

BA 27: Collegiate Entrepreneur's Organization (CEO)

Course Syllabus: Fall 2020

Instructors: Dr. Sarah Maokosy

Contact Information for Dr. Sarah Maokosy:

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Course Title & Code #: BA-27-55650

Meeting Day, Time & Location: Online

Office Hours:

Week 6 to Week 17: Wednesdays 5:30pm to 6:20pm

9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/10*, 11/18, 11/25, 12/2

Additional Hours: Week 6 & 17 Monday 5:30pm to 6:20pm

9/14 & 11/30

Important Dates:

- August 10 (M) Start of Fall 2020 semester
- August 10 - October 9 (M-F) Short-term classes, first nine weeks
- August 21 (F) Last day to drop a Fall 2020 full-term class for full refund
- August 28 (F) Last day to register for a Fall 2020 full-term class in person
- August 28 (F) Last day to drop a Fall 2020 full-term class to avoid a "W" in person
- August 30 (SU) Last day to drop a Fall 2020 full-term class to avoid a "W" on WebAdvisor
- September 7 (M) Labor Day Holiday (no classes held; campus closed)
- September 11 (F) Last day to change a Fall 2020 class to/from Pass/No-Pass grading basis
- October 9 (F) Last Day to drop a full-term class (letter grades assigned after this date)
- October 12 - December 11 (M-F) Short-Term classes, second nine weeks
- November 11 (W) Veterans Day (no classes held, campus open)
- November 26-27 (Th-F) Thanksgiving holiday (no classes held; campus closed)
- December 7-11 (M-F) Fall 2020 final exams week
- December 11 (F) End of Fall 2020 semester

Course Description: The course provides business leadership training and experience using the student leadership organization, the Collegiate Entrepreneur's Organization (CEO) (an affiliate of the national organization, Collegiate Entrepreneurs Organization). Participation on college sponsored teams to compete against students from other colleges while acquiring knowledge and skills regarding teaching, service, leadership, organization, networking, and communications as it relates to the community

Semester Outline:

Week 1- Introductions Discussion & Student Profile Assignment

Week 2- Volunteer Company Discussion & Volunteer Project Assignment

Week 3- Weekly Update Discussion & Club Marketing Assignment

Week 4- Weekly Update Discussion & Vision Assignment

Week 5- Weekly Update Discussion & Club Activities and Ideas Assignment

Week 6- Weekly Update Discussion & Personal Strengths Assignment

Week 7- Weekly Update Discussion & Overcoming Personal Weaknesses Assignment

Week 8- Weekly Update Discussion & Current Business Article Assignment

Week 9- Weekly Update Discussion & Interesting Business Video Assignment

Week 10- Weekly Update Discussion & Favorite Entrepreneurial Quote Assignment
Week 11- Weekly Update Discussion & Favorite Entrepreneurial Movie Assignment
Week 12- Weekly Update Discussion & College Plan Assignment
Week 13- Weekly Update Discussion & Life After College Assignment
Week 14- Weekly Update Discussion & Business Idea Assignment
Week 15- Weekly Update Discussion & Plan for Your Business Assignment
Week 16- Weekly Update Discussion & Customers Assignment
Week 17- Weekly Update Discussion & Business Marketing Assignment
Week 18- Weekly Update Discussion & Volunteer Work Summary Assignment

Prerequisites:

Advisory:

MATH-201 - Elementary Algebra

Outcomes

- MATH-201 SLO1: Apply real number operations to simplify and factor algebraic expressions.

AND

Advisory

ENGL-132 - Accelerated Reading and Writing

1. Write multiple source-based essays of at least 1,200 words that include:

- an introduction, multiple paragraphs, and conclusion with:
- an arguable thesis sentence
- supporting details that exhibit critical thinking and use secondary sources
- correct MLA format, including a works cited page
- sentences that exhibit a command of sentence structure with minimal grammatical errors
- use of third person
- awareness of writing to specific audience
- an avoidance of intentional and unintentional plagiarism

2. Apply college-level, academic reading skills to read approximately 500 pages of academic texts, employing all stages of the reading process as necessary and appropriate:

- apply semantic, syntactic, and morphological clues to discern unfamiliar vocabulary
- analyze college-level, academic reading materials on a literal comprehension level (including topic, main idea, supporting details, and patterns of organization)
- analyze college-level, academic reading materials on a critical thinking level (including inferences, author's purpose and tone, bias, and argument)
- incorporate ideas and information from readings into writing

Course Objectives

1. apply information and skills learned in other business classes, or real-world business settings, in the organization of community service projects related to free enterprise.
2. work together as a team to address and solve real-world problems related to the promotion of the concept of free enterprise.

3. actively participate in revenue generating activities
4. write business related materials, including written presentations and annual reports.
5. prepare and present multiple oral/written presentations.
6. identify and exercise cross-cultural skills necessary in the world of free enterprise.
7. interact effectively with other students and community business leaders.
8. improve communication skills, both oral and written.
9. develop and/or improve team-building and leadership skills.

