

## CANADIAN UNIVERSITY DUBAI COURSE SYLLABUS

### ENT 142 – Fundamentals of Innovation and Entrepreneurship 2

#### 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): ENT 141

Course Credits: 0 - 2 - 1

##### Course Description

This course is a continuation of the ENT 141 and focuses on the application of design thinking methods in a social and sustainable development context. Based on the United Nations Sustainable Development Goals (UNSDGs), the learner will apply design thinking methods to solve real-life social issues through social innovation. The student will focus on their own enterprising journey throughout their program of study using reflective practices. Most sessions include a mix of components: lecture, discussion, interactive activities in class, and guest lectures from industry experts.

##### 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	Project 3
<b>CLO1:</b> Explain the process of innovation, entrepreneurship and sustainability.	<b>6</b>	✓		✓
<b>CLO2:</b> Apply skills required for effective teamwork and presentations, emphasizing sustainable approaches to solving real-life social issues through innovation.	<b>2</b>	✓	✓	✓
<b>CLO3:</b> Analyze the impact of innovation, entrepreneurship and sustainability on society and the economy.	<b>2, 6</b>	✓		✓
<b>CLO4:</b> Articulate the value of innovation, entrepreneurship, and sustainability in shaping own career paths focusing on continuous learning and personal development.	<b>7</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 Book (RB):

- Liedtka, J., Salzman, R., & Azer, D. (2017). Design thinking for the greater good: Innovation in the social sector. Columbia University Press. ISBN-13: 978-0231179522
- Ray, P., & Shaw, R. (2023). Technology Entrepreneurship and Sustainable Development. Springer. ISBN: 9789811920554
- Bridge, S. Murtagh, and O'Neill (2020). Understanding the Social Economy and the Third Sector, Bloomsbury Publishing. ISBN. **9781137005434**

## 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.

- Qian, H., Wu, J. & Zheng, S. (2024). Entrepreneurship, sustainability, and urban development. *Small Bus Econ* **62**, 463–469.
- 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.
- Students are also required to read a variety of Harvard Business Review (HBR) materials that are available online. The university should therefore provide each student with access to HBR online, which is typically done through the university library system.

## 4. TEACHING SCHEDULE

Week	Topics	CLO	Reading Materials	Assessments
1	<b>Overview of the Course</b> <ul style="list-style-type: none"> <li>Course Material</li> <li>Course Assessment</li> </ul> <b>Revisiting the Design Thinking Process</b> <ul style="list-style-type: none"> <li>Recap of the DTP</li> <li>Step 4: Prototyping</li> <li>Step 5: Testing</li> </ul>	1,3	Liedtka et al., (2017)	
2	<b>Idea Selection and Evaluation</b> <ul style="list-style-type: none"> <li>How to Identify Effective Ideas</li> <li>Discussion of Ideas</li> <li>Group Formation</li> </ul>	1,3	Byers et al (2019). Ch. 1	
3	<b>Lean Startups</b> <ul style="list-style-type: none"> <li>Introduction to Lean Startups</li> <li>Minimum Viable Product (MVP)</li> </ul>	1,3	Byers et al (2019). Ch. 4, HBR	
4	<b>Sustainable Innovation and Entrepreneurship</b> <ul style="list-style-type: none"> <li>Introduction to the Third Sector and Social Economy</li> <li>Recap of Triple Bottom-line Framework</li> <li>Recap of SDGs and Linking the SDGs to the Product</li> </ul>	1,3	UN SDGs, Qian et al., (2024) and Bridge et al 2020 Ch1	
5	<b>Prototyping</b> <ul style="list-style-type: none"> <li>Prototype Generation Techniques</li> <li>Initial Prototype Development</li> </ul>	1	Byers et al (2019). Ch. 8, Pradeep & Rajib (2022)	
6	<b>Industry Barriers</b> <ul style="list-style-type: none"> <li>Identifying Competition</li> <li>Positioning and Positioning Map</li> </ul>	1,3	Byers et al (2019). Ch. 4,7	<b>Project 3 Activity 1</b>

