

## Starting the Business

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
BUS-Entrepreneurship and Small Business-Business	Business - Entrepreneurship and Small Business	BESB	2	3
BUS-Entrepreneurship and Small Business-Business - OnTechU Transfer	Business - Entrepreneurship and Small Business	BETU	2	3
BUS-Entrepreneurship and Small Business-Business (weekend)	Business - Entrepreneurship and Small Business	BEFL	2	3

<b>Course Code:</b> ENTR 2200	<b>Course Equiv. Code(s):</b> ENTR 1251, ENTR 1281, ENTR 1291
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
<b>Remote proctoring required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Tony Doyle	<b>Date:</b> August 2024

<b>Prepared by</b>		
<b>First Name</b>	<b>Last Name</b>	<b>Email</b>
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## Course Description:

Gain hands-on experience in ideation, market analysis, pitching, marketing, budgeting, and sales. During this innovative course, learners will be given seed money, to test their entrepreneurial skills in a real-world setting, providing invaluable insights into the rewards and challenges of starting a business. Enhance your creativity, financial acumen, and leadership abilities while building a venture from the ground up. Join us for a dynamic journey into the world of entrepreneurship and turn your business ideas into reality.

## Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Create business development steps which include concept identification and development, planning, start-up, maintenance, management and growth.
- CLO2 Apply marketing and sales tactics to support the growth of a new business entity.
- CLO3 Apply research skills to develop a feasible business idea within a viable market.
- CLO4 Recognize and meet the needs of internal and external stakeholders in the business.
- CLO5 Recognize the economic, social, political, and cultural variables which impact a new business venture.
- CLO6 Apply creative problem-solving, organizational, and time management skills to a real entrepreneurial venture.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Ideation workshop - new business development	CLO1, CLO4, CLO5	EES1, EES2, EES5, EES7	10
Assignment: Feasibility Study - written report	CLO1, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES4, EES5, EES7	10
Presentation: New venture pitch presentation	CLO1, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES5, EES7, EES9, EES10, EES11	10
Assignment: Business budget	CLO1, CLO3, CLO6	EES1, EES3, EES6, EES7, EES9, EES10, EES11	10
Simulation: Holiday Market - real selling opportunity on campus	CLO1, CLO2, CLO4, CLO6	EES1, EES2, EES3, EES4, EES5, EES7, EES8, EES9, EES10, EES11	20
Presentation: Business Progress Checkpoint 1	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES8, EES9, EES10, EES11	5
Presentation: Business Progress Checkpoint 2	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES8, EES9, EES10, EES11	5
In Process: In-class group marketing plan	CLO1, CLO2	EES1, EES2, EES4, EES6, EES10, EES11	5
Assignment: Individual assignment - Evaluation	CLO1, CLO3, CLO4	EES1, EES2, EES5, EES6, EES10, EES11	5
Project: Final business report and presentation	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES3, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	20
<b>Total</b>			<b>100%</b>

### Notes:

- Attendance for class sessions and group meetings is mandatory and will be reflected in your individual performance evaluation. If a student is absent for a required assessment, a mark of "0" will be given - if it occurs during class time. This is even if other group members receive a mark based on their attendance and participation.
- All students are expected to contribute to class discussions and group assignments. Self and peer evaluations will contribute to the overall grade for selected group assignments.
- Classes will be comprised of workshops, discussions, and case studies on the new business venture process. Students will be expected to have completed the assigned readings or work prior to weekly class time.
- All late assignments will be subject to a deduction of 20% per calendar day. No exceptions.
- Detailed rubrics will be provided for each assignment.

## **Required Text(s) and Supplies:**

1. Building Your Dream: A Guide To Starting Your Own Business (paperback printed book version)  
ISBN #9781265847692

Building Your Dream: A Guide To Starting Your Own Business (Ebook version)  
ISBN #9781265806385

## **Recommended Resources (purchase is optional):**

1. Various supplemental websites and other resource materials focused on starting up new businesses in Ontario will be explored and provided to students throughout the duration of the course. Those available in electronic format will be available on the DC Connect course site.