CSLOs

- BA-27 SLO1: synthesize research findings into projects and presentations.
 BA-27 SLO2: communicate effectively in the business environment.
 BA-27 SLO3: plan, organize, direct and control a community service project.
 BA-27 SLO4: apply learned multimedia skills through written and oral presentations.
 BA-27 SLO5: identify, evaluate and find solutions to problem areas – in business and the community.
 BA-27 SLO6: demonstrate leadership skills by successfully leading peers and subordinates.
 BA-27 SLO7: demonstrate team-building skills.
 BA-27 SLO8: recognize and demonstrate accountability to others.
 BA-27 SLO9: successfully lead peers and subordinates.

Learning Methods & Course Activities:

- Students will participate in various projects geared at teaching others about the world of free enterprise, entrepreneurship, personal financial issues, and ethics.
- Project presentations will be made on and off campus.

Assessment: Students completing all exams, assignments, and activities with a cumulative, average grade of "C" or better will be deemed as having achieved the course objectives previously stated.

Textbook: None

Required Materials: None specific to this course

		1 unit
Points		Hours
90-100+	A	50
80 to 89	B	
70 to 79	C	
60 to 69	D	
59 -	F	

Course Outline

- A. Project management skills
1. Planning
 2. Organizing

3. Directing
 4. Controlling
 5. Supervising
- B. Social responsibility and ethics
1. Diversity awareness
 2. Conflict resolution
 3. Ethics of business
- C. Leadership skills
1. Team building
 2. Networking
 3. Leading and supervising
 4. Communications
- D. Accountability skills
1. Project completion
 2. Time management
 3. Documentation
 4. Reporting and assessment
 5. Budgets and cost control
- E. Communications skills
1. Proper use of multimedia technology
 2. Report writing
 3. Oral presentations
 4. Intercultural communications
 5. The art of competition
- F. Business Development Skills
1. Marketing Plan
 2. Pro-forma Financials
 3. Building Systems
 4. Target Marketing

Lab Outline:

- Specific skills learned each semester:
- Elevator Pitch (developing business idea, market research, idea feasibility)
- Business Development (business model, competitor analysis, financing the venture)
- Leadership (leadership roles in the course, developing & running service projects)
- Consulting (helping businesses in the community, working with service organizations on projects in the community, etc.)

Elevator Pitch Components:

- Video pitch for evaluation
- Live performance after evaluation of video pitch
- Competition is live performance
- 90 Seconds
- Business concept explained
- Target market described
- Solution to the "pain" described
- Feasibility of business addressed

Business Development Components:

- Creating logos
- Creating business cards
- Creating advertising flyers

- Web 2.0 applications addressed
- Creating sales spreadsheets
- Creating invoices & purchase orders
- Cost structure of the business developed
- Business trade fair - actual selling of products or services

Leadership Components:

- Students take leadership positions on community service projects
- Students take leadership positions while helping with community events
- Specific events include: Chamber of Commerce Awards Dinner, Rotary Auction, Rotary Track Meet, Reedley Fiesta, etc.
- Students take leadership positions in class
- Specific tasks include: running class meetings, hosting workshops for the community, helping newer students - develop the elevator pitch and venture challenge projects, etc.

Consulting Components:

- Various small business projects have included: creating a marketing plan for local businesses, working with non-profits to improve operations, helping start-ups in the area with brand development and advertising, etc.

INTERNET & E-MAIL

- Access to broadband Internet is required. If you do not have an Internet connection, you may use the resources in the Reedley College Library or at other computer labs on campus.
- An email address is required for all students.
If you do not already have one, please either obtain an email address through the RC Library – or any one of the many free email services out there (Gmail, Hotmail, yahoo, etc.).
- Please note I teach multiple courses (and multiple sections of some courses) so I have some rather strict rules about email. They are as follows:
- Use the subject line correctly. Each email you send to me must include the following subject line:
Course number, your first and last name, and the subject you are writing about
For example, if I were a student in BA 39 (Finite Math), the subject line on my email would be as follows: BA 39 Sarah Maokosy Question about homework
- 2. Use the spell checker.
Your e-mail messages represent you. Be accurate and be professional.
- 3. Use proper grammar.
Make a habit of constantly improving the way you communicate.
- 4. Do not type in all capital letters.
That is the same as yelling.

Please remember that you are in training for your professional career. One of the best places to start practicing is in this class.

*If your email does not have the required information in the subject line, your email will not be read.