	<ul style="list-style-type: none"> <li>Porter's 5 Forces</li> <li>Competition Matrix</li> </ul>			
7	<b>Lean Model Canvas</b> <ul style="list-style-type: none"> <li>Components of the Lean Canvas</li> <li>Deploying strategies in the canvas</li> </ul>	1	Byers et al (2019). Ch. 5, HBR	
8	<b>Pitching Workshop</b> <ul style="list-style-type: none"> <li>Breaking the Ice</li> <li>Time Management</li> </ul>	2,	Byers et al (2019). Ch. 19	
9	<b>Presenting the Idea</b> <ul style="list-style-type: none"> <li>Constructive Pitching</li> <li>Professional Engagement</li> </ul>	2,3	Byers et al (2019). Ch. 19	<b>Project 1 Report</b>
10	<b>Reflection Workshop</b> <ul style="list-style-type: none"> <li>Introduction to Reflection</li> <li>Importance of Reflection</li> </ul>	4	HBR	<b>Project 1 Presentation</b>
11	<b>Reflection and Reflective Assessment</b> <ul style="list-style-type: none"> <li>Why do Entrepreneurs Reflect?</li> <li>How to Reflect?</li> </ul>	4	HBR	
12	<b>Elevator Pitch</b> <ul style="list-style-type: none"> <li>What is an Elevator Pitch?</li> <li>How to plan your pitch?</li> </ul>	2	Byers et al (2019). Ch. 6	
13	<b>Elevator Pitch Workshop (Part 1)</b> <ul style="list-style-type: none"> <li>Constructing the Pitch</li> </ul>	2	Stanford eCorner	<b>Project 3 - Activity 2</b>
14	<b>Elevator Pitch Workshop (Part 2)</b> <ul style="list-style-type: none"> <li>Constructing the Pitch</li> <li>How to be creative with the Pitch?</li> </ul>	2	Stanford eCorner	
15	<b>Course Reflection (Part 1)</b> <ul style="list-style-type: none"> <li>Enterprising Tendencies</li> <li>Report Review</li> </ul>	4	Byers et al (2019). Ch. 6, HBR	
16	<b>Course Reflection (Part 2)</b> <ul style="list-style-type: none"> <li>Enterprising Tendencies</li> <li>Report Review</li> </ul>	4	Byers et al (2019). Ch. 6, HBR	<b>Project 2 Reflective Portfolio</b>

## 5. TEACHING METHODS

This course will primarily utilize a blended 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	Report	40	✓	✓	✓	
		Presentation	10				
Project 2	Reflective Portfolio	30		✓		✓	
Project 3	Activity 1	10	✓	✓	✓		

	Activity 2	10		✓		✓
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The following paragraphs provide some details of the course activities:

**Project 1: Report**  
 In groups students will tell the "story" of their proposed social and sustainable venture in a written report. The report should include key areas such as concept, market analysis, customer development, competition, sustainable business model and prototype. Students are required to include how their enterprising skills developed between the time they chose their ideas to final project. Clear guidelines will be provided by the instructors.

**Project 1: Presentation**  
 This part requires students to present their project 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: Reflective Portfolio**  
 The entrepreneurial process is at its core concerned with "the pursuit of opportunity without regard to the resources already under control," as Professor Howard Stevenson of Harvard Business School originally said. This process is as applicable to student's career as it is to start a company.  
 The reflective portfolio provides an insight into the students' learning and experience in the course. The reflective portfolio should highlight their opportunities and threats based on ranked personal SWOT analysis to have an entrepreneurship action plan for their life over the next three years. They should reflect on their experiences in entrepreneurship competitions/events and how these have contributed to their development and will help steer their action plan.

