

Course Last Updated 9/19/2024



## Innovation and Entrepreneurship

### Section I: Course Overview

**Course Code:** BUS361

**Subject Area(s):** Business

**Prerequisites:** One 200-level course or two 100-level courses in business or another relevant field

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** None

### Course Description

This course introduces students to the nature and characteristics of entrepreneurship and innovation and explores the interrelationship between the two within global and contemporary economies. The nature of enterprise behavior and the characteristics of entrepreneurs in both large and small organizations in Asia-Pacific and Western-based organizations are examined, as are the policy issues associated with encouraging enterprise and innovation within the wider community. The fundamentals of opportunity recognition and screening of new venture ideas are examined from both a local and global perspective.

### Learning Objectives

Upon successful completion of this course, students are able to:

- Break down the economic contribution of innovative activity within its specific context.
- Analyse the theoretical links between creativity, innovation and entrepreneurship, by using real cases from Asia-Pacific / Western countries.
- Describe entrepreneurial business management models in different types of organizations.

- Compare leadership and management strategies in entrepreneurial contexts first within large corporations, and second, as a small firm evolves and grows; in global organizations.
- Produce funding proposals for innovations across different countries and product/service types.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** TBC

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement – 20%**

**Project A – 20%**

**Project B – 20%**

**Group Project Report – 25%**

**Group Project Presentation – 15%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**Project A (20%):** Entrepreneurs see customer needs that other ignore and identify innovative solutions before others see the value. Therefore, curiosity and marketplace awareness are critical to entrepreneurial success. Write a short report (minimum. 1,000 words) based on an inventor (in the 20th Century) that changed the world. Due in Week 4.

**Project B (20%):** Create a short presentation (max. 15 minutes) on research happening today (21st Century) that will change the future. Due in Week 6.

**Group Project Report (25%):** Students will form a group (of 3 to 4 people) and based on one of “their innovative ideas” will form a new “start-up” venture. Students will develop a report which provides sufficient information to allow a potential investor to make an informed decision to invest / not invest in this new venture.

**Group Project Presentation (15%):** The student groups will present and pitch their idea to the class. Information regarding the report and presentation will be posted onto CANVAS. The project is due in Week 11.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Local Business Visits

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

## Required

Scarborough, N., Cornwall, J. (2018). *Essentials of Entrepreneurship and Small Business Management: Global Edition*. 9th Edition. Pearson.

## Recommended

Any recommended readings will be made available on Canvas.

## Course Calendar

Session 1	
Topics	Introduction to Innovation and Entrepreneurship
Activity	Introductions, student interests, relevant prior coursework & experience Overview of the unit Brief assessment Class discussion on examples of innovation and entrepreneurship

Readings & Assignments	<p>Reading: Chapter 1 (assigned textbook)</p> <p>Assignment: Start on Assessment No. 2 (personal project A)</p>
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Session 2	
Topics	Inside the entrepreneurial mind: From ideas to reality
Activity	Discussion questions
Readings & Assignments	<p>Reading: Chapter 3 (assigned textbook)</p> <p>Assignment: Work on Assessment No. 2 (personal project A)</p>

Session 3	
Topics	Feasibility analysis and designing business models
Activity	Discussion questions Forum
Readings & Assignments	<p>Reading: Chapter 4 (assigned textbook)</p> <p>Assignment: Work on Assessment No. 2</p>

Session 4	
Topics	Crafting a business plan
Activity	Discussion questions Forum
Readings & Assignments	<p>Reading: Chapter 5 (assigned textbook)</p> <p>Assignment: Assessment No. 2 (personal project A) is due</p>

Session 5	
Topics	Forms of ownership Buying an existing business Franchising

Activity	Discussion questions Forum
Readings & Assignments	Reading: Chapters 6 and 7 (assigned textbook)  Assignment: Working on Assessment No. 3 (personal project B)

Session 6
Assessment No. 3 (personal project B) Presentations

Session 7
Guest Lecture

Session 8	
Topics	The internet - impact on innovation and entrepreneurship
Activity	Discussion questions Forum
Readings & Assignments	Reading: Chapters 8 and 9 (assigned textbook)  Assignment: Work on the group project

Session 9	
Topics	Pricing and credit Cash flow Funding
Activity	Discussion questions Forum
Readings & Assignments	Reading: Chapter 10 and 12 (assigned textbook)  Assignment: Work on the group project

Session 10
Field Trip

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Session 11	
Topics	Global entrepreneurship
Activity	Work on the group project
Readings & Assignments	Reading: Chapter 15 (assigned textbook)  Assignment: Work on the group project

Session 12	
Group Project Presentations	

Session 13	
Group Project Presentations (Continued)	

Session 14	
Guest Lecture	

Session 15	
Topics	Course Review
Activity	Discussion questions Forum
Readings & Assignments	Project feedback

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.