.

Review these sites

- <http://socialbusinesspedia.com/>
- www.socialbusiness.csuci.edu
- www.yunusb.com
- www.grameencreativelab.org
- www.yunuscenter.org
- <https://bcorporation.net/>

Description

During the semester students will research, analyze and describe an existing social enterprise. The organization should fit along the spectrum of social business as described in previous classes (review classes 203 and 301).

Students will produce an **original Teaching Case Study** (and Teaching Note) that has the potential to be published and to be used for teaching purposes. The documents will be 20-25 pages (not including References and Appendices).

What is a Teaching Case Study?

“A case is a detailed narrative or description of a real issue, decision or dilemma faced by real people and/or real organization. The case requires the reader to step figuratively into the position of a particular decision maker.”¹

Specifically, on this course, you will complete a team **field-researched** teaching case. The organization needs to be chosen no later than the second week of class.

Why writing a Teaching Case Study?

Writing a Teaching Case Study will help students to make connections between the previous semesters' readings and the reality of an existing social business.

Students will also gain practical experience and knowledge in:

- Qualitative research methodology (design & execution)

¹ Beal, MacMillan, Woodmark, and Scharr (2016): The Case Project Guide. (p. 11)

- Teaching case writing
- Social business taxonomy
- Social business-critical analysis
- Conference submission and scholarly publication process

Research Methodology

The students will use an exploratory case study approach with a strong focus on practical lessons. Students will engage in the analysis of both the business model and the social impact of the selected social business.

More specifically the study will include:

- Secondary (archival) research: external and internal sources.
- Primary(field) research: in-depth interviews and direct observations.

Class Dynamics

The class will be a mix of readings, group work, and fieldwork. We will meet every week to discuss weekly case assignments as well as overall case progress and group dynamics.

There are no exams in this class. However, there are three important **mandatory** class meetings:

1. Project Kick-off: January 24th 9 am
2. SAGE Student Research Conference: Final Presentation: **Saturday**, May 4th (please notice it is a Saturday)
3. Class Debrief & Final Case due: May 9th 9 am

Assignments

The process of writing the case has been broken down into incremental assignments².

1. Principal Investigator (PI) Certification: Students conducting primary field-research must complete an online orientation and certification course addressing the ethics of human subject research. Students will complete the training provided in this link <https://www.csuci.edu/irb/training-compliance.htm> and submit a the certification of completion in CI Learn.
2. Team Contract: Following the guide's recommendations (page 14) students will draft and sign a contract to guide their team efforts.

² Full description of the assignments can be found in the "Case Project Guide"

3. Assig. #1 Background Write-Up: This assignment includes a basic description of the organization, the context, and the issue background. Students will use available secondary data. See Guide (page 22) for full description.
4. Questionnaire: In order to conduct the interview students will prepare a guiding questionnaire (open-ended questions).
5. Interview: Students will interview the entrepreneur/manager, either face to face or remotely. I will be present but with an observer role.
6. Transcript: Students will transcribe the conversation.
7. Assig. #2 Case Problem Write-Up: The focus of this assignment is to identify and describe the dilemma or decision-point that the protagonist has faced. See Guide (page 26) for full description.
8. Assig. #4 Case – Draft 1: This is the first effort to put all previous work together. See Guide (page 32) for full description.
9. Assig. #3 Teaching Note Draft: Writing the teaching note ahead of the full case draft allows the students to reflect on the primary problem and the learning outcomes of the case. In this mini teaching note, students will include a set of case questions and a set of ideal responses to those questions. See Guide (page 30) for full description.
10. 2nd Case Draft: Drawing on previous assignments students will complete a full solid draft of the case.
11. SAGE Final Presentation: Students will present the case in our annual Student Research Conference. If students' proposal doesn't get accepted students will present the case during class time.
12. Final Case & Teaching Note: Students will incorporate instructor's feedback and get the case ready for publication.

Grading rubrics available on CI Learn.

