

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	<b>Introduction to Business and Entrepreneurship</b>		
<b>CODE NO.:</b>	<b>CSB100</b>	<b>SEMESTER:</b>	<b>TWO</b>
<b>PROGRAM:</b>	<b>Computer Studies</b>		
<b>AUTHOR:</b>	<b>Frank Turco</b>		
<b>DATE:</b>	<b>Winter 2008</b>	<b>PREVIOUS OUTLINE DATED:</b>	<b>Winter 2007</b>
<b>APPROVED:</b>			
	_____		_____
	<b>Chair</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	<b>2</b>		
<b>PREREQUISITE(S):</b>	<b>None</b>		
<b>HOURS/WEEK:</b>	<b>2 hours per week</b>		

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*For additional information, please contact Brian Punch, Chair*

*School of The Environment, Technology, and Skilled Trades*  
*(705) 759-2554, Ext. 2681*

**I. COURSE DESCRIPTION:**

This course introduces students to the essential concepts of modern business practices and entrepreneurship with a focus on information technology.

The main focus of this course is to provide students with a proven “survival toolkit” upon graduation of their respective programs. It will cover the essential skills to coping, growing, striving and thriving in an ever changing technological world. Students will also be exposed to a variety of relevant and timely appreciation of approaches and opportunities when entering the workforce and civic life as an employee, an employer, a consultant, an entrepreneur, inventor or volunteer.

The student should take from this course how important it is to have essential skills and characteristics to maintain a good work ethic such as: passion, dedication, attitude, perseverance, self-esteem, goal setting, energy and enthusiasm for your career. Create a positive and winning approach to your personal and / or entrepreneurial goals.

<b>II.</b>	<b>LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:</b>
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	<p>Upon successful completion of this course, the student will demonstrate the ability to:</p> <p><b>A. Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Develop an understanding and personal perspective towards success, self - esteem and a mind set to achieving goals.</b></li> <li>2. <b>Appreciate the role of small business and the entrepreneurial spirit in today’s global economy.</b></li> <li>3. <b>Develop a “survival toolkit” for the entrepreneur and achieving personal goals.</b></li> <li>4. <b>As an effective team member, prepare and present a simulated entrepreneurial idea.</b></li> </ol> <p><b>B. Learning Outcomes and Elements of the Performance:</b></p>
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1.	<b>Develop an understanding and personal perspective towards success, self - esteem and a mind set to achieving goals.</b>
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	<p><u>Potential Elements of the Performance:</u></p> <ul style="list-style-type: none"> <li>• Develop an appreciation for our social, cultural, ethnic, environmental, political, economic realities relating to employability and our global economy.</li> <li>• Develop a basic understanding of structures of governments in a global economy.</li> <li>• Recognize the foundations of small business and entrepreneurship</li> <li>• Appreciate the characteristics of success such as: excellence, innovation, quality, anticipation, passion, pride, dedication, attitude, perseverance</li> <li>• Discover what it means to be an entrepreneur and small business owner in today’s economic framework</li> <li>• Determine your personal strengths, weaknesses, opportunities and threats.</li> <li>• Set personal expectations for efficiency, effectiveness with a changing work environment.</li> </ul>
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	2.	<b>Appreciate the role of small business and entrepreneurship in today’s ever changing global economy.</b>
		<p><u>Potential Elements of the Performance:</u></p> <ul style="list-style-type: none"> <li>• Define the various economic structures that exist in a global economy such as sole proprietors, partnerships, corporations, and entrepreneurs.</li> <li>• Understand the role of employee/employer responsibilities in public, private and not for profit organizations.</li> <li>• Understand the difference between entrepreneurship and employment. (ie. Freedom / Innovative Spirit vs. Security)</li> <li>• Appreciate, thrive and manage the changing shape of work and its associated stresses.</li> <li>• Spotting trends and opportunities.</li> <li>• Be capable of assuming personal responsibility for independent research and learning.</li> <li>• Review the characteristics of successful entrepreneurs.</li> </ul>
	3.	<b>Develop a “survival toolkit” for the entrepreneur and achieving personal goals.</b>
		<p><u>Potential Elements of the Performance:</u></p> <ul style="list-style-type: none"> <li>• Understand business terminology</li> <li>• Research the government, financial and legal requirements of starting a basic enterprise.</li> <li>• Evaluate e-commerce technologies and the NEW consumer.</li> <li>• Understand and analyse financial statements.</li> <li>• Research the 5 p’s of marketing.</li> <li>• Review computer technologies used in business applications.</li> <li>• Develop strategies to starting a business venture.</li> <li>• Understand the necessary steps to secure financing for a business venture.</li> <li>• Develop a workable business plan.</li> <li>• Positioning for entrepreneurial opportunities.</li> <li>• Understand legal opportunities and risk management issues.</li> <li>• Analyze the financial cycle and how it relates to you.</li> <li>• Understand the difference between profit and solvency.</li> </ul>

	<b>4.</b>	<b>As an effective team member, prepare and present a simulated entrepreneurial idea.</b>
		<p><u>Potential Elements of the Performance:</u></p> <ul style="list-style-type: none"> <li>• Use knowledge gained from this course to present an effective business plan.</li> <li>• Work as team members to produce the necessary documentation to substantiate your plan.</li> <li>• Collaborate and research the various alternatives in making your plan work.</li> <li>• Follow the guidelines and requirements as presented by the professor.</li> </ul>