CANVAS

- The website is:
<https://sccd.instructure.com/>
- The standard Canvas login is:
Username: your student id number (example: 0123456)
Password: If you have not previously changed your password, it is:

First name initial (upper case) + last name initial (lowercase) + date of birth (mmdyy)
Example: John Smith born on July 9th of 1988 Password =Js070988

If you do not know your password and need assistance: [\(559\) 499-6070](tel:5594996070)

GRADING

- Your course grade will be based on the number of points earned for projects, assignments, volunteering, etc. Most assignments are not assigned. However, you will be given a “menu” of assignments to complete, events to take part in, projects to complete, etc. It is up to you to choose which of these items to complete. Each item has a certain number of points available for completing that item. You do not get the full amount for poor-quality work. The full amount possible for each item is the number listed. You will need to submit highest-quality work for the total number of points listed.
- Please see specific grading points on page one of your course syllabus.

ATTENDANCE & PARTICIPATION

- Your attendance and participation are important. Attendance will be taken by clocking in and clocking out each time you come to class. We need to track the exact number of minutes you take part in class. You are never required to come on any given day. However, you are responsible to put in as many hours as necessary to earn the number of units you need.
- Unless you regularly prepare for and attend class you cannot participate fully in the course. Your success in this course depends on your active participation. In fact, your participation in class discussions and events is the primary driver of success for this course.

HOMEWORK, QUIZZES, & EXAMS

- We do not have quizzes or exams.
- Time will be given in class to complete assignments, but occasionally, you will need to accomplish things outside of regularly-scheduled class time.

Grades are final unless an error in math is found in the computation of your grade

DROP POLICY:

- If you decide to drop the course, please do not simply stop attending. In order to officially drop a class, you must fill out a program change card, available in the Admissions and Records Office. Drop dates are listed in your Reedley College Class Schedule. If you simply stop attending, you will be assigned a letter grade.

STUDENT CONDUCT:

- As stated in your schedule of courses, students are expected to conduct themselves in a responsible manner whenever they are on campus or representing the college in any activity. Board Policy 5410 states the specific rules and regulations and a copy of the policy is available in the college library, the admissions office, Dean of Students & Dean of Instruction offices as well as the student activities office.
- Conduct standards are designed to perpetuate the college’s educational purposes, allowing students to enjoy the right of freedom to learn. To that end, students who fail to meet the conduct standards, or who interfere with the rights of freedom to learn of others will be removed from class.

ETHICS IN THE CLASSROOM:

- You will notice that we will often discuss ethical issues, as such you should understand that cheating and plagiarism is not acceptable in this class (or any other).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

- If you have a verified need for an academic accommodation or materials in alternate media (i.e.: Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me, or the DSPS office - ext. 3332 as soon as possible
- *Please see the Reedley College catalog for clarification of issues and additional guidelines.

Faculty Profile

Dr. Sarah Maokosy



**K12 Pathway Coordinator- College of the Sequoias- Tulare County Office of Education
Adjunct Business Instructor/Club Advisor/Entrepreneurship Center - Reedley College,
Nasdaq Coach/Trainer- California Community Colleges,
Entrepreneurship Lecturer- CSU Fresno,
Adjunct Business Instructor- West Hills College Lemoore,
Professional Writer- CareerPro Global Inc.**

I am a compassionate individual. I am an energetic, kind, and bubbly person. I am passionate about helping others while sharing my knowledge and experience. I am a problem solver and often take the initiative to find a solution. "How can I help?"

As a disabled veteran, I struggled with the military to civilian transition which often times left me feeling empty. At first review, you may feel I have held various unrelated occupational roles during my career, but I will connect the dots for you so that they all make sense. The underlying theme all of my various professions have in common is SERVICE. No matter what my position or title is, I am always looking for ways to help others. "Please let me know how I can help."

My varied titles and positions have not only provided me with a vast amount of experiences and knowledge, but they have also further opened my mind and heart. I am a visionary, servant, and transformational leader, social entrepreneur and intrapreneur. From fighting a war in Iraq to fighting a war for employment, I pulled myself out of some tough times and continued to put forth my best effort. I fought my way through a war and fought my way through employment. I navigated the military to civilian transition and focused on my education to finally become Dr. Sarah Maokosy.

A unique fact about me is that I have five kids (boys) and five degrees (DM, MBA, BS, AS, and AA). I was basically pregnant for the last 10 years! Seriously though, I earned a degree for each one of my kids. They were able to experience the curriculum with me. Often times they were actively kicking me and making me feel uncomfortable during class. My boys are my life!

My parents have always told me to value the education I receive in the U.S. My parents grew up poor and barely survived the Cambodian genocide. I am fortunate to be born in America. If it weren't for humanitarians, my family and I wouldn't be here today. Throughout my childhood I was actively involved and spent a lot of my time in leadership and volunteer activities. I have always wanted to give back to my country for giving my family another chance at life, which is why I joined the US Army. I am thankful for my life and am very patriotic. I love our country-God Bless the USA!

No matter what happens in life, continue to push forward. Channel that negative energy into positive energy. Remember: Nothing is impossible. Make your dream a reality!!!

THIS SYLLABUS AND THE COURSE ACTIVITIES SCHEDULE ARE SUBJECT TO CHANGE AS DEEMED NECESSARY BY THE INSTRUCTOR.