Intended Audience

Students should aim to generate a quality paper worthy of publication. Ideally, the case could also be used as a teaching tool in future undergraduate social business classes. I will work with the students to identify publication venues. I also aim to submit the case to an academic conference. In the past, students have co-presented in USASBE (US Association of Small Business & Entrepreneurship) annual conference and co-published in the Entrepreneurship Education & Pedagogy Journal. Every year, during the Spring semester CI hosts the SAGE Student Research

Conference. Visit <http://www.csuci.edu/src/> for more information. My goal for this semester is for you to present your cases at this conference. □

Peer Feedback

After the final version is submitted, each team member will grade each of his/her team members and him/herself on a scale from 0-100%. The objective is to evaluate your and your teammates' work. You will consider each of your teammate's efforts, commitment to the success of the project, and contribution to the final results, critical thinking, availability, dependability to get their work completed on time, assistance to other team members, conflict mediation and any other variables you believe were critical during the semester for a successful outcome. Your final grade for the Final Report will be adjusted with your peers' score.

Grading

Grading for the course will be as follows:

	POINTS	PERCENTAGE
Principal Investigator Certification	5	5%
Team Contract Signed	5	5%
Assig. #1: Write- up SE Background Questionnaire	10	10%
Founder/Manager Interview – First Round	5	5%
Transcript – First Round	5	5%
Assig. #2: Write- up: Problem, Questions/Concepts	5	5%
Assig. #4: Case - Draft 1	10	10%
Assig. #3: Teaching Note – Draft 1	10	10%
2nd Full Case Draft	5	5%
SAGE Final Presentation	10	10%
Final Case & Teaching Note	25	24%
TOTAL	100	100%

Grading Related Issues

The final grade will be calculated on the weighted value of all components. Final grades will be given on the basis of the guidelines provided by the school. The professor reserves the right to change the method for determining course evaluation at any time. □

A+: 1000-980	A: 979-930	A-: 929-900
B+: 899-880	B: 879-830	B-: 829-800
C+: 799-780	C: 779-730	C-: 729-700
D: 699-600	F: <600	

General CSUCI policy on grades. (<http://senate.csuci.edu/policies/2012-2013/senate-policy-12-07.pdf>)

A	Student performance has been outstanding and indicates an exceptional degree of academic achievement in meeting learning outcomes and course requirements
B	Student performance has been at a high level and indicates solid academic achievement in meeting learning outcomes and course requirements
C	Student performance has been adequate and indicates satisfactory academic achievement in meeting learning outcomes and course requirements
D	Student performance has been less than adequate and indicates deficiencies in meeting the learning outcomes and/or course requirements
F	Student performance has been unacceptable and indicates a failure to meet the learning outcomes and/or course requirements

TENTATIVE SCHEDULE

Chapters from "The Case Project Guide: How to Write a Great Business Case as a Class Project" - Beal, MacMillan, Woodward, and Schnarr (2016). Yvey Publishing (Toronto, Canada)

