

## CANADIAN UNIVERSITY DUBAI COURSE SYLLABUS

### ENT 141 – Fundamentals of Innovation and Entrepreneurship 1

#### 1. INSTRUCTOR CONTACT INFORMATION

<b>Instructor Name:</b>	Name and contact information will be provided
<b>Email:</b>	
<b>Office Number:</b>	
<b>Office Tel:</b>	
<b>Office Hours:</b>	

#### 2. COURSE INFORMATION

Course Prerequisite(s): None

Course Credits: 2 - 0 - 2

##### Course Description

The course equips the next generation of leaders to develop an innovative, sustainability and entrepreneurial mindset and their related core skills. Most sessions include a mix of components: lectures, discussion, case studies, interactive activities in class, and guest lectures by industry experts. The course introduces the design thinking principles and idea evaluation processes. By the end of this course, the student will understand the main concepts of innovation, entrepreneurship and sustainability, specifically the sustainability framework (economy, society, and environment). The learning content ranges from exploring numerous innovative and sustainable ideas using contemporary tools for ideation.

##### Course Learning Outcomes (CLOs) and Alignment to GE Learning Outcomes (GELOs)

On successful completion of this course, the student will be able to:

Course Learning Outcomes (CLOs)	Alignment to GELOs	Project 1	Project 2	In Class Activities
<b>CLO1:</b> Explain the basic concepts of innovation, entrepreneurship, and sustainability, and their value to the society and economy.	<b>6</b>	✓	✓	✓
<b>CLO2:</b> Demonstrate skills of effective teamwork and presentation.	<b>2</b>	✓	✓	✓
<b>CLO3:</b> Evaluate ideas and viable opportunities using the design thinking process.	<b>1,6</b>	✓	✓	✓
<b>CLO 4:</b> Identify key elements of the sustainability framework in the proposed innovative opportunities.	<b>6</b>	✓	✓	

#### 3. TEXTBOOK/REFERENCES/COURSE MATERIAL

##### Textbooks (TB):

Byers, T., Dorf, R. C., & Nelson, A. J. (2019). *Technology ventures: From idea to enterprise (Fifth ed.)*. McGraw-Hill Education. ISBN13: 9781259875991

### Reference Books (RB):

Ray, P., & Shaw, R. (2022). *Technology Entrepreneurship and Sustainable Development*. Springer. ISBN: 9789811920554

### Recommended Readings:

The relevant latest articles selected from the journal's articles on *International Management*, *Journal of International Business Studies*, *Management International Review* will be listed here when this course is offered. The journals listed here will be made available on the course website on Moodle for students on a regular basis.

- Kummitha, R. K. R. (2019). Design thinking in social organizations: Understanding the role of user engagement. *Creativity and Innovation Management*, 28(1), 101-112.
- Lubberink, R., Blok, V., van Ophem, J., van der Velde, G., & Omta, O. (2017). Innovation for Society: Towards a Typology of Developing Innovations by Social Entrepreneurs. *Journal of Social Entrepreneurship*, 9(1), 52–78.
- Traifeh, H., Abou Refaei, R., von Thienen, J., von Schmieden, K., Mayer, L., Osman, S., & Meinel, C. (2021). Mapping Design Thinking in the Arab World. *In Design Thinking Research*. Springer, Cham. p. 41-60.
- Wilkerson, B., & Trellevik, L. K. L. (2021). Sustainability-oriented innovation: Improving problem definition through combined design thinking and systems mapping approaches. *Thinking Skills and Creativity*, 42, 100932.