<b>III.</b>	<b>TOPICS:</b>																
	<p>Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 70%;">SPECIFIC TOPICS</th> <th style="width: 25%;">APPROXIMATE TIME</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Entrepreneurship and Personal Goals</td> <td>3 WEEKS</td> </tr> <tr> <td>2.</td> <td>Entrepreneurial Spirit</td> <td>3 WEEKS</td> </tr> <tr> <td>3.</td> <td>Survival Toolkit</td> <td>6 WEEKS</td> </tr> <tr> <td>4.</td> <td>Simulated Business Plan / Presentations</td> <td>3 WEEKS</td> </tr> </tbody> </table>			SPECIFIC TOPICS	APPROXIMATE TIME	1.	Entrepreneurship and Personal Goals	3 WEEKS	2.	Entrepreneurial Spirit	3 WEEKS	3.	Survival Toolkit	6 WEEKS	4.	Simulated Business Plan / Presentations	3 WEEKS
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<p><b>IV.</b></p>	<p><b>REQUIRED RESOURCES/TEXTS/MATERIALS:</b></p> <p><b><u>TEXTBOOKS TO BE USED AS REFERENCE MATERIAL:</u></b></p> <p><b>smallBUSINESS - an entrepreneur's plan 5<sup>th</sup> Canadian Edition by Ron Knowles Thomson Nelson Publishing ISBN 0-17-625240-1</b></p> <p><b><u>ADDITIONAL RESOURCE MATERIALS</u></b></p> <p>Additional reference material will either be given to the students or placed in the library for the student's use. Handouts, Guidance, and Material as it relates to the individual topics. Use of research modes such as INTERNET, Library Data Base Searches, and articles.</p> <p><b><u>REQUIRED INDIVIDUAL STUDENT RESOURCES</u></b></p> <p>Participation &amp; Teamwork Individual Research Documentation</p>
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<p><b>V.</b></p>	<p><b>EVALUATION PROCESS/GRADING SYSTEM:</b></p> <table style="margin-left: 100px;"> <tr> <td>Quizzes and/or Tests</td> <td style="text-align: right;">40 %</td> </tr> <tr> <td>Mini Participation Assignments</td> <td style="text-align: right;">30 %</td> </tr> <tr> <td>Assignments</td> <td style="text-align: right;">30 %</td> </tr> </table> <p>Some minor modifications to the above percentages may be necessary. The professor reserves the right to adjust the mark up or down 5% based on attendance, participation, leadership, creativity and whether there is an improving trend. Students must have passing grades in the tests and assignments portion to pass the entire course.</p> <ul style="list-style-type: none"> <li>* Students must complete and pass both the test and assignment portion of the course in order to pass the entire course.</li> <li>* All Assignments must be completed satisfactorily to complete the course. Late hand in penalties will be 5% per day. Assignments will not be accepted past one week late unless there are extenuating and legitimate circumstances.</li> <li>* The professor reserves the right to adjust the number of tests, practical tests and quizzes based on unforeseen circumstances. The students will be given sufficient notice to any changes and the reasons thereof.</li> <li>* A student who is absent for 3 or more times without any valid reason or effort to resolve the problem will result in action taken.</li> </ul>	Quizzes and/or Tests	40 %	Mini Participation Assignments	30 %	Assignments	30 %
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	<p><b>NOTE:</b> If action is to be taken, it will range from marks being deducted to a maximum of removal from the course.</p>						

	<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
	A+	90 - 100%	4.00
	A	80 - 89%	4.00
	B	70 - 79%	3.00
	C	60 - 69%	2.00
	D	50 - 59%	1.00
	F (Fail)	49% and below	0.00
	CR (Credit)	Credit for diploma requirements has been awarded.	
	S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
	U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
	X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
	NR	Grade not reported to Registrar's office.	
	W	Student has withdrawn from the course without academic penalty.	

<b>VI.</b>	<b>SPECIAL NOTES:</b>
	<p><u>Special Needs:</u> If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2493 so that support services can be arranged for you.</p>
	<p><u>Retention of course outlines:</u> It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.</p>

	<p><u>Communication:</u> The College considers <b>WebCT/LMS</b> as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the <b>Learning Management System</b> communication tool.</p> <p>The professor reserves the right to use other tools and / or techniques that may be more applicable. These other tools and / or techniques for effective communication will be discussed, identified and presented throughout the delivery of the course content.</p> <p><u>Plagiarism:</u> Students should refer to the definition of “academic dishonesty” in <i>Student Rights and Responsibilities</i>. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.</p>
	<p><u>Course outline amendments:</u> The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.</p>
	<p>Substitute course information is available in the Registrar's office.</p>
	<p>Students must achieve a passing grade in <b>both</b> the assignment and the test portions of the course.</p> <p>The topics will not necessarily be covered in the order shown in this course outline.</p>

<b>VII.</b>	<b>PRIOR LEARNING ASSESSMENT:</b>
	<p>Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.</p>

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.