#	DATE	SUBJECT AREA	REQUIRED READING	GRADED ASSIGNMENTS DUE BEFORE CLASS	OTHER ACTIVITIES IN-CLASS	
1	01/24	Course Overview & Objectives	Syllabus		Social Business typology review Google Folder set-up Acquire reading materials online Team contract discussion	
2	01/31	UNIT 1: Intro to Qualitative Research & Cases	Chapter 1 -4 Case Example: Coding Autism case	PI Certification – certification of completion (5 points)	How to dissect a teaching case Elements of case handout – Anne Lawrence	
3	02/07	UNIT 2: Collecting Data	Chapter 5 & 6 Case Example: Black Sheep Food case Vega: WS10:6	Team Contract – signed (5 points)	Workshop: Secondary Data search & SE Background Write-Up: organization, context, background.	
4	02/14	Collecting Data (II)	Chapter 6 (again)	Guide Assig #1: Write – up SE Background (10 points)		
5	02/21	UNIT 3: Interviewing	Chapter 7 CI Learn readings Vega WS 10:8:9		Workshop: How to structure a guiding questionnaire	
6	02/28	NO FACE TO FACE CLASS – Professor at SEE Conference in Miami Guiding Questionnaire (5 points)				
7	03/07	Interviewing (II)		Manager/Founder Interview (5 points)		
8	03/14	UNIT 4: Analyzing Qualitative Data		Transcripts (5 points)	SAGE Student Research Conference Submission deadline (tentative)	
9	03/21	SPRING BREAK				
10	03/28	Analyzing Qualitative Data (II)	Chapter 7 (again)	Guide Assig #2 Problem Write- Up (5 points)		
11	04/04	UNIT 5: Writing the Case	Chapter 9			
12	04/11	UNIT 6: Understanding Teaching Note	Chapter 8 CI Learn readings	Guide Assig #4 1 st Full Case Draft (10 points)		
13	04/18	UNIT 7: Publishing the Case	Chapter 10 &12	Guide Assig #3: Teaching Note Draft (10 points)	Peer-feedback in each other's cases.	
14	04/25	UNIT 8: Presenting the case	CI Learn readings Vega 10:15		Presentation Workshop Write-up time	
15	05/02	Rehearsal Time	Chapter 11	PowerPoint Draft 2 nd Full Case Draft (5 points)		
	05/04	SAGE Student Research Conference: Case Final Presentation (notice, it is a Saturday) – 10 points				
16	05/09	Case/Teaching Note (final version) & Peer Review Due – 25 points Course Debrief				

In- Class Protocol

Cell phones and pagers are allowed in class only when they are silent/vibrate. If you need to answer an urgent call please leave the room. If your cell phone disturbs any part of the class you will be asked to leave the class and lose any points associated with that day. No exceptions.

Laptops are not allowed in the class unless you are using it to take class notes or to complete any of the assigned in-class exercises. No exceptions.

Writing Standards

The standard of writing is that of an upper division class. Students should have already achieved correct grammar and punctuation skills; those who have not should catch up by asking for help from the Writing & Multiliteracy Center <https://www.csuci.edu/wmc/>. Poor writing will count against your assignments' grade. References/Bibliographies and writing must be APA style. **I do not accept handwritten assignments.** Please, review this brief guide

<https://www.csuci.edu/writing-ci/guide/business-and-economics.htm>

Cheating, Plagiarism and Other Forms of Academic Dishonesty

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at <http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>). **If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office.** For additional information, please see the faculty [Academic Senate Policy on Academic Dishonesty](#), also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

The Internet is a great source of information and I encourage you to use it for research. However, do not copy another author's writing word for

word, except for brief passages to support your thesis. When using another writer's work, accurately identify it with a proper citation.

Plagiarism or cheating on test and exams will result in an "F" (0 points) on the test or exams, very likely resulting in a lower or possibly a failing final grade in the course. No retakes. Plagiarism on homework or project deliverables will result in a **0-point** grade for that document. In the case where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. I encourage you to review this document from UC Davis to learn to distinguish between collaboration and plagiarism:

<http://www.academicintegrity.org/icai/assets/unauthorizedcollaboration.pdf>.

Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Disabilities Accommodations

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can [apply for DASS services here](#). Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty. Please discuss approved accommodations with me ASAP!

Campus Tutoring Services

You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the second week of the semester. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

Civil Discourse Statement

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to *"engage in informed discourse and express a diversity of*

opinions freely and in a civil manner" (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

Emergency Intervention and Basic Needs Statement

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The **Dolphin Pantry** is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the **Basic Needs** Program at CI: <https://www.csuci.edu/basicneeds/>. I am personally involved with our **Career Closet**. If you would like to get free business clothes for an interview or networking event please contact me via email.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit <https://www.csuci.edu/caps>.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age,

disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

Class Recording Policy

Students may not record (audio or video) in this class except in accordance with approved ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

Disclaimer

The information contained in this syllabus, other than the mandated by the University, may be subject to change with advance notice.

Final Thoughts

This class and all that we strive to accomplish are about you and for you! The class is the safest laboratory that you will experience in your career. Make the most out of it! Work hard and have fun! Thank you for choosing this class. I am looking forward to working with you.

"Inspiration exists, but it has to find you working."

Pablo Picasso