## 4. TEACHING SCHEDULE

Week No.	Topics	CLO	Reading Material	Assessments
1	<b>Overview of the Course</b> <ul style="list-style-type: none"> <li>• Course Material</li> <li>• Course Assignments</li> <li>• Groups formation</li> </ul> <b>Introduction to Entrepreneurship</b> <ul style="list-style-type: none"> <li>• What is Entrepreneurship?</li> <li>• Role of Entrepreneurs in the Society</li> </ul>	1	Byers et al (2019) Ch. 1	
2	<b>Introduction to Innovation</b> <ul style="list-style-type: none"> <li>• What is Innovative Thinking</li> <li>• Innovation V/S Invention</li> </ul> <b>Introduction to Creativity</b> <ul style="list-style-type: none"> <li>• What is Creativity?</li> <li>• How is creativity linked to innovative thinking and entrepreneurship?</li> </ul>	2	Byers et al (2019) Ch. 8 Lubberink et al (2017)	
3	<b>Introduction to Sustainability</b> <ul style="list-style-type: none"> <li>• The Triple Bottom-line Framework</li> <li>• United Nations Sustainable Development Goals</li> <li>• Understanding Sustainable Entrepreneurship</li> <li>• Sustainability in the UAE</li> </ul>	1,2, 4	Pradeep and Shaw (2022) Ch. 1 Krzyszowski, (2020)	
4	<b>Design Thinking Process (DTP) for Sustainable Innovation</b> <ul style="list-style-type: none"> <li>• Introduction to Design Thinking Process</li> <li>• Building an Innovative Mindset</li> </ul>	1,3	Kummitha (2019)	<b>In-class activities- Activity 1</b>
5	<b>DTP Step 1: Empathy</b> <ul style="list-style-type: none"> <li>• Empathy Map</li> <li>• Journey Map</li> </ul>	3	Ch. 2, Stanford DPG	
6	<b>DTP Step 2: Defining</b> <ul style="list-style-type: none"> <li>• Primary Data Collection Methods</li> <li>• How Might We (HMW) Questions</li> </ul>	1,3	Byers et al (2019) Ch. 2, Stanford DPG	

Week No.	Topics	CLO	Reading Material	Assessments
	<ul style="list-style-type: none"> <li>Problem Definition &amp; Sustainability</li> </ul>			
7	<b>DTP Step 3: Ideation</b> <ul style="list-style-type: none"> <li>What is Ideation?</li> <li>Ideation Methods and Techniques</li> </ul>	1,3	Byers et al (2019) Ch. 2,3, Stanford DPG	
8	<b>Idea Evaluation</b> <ul style="list-style-type: none"> <li>Assessing the Ideas – Risky, Easy, and Favorite</li> <li>How to align the Idea to the Problem?</li> </ul>	1,3	Traifeh et al (2021)	
9	<b>Defending the Idea</b> <ul style="list-style-type: none"> <li>Providing Rationale for the Ideas</li> <li>Refining the Ideas</li> </ul> <b>Presenting the Idea</b> <ul style="list-style-type: none"> <li>How to pitch the project?</li> <li>Presentation Techniques</li> </ul>	1,2,3	Byers et al (2019) Ch. 19	<b>Project 1 Poster Submission</b>  <b>Project 1 Presentation</b>
10	<b>Entrepreneurial Strategy</b> <ul style="list-style-type: none"> <li>Entrepreneurial Vision &amp; Mission</li> <li>Goals, Objectives, and Tactics</li> </ul>	3	Byers et al (2019) Ch. 3	
11	<b>Overview of Entrepreneurial Strategies</b> <ul style="list-style-type: none"> <li>Communicating the Mission and Vision</li> <li>Reviewing the Strategy</li> </ul>	1	HBR*	<b>In-class activities Activity 2</b>
12	<b>Market/Industry Analysis</b> <ul style="list-style-type: none"> <li>What is a Market?</li> <li>PESTLE Analysis</li> </ul>	3	Byers et al (2019) Ch. 2, 3	
13	<b>Value Proposition Canvas (Part 1)</b> <ul style="list-style-type: none"> <li>Customer Portfolio and Analysis</li> </ul>	3	Byers et al (2019) Ch. 3	
14	<b>Value Proposition Canvas (Part 2)</b> <ul style="list-style-type: none"> <li>Product Offering and Evaluation</li> </ul>	3	Byers et al (2019) Ch. 3	
15	<b>Product Differentiation (Part 1)</b> <ul style="list-style-type: none"> <li>Communicating the features and benefits.</li> </ul>	3	Byers et al (2019) Ch. 4	
16	<b>Product Differentiation (Part 2)</b> <ul style="list-style-type: none"> <li>Communicating the features and benefits.</li> </ul>	3	Byers et al (2019) Ch. 4	<b>Project 2- Idea Validation Report Submission</b>

## 5. TEACHING METHODS

This course will primarily utilize a blended learning approach that comprises of lectures, guest lectures, class interaction between the instructor and the students, assigned readings and cooperative learning where students work on some problems in teams.