**Project 3:**

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

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

## Rubrics for Project 1 – Report

Criteria	21-25 marks	17-20 marks	14-17 marks	9-13 marks	5-8 marks	1-4 marks	Mark
<b>Knowledge and understanding</b>  <b>25 marks – 25%</b>	Thorough application of an extensive knowledge base to all aspects of the Business Plan. Fully identifies relevant external factors and appreciates their impact.	Excellent application of a broad knowledge base to all areas of the Business Plan. Clear identification of external factors and their impact.	Has a good knowledge base and is able to apply this consistently throughout the business plan. Identifies appropriate external factors and has an appreciation of their likely impact.	Has a working knowledge and generally applies this consistently to the business plan; some areas may lack coherence. External factors may be identified, but the likely impact is not fully considered. There may be a few areas of weakness. Some areas may not be fully developed.	Identifies knowledge related to study but lacks coherence. External factors largely identified but some confusion in application. Some weak areas, lacks development and focus.	Limited knowledge base with little application. External factors little considered and only limited attempt to apply to context. Inaccurate or inappropriate information.	/25
<b>Analysis</b>  <b>25 marks- 25%</b>	Excellent presentation of findings relevant to assignment. A wide range of information critically analyzed and applied to justify group's proposal. Theories relating to the business framework fully considered.	Clear presentation of findings relevant to assignment. A range of information critically analyzed and applied to justify group's proposal. Theories relating to the business framework well considered.	A good presentation of findings relevant to the assignment. A range of sources of information are considered, analyzed and used to justify the proposal. There is some integration of theory into the business plan	A generally good presentation of the group's findings although some areas may lack clarity. Analysis used to develop proposal but there may be occasional inconsistencies. Analysis may not be fully developed in some areas.	A range of information analyzed but lacks clarity. Analysis used to develop proposal but not always consistent. Analysis insufficiently developed in some areas.	Little information gathered/ or irrelevant. Analysis very limited or inappropriate in most areas. Limited understanding of purpose of assignment or context of a small business.	/25
<b>Synthesis and Creativity</b>  <b>25 marks – 25%</b>	Deals with business potential creatively whilst recognizing limitations. Selects and imaginatively develops product/concept/ operation within limitations of brief. Information given fully supports proposal.	Has a realistic appreciation of the business potential. Knowledge is applied creatively whilst recognizing limitations. Selects and logically develops product/concept/ operation within limitations of brief. Information given to support proposal.	Has an appreciation of the potential of the business and recognizes limitations. The product/concept/ operation developed is consistent with the information presented. The plan conforms to the brief.	Well-developed proposal. The business is recognized but may be a little unrealistic. The product/concept/ operation proposed is generally consistent with the information presented. Information is generally considered creatively. Generally, meets the requirements of the brief.	Most aspects of proposal well developed and appropriate but some inconsistencies. Information creativity considered in most areas.	Data generally poorly interpreted. Little creativity and generally poor application. Proposed product/ concept/operation is not justified and limited development of proposal. Does not conform to the brief.	/25
<b>Evaluation and Validation</b>  <b>25 marks – 25%</b>	Very detailed and accurate assessment of impact of proposal in light of the information gathered. Justification and viability clearly evident throughout business plan. Rigorous attention to detail.	Accurately assesses impact of proposal in light of the information gathered. Justification and viability evident throughout business plan and rigorous attention to detail.	Considers the impact of the proposal in light of the information found. The plan is generally well justified, and the business proposal is viable. Good attention to detail.	Evaluates key information well and uses this to develop a well-supported rationale for the business plan. Proposals are well justified and there is generally good attention to detail, although a few areas could be more fully developed.	Appropriate evaluation of key information used to develop rationale for business plan. Justification incorporated into proposal, but some sections lack clarity.	Evaluation of information gathered is weak. There is little justification of the business proposal. The business plan is incomplete, and the proposal lacks viability/ credibility.	/25
<b>Total Marks 100%</b>				<b>Awarded Marks</b>			<b>/100</b>
<b>Adjusted for 40%</b>							<b>/40</b>

### Rubrics for Project 1 - Presentation

Criteria	Exemplary The presentation is excellent. (4 Marks)	Proficient The presentation is very good but could be improved in a few important ways. (3 Marks)	Novice The presentation has some good points, but could be accepted if weaknesses improved (2 Marks)	Poor The presentation is at a beginning stage, needs effort. (1-0 Marks)	Marks
<b>Content (4 Marks)</b>	Information is completely presented, and content is strongly supported and laid out	A good amount of information is presented, and content is well supported and laid out	Lack of information and content is not well supported	Presentation lacks any important information and lacks any content	<b>/4</b>
<b>Thinking and Communication (4 Marks)</b>	The presentation shows extensive work, preparation and thought in development.  Presentation is excellently communicated to the audience	The presentation shows a good amount of work, thought and time was put into it  Presentation was well communicated to the audience	The presentation shows a barely adequate time or thought was placed  Audience not convinced by presentation	Very little or no real effort placed  Presentation lacks form. Points are confusing	<b>/4</b>
<b>Illustration (4 Marks)</b>	Presentation supported by many aids and information	Presentation was supported by an adequate amount of material	Presentation not real supported by many aids at all	No aids were utilized in the presentation	<b>/4</b>
<b>Presentation (4 Marks)</b>	Excellent presentation. Clear and confident. Points clearly expressed and grasped audience attention	Good presentation. Clear and confident. Points are well expressed and grasped audience attention for a period of time	Presentation lacks substance, but points are presented. Audience somewhat bored or lost	Poor presentation skill. Unclear and not confident in what is being expressed. Audience uninterested	<b>/4</b>
<b>Question &amp; Answers (4 Marks)</b>	Excellent response to question. Clear and confident while answering. Points clearly elaborate with logical evidence. Additional examples given in response to questions	Very good response to question. Clear and confident while answering. Points clearly elaborate with logical evidence.	Response lacking evidence to question. Not so much clear and confident while answering. Points are somewhat elaborate with reasons.	Poor response to question. Unclear and not confident in what is being expressed. Audience is uninterested.	<b>/4</b>
<b>Maximum Marks (20)</b>	<b>Marks Awarded</b>				<b>/20</b>
<b>Marks Adjusted to 30%.</b>					<b>/30</b>