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul>
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

## **Course Specific Policies and Expectations:**

Please note: This course outline is designed to cover every type of delivery method in our Program. Should you have an alternate mode of delivery, you will be provided where applicable with a course addendum clarifying course delivery specifics.

### **ACADEMIC INTEGRITY**

Any incident of academic dishonesty will be dealt with according to the Academic Integrity Policy and Procedure. For more information, see Policy ACAD-101-Academic-Integrity. If it is determined that a student has shared work with or copied from another student, all students involved will receive a mark of zero for the assignment or test. Details of such incidents will be forwarded to the Dean. Refer to your Student Handbook under section "Academic Integrity" for the consequence of such action. This is a student responsibility to review. Ask the class professor if you are unsure. Academic integrity is a core value at Durham College. Your professor has full discretion in the use of tools and practices to ensure that academic integrity is being upheld. Any evaluation that contributes to a student's grade in the course may be subject to the use of technological tools that contribute to the promotion of academic integrity. These tools may include the use of remote proctoring services, a requirement that the student have a webcam on for the duration of an evaluation, the use of "Turn It In", or other tools or practices that the professor deems appropriate. A student who does not follow the instructions or requirements related to the use of these tools and practices may not be permitted to access the evaluation, in which case policies related to a missed evaluation will be applied.

### **ATTENDANCE AND PUNCTUALITY**

Classes will begin at ten minutes after the scheduled hour. Students are asked not to disrupt the class once it has started. Each lesson builds on skills learned in the previous classes. Students missing a topic will be less able to complete subsequent assignments. If a student is absent, it is his/her responsibility to obtain handouts and material covered from other classmates. Success in accounting depends on regular attendance, class participation, completion of homework and assignments.

### **ELECTRONIC FILE SUBMISSION**

Professors may direct students to submit assignments in electronic format. In fact, submission to DC Connect is the preferred method of submission for most assignments. It is the student's sole responsibility to ensure that any assignments submitted electronically are in the right location, in an acceptable file format that can be opened and read by the professor, and that the correct file is chosen for submission. If, after submitting the file, the student recognizes that an error has been made, any subsequent submissions to correct the error will be subject to the usual grade deduction for late assignments. It is not the professor's responsibility to notify the student that the file is incorrect and any submission errors that are not identified and corrected by the student will receive a grade of zero. It is highly recommended that the student close and reopen a file prior to submission to ensure it will open correctly. If there is any doubt about acceptable file formats, it is up to the student to check with the section professor prior to the submission deadline.

### **GRADE APPEAL**

A student who wishes to appeal a grade has 5 business days to speak to the faculty member from the date the grade is released on DC Connect or MyCampus. The faculty member will review the concern outlined by the student and will explore ways to resolve the concern. For more information, see Policy ACAD-111-Grade-Appeals.

### **PROFESSIONALISM, COMMUNICATION, & CLASSROOM BEHAVIOUR**

Students are expected to behave in a professional manner in the classroom and online environment. Students' behaviours must comply with Durham College's Student Code of Conduct and professional practices expected in any workplace. Students must recognize that their behaviours not only represent themselves but are also a reflection on the program as a whole, and have an impact on the image of the College. Behaviours that are considered a breach of the Student Code of Conduct will be dealt with according to the Student Code of Conduct Policy and Procedure, <https://durhamcollege.ca/wp-content/uploads/student-conduct-policy.pdf>

Students must understand the importance of using proper communication techniques in everything they do including but not limited to emails, online lectures, and discussion forums. All business documents must be correctly formatted, legible, and free of grammar, punctuation, and spelling errors.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.



# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b>			
	CLO1, CLO4, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES8, EES9
	<b>Intended Learning Objectives/Topics</b>			
	Overview course outline			
	Stage #1: Assessing Your Entrepreneurial Potential			
	Learning Outcomes:			
	LO1 Common attributes and attitudes of successful entrepreneurs			
	LO2 Analyze different types of entrepreneurs			
	LO3 Examine the skills required to start, manage, and run a successful business			
	LO 4 Recognize the importance of social entrepreneurship, corporate social responsibility, and ethics in the business world			
	<b>Intended Learning Activities</b>			
	Review of course and course outline			
	Preview of introductory assignment			
	Group formation			
	Lecture and discussion:			
	Entrepreneurial mindset, skills, attributes and attitudes of successful entrepreneurs			
	<b>Resources and References</b>			
	DC Connect			
	Additional resource materials			
	Building Your Dream textbook			
	<b>Evaluation</b>			

Week/ Module	Hours: 3	Delivery: In Class
2	<b>Course Learning Outcomes</b> CLO3, CLO6	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES5, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Stage #2 Defining Your Business Idea Learning Outcomes: LO1 Explore where ideas come from LO2 Generate Business Ideas LO3 Evaluate the potential of your ideas LO4 Determine the best way to implement your idea Overview of the entrepreneur and their process	
	<b>Intended Learning Activities</b> Group discussion Brainstorming group exercise Lecture and discussion: Defining Your Business Idea	
	<b>Resources and References</b> DC Connect Additional resource materials Building Your Dream textbook	
	<b>Evaluation</b>	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES8, EES9, EES11
	<b>Intended Learning Objectives/Topics</b> Design in the new business process			
	<b>Intended Learning Activities</b> Interactive workshop Class and group discussion Design workshop			
	<b>Resources and References</b> Resource materials posted to DC Connect Assignment outline			
	<b>Evaluation</b>	Assignment: Ideation workshop - new business development		<b>Weighting</b>

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
4	<b>Course Learning Outcomes</b>			
	CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	
			EES1, EES5, EES7, EES8, EES9, EES10, EES11	
	<b>Intended Learning Objectives/Topics</b>			
	<p>Finalize group start-up venture idea</p> <p>Stage #3 Market and Technical Feasibility</p> <p>LO1 Explain the value and importance of feasibility studies</p> <p>LO2 Use a business model canvas to develop your idea</p> <p>LO3 Use primary and secondary research to validate your assumptions in your business idea</p> <p>LO4 Assess the market and technical feasibility of your idea</p> <p>LO5 Complete a feasibility study of your business</p> <p>Report on feasibility and market testing</p>			
<b>Intended Learning Activities</b>				
<p>Lecture and discussion on Stage #3</p> <p>Business model canvas and value proposition workshop</p> <p>Product development and market research</p>				
<b>Resources and References</b>				
<p>DC Connect</p> <p>Additional resource materials</p> <p>Building Your Dream textbook</p> <p>Feasibility assignment</p>				
<b>Evaluation</b>			<b>Weighting</b>	
Assignment: Feasibility Study - written report			10	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
5	<b>Course Learning Outcomes</b>			
	CLO1, CLO2, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	
			EES1, EES3, EES5, EES8, EES9, EES11	
	<b>Intended Learning Objectives/Topics</b>			
	Business idea progress Management of start-up finances Explanation of budget and financial performance			
<b>Intended Learning Activities</b>				
Individual group meetings with the professor to pitch their idea and get your funding if approved by your professor				
<b>Resources and References</b>				
Resource materials posted to DC Connect				
<b>Evaluation</b>			<b>Weighting</b>	
Presentation: Business Progress Checkpoint 1			5	

Week/ Module	Hours: 3	Delivery: In Class
6	<b>Course Learning Outcomes</b> CLO3, CLO5, CLO6	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7	<b>Practiced:</b> EES1, EES3, EES7, EES8
	<b>Intended Learning Objectives/Topics</b> Stage #6: Financing Your Business  LO1 Distinguish between different type of financing  LO2 Understand the major sources of financing available  LO3 Explore alternative sources of financing and support that are available to entrepreneurs  LO4 Develop your financing strategy and evaluate your ability to secure financing	
	<b>Intended Learning Activities</b>  Lecture and discussion on Stage #6  Financial Industry Guest Speaker	
	<b>Resources and References</b>  DC Connect Additional resource materials Building Your Dream textbook Financial Industry Guest Speaker	
<b>Evaluation</b>		