## 6. GRADING SCALE AND COURSE ASSESSMENT

Grading Scale	Percentage Score	Alpha Grade	GPA Points	Percentage Score	Alpha Grade	GPA Points
	90-100	A+	4.0	60-64	C	2.0
80-89	A	3.8	55-59	D+	1.5	
75-79	B+	3.5	50-54	D	1.0	
70-74	B	3.0	0-49	F	0.0	
65-69	C+	2.5				

Assessment Methods and Grade Weights	Assessment Methods		Weight (%)	Course Learning Outcomes			
				1	2	3	4
Project 1	Poster		30	✓	✓	✓	
	Presentation		10				✓
Project 2	Idea Validation Report		40	✓	✓	✓	✓
In class Activities	Activity 1		10		✓		✓
	Activity 2		10	✓		✓	

The following paragraphs provide some details of the course activities:

**Project 1: Poster**  
 For this project, students will work in groups to research a sustainable development topic regarding society and the environment. For example, you can select one of the UAE/UN portal's sustainable development goals. Use the design thinking skills you learned to address a range of social needs such as education, health, social protection, and job opportunities and identify a specific pain point for customers/clients, employees, or both. You will combine the empathy map, journey map, HMW questions, solutions, and prototype in a poster.

**Presentation:**  
 The presentation requires students to present the poster along with their group to the course instructor. This is graded individually based on the communication skills, confidence, and knowledge exhibited during the session.

**Project 2: Idea Evaluation Report**  
 Students will continue in their teams to prepare an ideation plan for three proposed social innovation ideas and clarify their thinking before considering the development of a formal enterprise. The assignment will focus on the sustainability, viability, creativity, impact, and innovativeness of the proposed ideas, asking whether there is a market for the concept and whether that concept can be commercially viable. This report should include social concept validation, analysis and selection of preferred idea, market analysis, idea evaluation and conclusion.

**In-Class Activities: Activity**  
 You are required to participate in individual in-class activities throughout the course. Answers to In-class activities:

- **Activity 1:** Submit a 30-45 second video pitch. This is an individual activity related to the assigned topic.
- **Activity 2:** Submit an in-class activity as assigned by the instructor based on journal articles or case studies.

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A student will lose 10% or more for non-compliance with group efforts (teamwork) and failing to meet tutor deadlines.

No Late project will be accepted. Exceptions for late evaluation are up to the discretion of the instructor.

## 7. ATTENDANCE POLICY

Attending classes is compulsory in all courses. CUD Students will not be allowed to take the final examination if they are absent for more than 25% of the classes in a course. (Students should refer to their respective School for additional specific program or school requirements.)

- When a student is absent for 10% of the course an absence reminder will be sent
- When a student is absent for 20% of the course a second absence reminder will be sent

- c. When a student has been absent for 25% of the course a notice of Failure for Non Attendance (grade point of 0.0) will be sent

A student with a verifiable and legitimate reason for missing a class (illness, death in the immediate family) may request of his or her professor that such an excusable absence be recorded, but not counted towards the 25% cut off figure that would otherwise lead to a grade of Failure for Non Attendance. Such excusable absences must be noted in the Course File Attendance Report.

Should an acceptable explanation for a student's absenteeism be available, the Dean/Designated Representative of the School concerned may consider the student's withdrawal without penalty from the particular course. A withdrawal without penalty or any other alpha grade under these circumstances may only be considered with the consent of the Registrar.

## **8. INCOMPLETE WORK POLICY**

Students whose course work is at a passing level but who for verifiable reasons beyond their control are unable to finish course work by the end of a term (or the specified end of a course) may be granted a grade of "Incomplete".

The "I" is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one-time, limited extension to the time normally allowed to complete all course requirements.

Students have up to 12 calendar months after the scheduled end of the course to complete required additional work as determined by the teacher who assigned the "I", and to thereby qualify for a passing grade.

After 12 calendar months, outstanding "I" grades are converted to "F".

Thereafter, the student must repeat the course in order to achieve a passing grade.

The number of "Incomplete" courses allowed per semester is established by the School. Please contact the School for further information.

NOTE: An Incomplete grade for a pre-requisite course must be completed before the student is allowed to proceed to the higher-level course unless otherwise approved by the appropriate Academic Administrator (Dean or Designate).

## **9. ACADEMIC INTEGRITY**

Cheating refers to attempting or using unauthorized materials or obtaining unauthorized assistance in an academic activity, including all types of examinations or evaluations. This may include impersonating another student; looking at another student's materials; using unauthorized notes/books/calculators; talking to other students; using communication devices such as mobile phones or any Bluetooth devices.

Plagiarism includes, but is not limited to, representation of others' work, lending unauthorized assistance, and using strategies or processes with the aim of attaining dishonest grades on tests or examinations. Students may not submit any material created by or acquired from another person or business. Plagiarizing any type of course work will not be tolerated. All instances of plagiarizing shall be documented, presented to the Head/Dean of the program and to the Registrar, and recorded in the student's file.

Any violations to the Academic integrity will be sanctioned.

Please refer to the Catalog for further information on student Academic Integrity.

### Project 1: Rubrics for Poster

Criteria	Poor Level	Acceptable Level	Excellent Level
<b>Part 1 – 20 marks</b>			
Demonstrated understanding/application of design thinking Process. (5 points)	Poor understanding of the designthinking process. (0-1 point)	Average understanding of the designthinking process. (2-3 points)	Excellent understanding of the design thinking process. (4-5 points)
Did the entire process. (5 points)	Many elements are missing. (0-1point)	Have done most of the process. (2-3points)	Have achieved all the processes. (4-5points)
Did you take risks? Did you changedirections? Did you try many ideas? (5 points)	You took no risks. You just havestated the obvious. (0-1 point)	You took minimum risks. (2-3 points)	You tried many ideas and took some risks. (4-5 points)
Did you learn from feedback? (5 points)	You did not listen to the guidelines, to the Professor, or to the person you did an interview. (0-1 point)	You listened to the guidelines, or tothe Professor or to the Person you did interview (but you ignored 1 out of 3). (2-3 points)	You listened to everyone: guidelines, Professor, and interviewee. (4-5 points)
<b>Part 2: Interviews – 20 marks</b>			
You did interviews. (6 points)	You did 0 interviews. (0-2 points)	You did 1 interview. (3-4 points)	You did many interviews. (5-6points)
Quality of the interview. (7 points)	Superficial (not many questions, no deep answers). (0-2 points)	Average- correct. (3-5 points)	Excellent (many questions, deep answers). (6-7 points)
You seemed to have learned fromthe interview. (7 points)	You just did the minimum work. (0-2 points)	Average. It was just an interview. You did not analyze it. (3-5 points)	You have listened to the interviewee. You have developed empathy. (6-8 points)
<b>Part 3: Journey Maps – 20 marks</b>			
Quality of the Journey map. (10points)	Did not do it, or very badly. (0-3points)	Did the minimum-average work. (4-6points)	Excellent journey map. (7-10points)
What did you learn from the journey map? (10 points)	Nothing. (0-3 points)	Obvious comments. (4-6 points)	Good analysis. (7-10 points)
<b>Part 4: Solutions - 20 marks</b>			
Variety & quality of solutions. (10points)	Not enough solutions. (0-3 points)	3 obvious solutions, missing 1 of the criteria (risky, easy, favourite) (4-6 points)	3 or more solutions (risky, easy, favourite). (7-10 points)
Why did you choose this solution? (10 points)	Absence of justification (or absenceof choice). (0-3 points)	Obvious Justification. (4-6 points)	Interesting justification. (7-10points)
<b>Part 5: Prototype – 20 marks</b>			
Initial prototype generation (drawing/design). (20 points)	No prototype or bad quality. (0-9 points)	Average prototype. (10-16 points)	Excellent prototype. (17-20 points)
<b>Maximum Marks: 100 Adjusted for 30%</b>	<b>/ 30</b>		

### Project 1: Rubrics for Presentation

Criteria	Poor Level	Acceptable Level	Excellent Level
<b>Quality of the Presentation</b> (5% - 5 marks)	The team did not present this in an appropriate format with limited use of colours, language, and no visualizations. Only a few students presented in the group. (0-1 points)	The team presented this in a logical format with a clear sequence between their slides but with a lack of clear visualizations. Most students presented in the group. (2-3 points)	The team presented their work in an excellent format with excellent use of colours, language, and visualizations. All students presented equally in a group. (4-5 points)
<b>Panel Engagement</b> (5% - 5 marks)	The student did not engage with the panel/was very rude and unprofessional in the response. (0-1 points)	The student responded to the questions but was not able to clarify the answer/unable to answer fully. (2-3 points)	The student responded very well to the questions and provided answers in a professional manner. (4-5 points)
<b>Maximum Marks = 10</b>	<b>/10</b>		