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
7	<b>Course Learning Outcomes</b>			
	CLO2			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES5, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Stage #8: "Marketing"			
	LO4 Prepare your marketing plan			
<b>Intended Learning Activities</b>				
Mini-Lecture and discussion				
In class group marketing plan workshop				
<b>Resources and References</b>				
DC Connect Additional resource materials Building Your Dream textbook				
<b>Evaluation</b>			<b>Weighting</b>	
In Process: In-class group marketing plan			5	
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
8	<b>Course Learning Outcomes</b>			
	CLO1, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES5, EES6, EES9	<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Business operations - budget, product ordering, sourcing, and sales forecasting			
	<b>Intended Learning Activities</b>			
Coaching sessions Whiteboard sessions Budget assignment				
<b>Resources and References</b>				
Resource materials posted to DC Connect Budget assignment				
<b>Evaluation</b>			<b>Weighting</b>	
Assignment: Business budget			10	

Week/ Module	Hours: 3	Delivery: In Class
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5, CLO6	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES5, EES8, EES9
	<b>Intended Learning Objectives/Topics</b> Pitch workshop Stage #9: "Sales" Learning Outcomes: LO1 Describe and apply the sales process LO2 Develop a sales strategy addressing opportunities and challenges LO3 Identify the components of an effective sales presentation LO4 Create strategies to close sales LO5 Leverage the value of customer service	
	<b>Intended Learning Activities</b> Lecture & discussion Interactive workshop Sales role playing activities	
	<b>Resources and References</b> DC Connect Additional resource materials Building Your Dream textbook Pitch assignment Resource materials posted to DC Connect Workshop materials	
	<b>Evaluation</b>	



<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>	
10	<b>Course Learning Outcomes</b>				
	CLO2				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		<b>Practiced:</b>		EES1
	<b>Intended Learning Objectives/Topics</b>				
	Pitch presentations				
	<b>Intended Learning Activities</b>				
Group pitch presentations					
<b>Resources and References</b>					
Pitch assignment					
<b>Evaluation</b>				<b>Weighting</b>	
Presentation: New venture pitch presentation				10	
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>	
11	<b>Course Learning Outcomes</b>				
	CLO1, CLO4, CLO5, CLO6				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		<b>Practiced:</b>		EES1, EES5, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>				
	Group collaboration and execution Peer learning through sharing				
	<b>Intended Learning Activities</b>				
Business operations - authentic assessment and student feedback					
<b>Resources and References</b>					
Resource materials posted to DC Connect					
<b>Evaluation</b>				<b>Weighting</b>	
Presentation: Business Progress Checkpoint 2				5	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b> CLO1, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES5, EES6, EES8, EES9	
	<b>Intended Learning Objectives/Topics</b> Group business venture execution and operations			
	<b>Intended Learning Activities</b> Final preparations for the Holiday Market in the Pit next week Business operations - authentic assessment and student feedback			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b>			
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b> EES1, EES3, EES6, EES7, EES9	
	<b>Intended Learning Objectives/Topics</b> Group business venture execution and operations			
	<b>Intended Learning Activities</b> Selling in the pit at the holiday market			
	<b>Resources and References</b> Resource materials posted to DC Connect Holiday Market assignment in DC Connect			
	<b>Evaluation</b> Simulation: Holiday Market - real selling opportunity on campus			<b>Weighting</b> 20

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
14	<b>Course Learning Outcomes</b>			
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES3, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Summary of business results and key lessons learned			
	<b>Intended Learning Activities</b>			
Individual group meetings with your professor to reconcile the cash and budget with receipts.				
Final report to be submitted in DC connect				
Group discussion about the experience and final report				
<b>Resources and References</b>				
Resource materials posted to DC Connect				
Assessment overview and outline				
<b>Evaluation</b>			<b>Weighting</b>	
Assignment: Individual assignment - Evaluation			25	
Project: Final business report and presentation				