## Project 2: Idea Evaluation Report

Criteria	100-80%	79-70%	69-60%	59-50%	49-40%	39-20%	19-0%
<b>20% KNOWLEDGE AND UNDERSTANDING</b> The learner has a comprehensive/detailed knowledge of ideation for the development of new product/service development.	Extensive range, depth, and complexity of relevant material.	Clearly defined range and depth of relevant material in all areas.	Clearly defined range and depth of relevant material in most areas.	Comprehensive and relevant detail but lacking depth in some areas.	Has good working knowledge and relevant detail but lacking depth in most areas.	Moderate range with some relevant material, little depth.	Poor and limited use of relevant material.
	Meets all theoretical learning outcomes comprehensively	Meets all of the theoretical learning outcomes comprehensively.	Meets all of the learning outcomes well.	Meets most of the learning outcomes well.	Meets most of the learning outcomes competently.	Does not meet some of the learning outcomes.	Does not meet most of the learning outcomes.
<b>30% APPLICATION OF KNOWLEDGE</b> The learner demonstrates the effective use of the value proposition canvas (x3)	Shows detailed application of relevant concepts and theories to issues of study.	All relevant concepts are covered and applied and are relevant to the area of study.	Most relevant concepts are covered and applied and are relevant to the area of study.	Understands most concepts which are related to study.	Understands some concepts which are related to study.	Understands concepts but application is incomplete or inappropriate.	Very limited use of concepts and theories. Application is not given or considered.
	Uses extremely detailed and relevant examples.	Uses detailed and relevant examples.	Uses many relevant examples.	Uses mostly relevant examples.	Uses some mostly relevant examples.	Limited and not all relevant examples used.	Minimal use of examples.
<b>40% ANALYSIS AND EVALUATION</b> The learner can analyze new and/or abstract (market) data and situations using a wide range of techniques appropriate to the subject. Use of appropriate references to support arguments.	Well-integrated study within depth original and critical analysis. In-depth and critical evaluation of material.	Well-integrated study with original and critical analysis. Critical evaluation of data. All conclusions relevant to the project.	Largely integrated study with a good level of original and critical analysis. Critical evaluation of most data. Most conclusions.	Largely integrated study with some original and critical analysis. Evaluates using selected techniques, judging value of information.	Shows an acceptable level of original and critical analysis. Evaluates using selected techniques judging value of most data.	Mainly descriptive, some level of originality and critical analysis.	Wholly descriptive. Unable to judge the value of information.
	Always communicates effectively and excellently in an appropriate format/language in a clear and concise manner.	Always communicates effectively in an appropriate format/language in a clear and concise manner.	Usually communicates effectively in an appropriate format/language. Usually presents information in a clear and concise manner.	Usually communicates in an appropriate format/language. Usually presents information in a clear and mostly concise manner.	Meaning is clear and format conforms to basic requirements. May either lack detail or include a considerable amount of irrelevant material.	Meaning is largely clear, but use of language and format is inappropriate.	Does not communicate effectively. Unclear and rambling. Does not use appropriate format/language.
<b>10% COMMUNICATION AND PRESENTATION</b> The learner can engage effectively in debate in a professional manner and produce detailed and coherent project reports. <b>REFERENCING STYLE</b> Referencing according to APA style Within text referencing Full list of references.	Always communicates effectively and excellently in an appropriate format/language in a clear and concise manner.	Always communicates effectively in an appropriate format/language in a clear and concise manner.	Usually communicates effectively in an appropriate format/language. Usually presents information in a clear and concise manner.	Usually communicates in an appropriate format/language. Usually presents information in a clear and mostly concise manner.	Meaning is clear and format conforms to basic requirements. May either lack detail or include a considerable amount of irrelevant material.	Meaning is largely clear, but use of language and format is inappropriate.	Does not communicate effectively. Unclear and rambling. Does not use appropriate format/language.
	<b>Maximum Marks: 100</b> <b>Adjusted to 40%</b>				<b>/40</b>		