ADVANCED SOCIAL ENTREPRENEURSHIP

Spring 2013
Tuesdays: 2:00PM – 4:45PM
7 East 12th Street, Room LL27

UPADM-GP 266 – 001
Robert F. Wagner Graduate School of Public Service
MULT-UB 0066
Leonard N. Stern School of Business

Professor: Dr. Ellen McGrath
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COURSE DESCRIPTION:

This is an advanced seminar for students who have taken an introductory course in social entrepreneurship, had equivalent life or work experience, or received permission from the instructor. Each student is responsible for developing an original project with a team, or working on an existing social impact business. There will multiple class projects, and students can choose which project they are interested in, although team assignments are not guaranteed by preferences. Teams will be assembled based on the need to balance the team with the variety of skills each student and team needs.

If a student has a social entrepreneurship project already developed and activated, they will have the skill-building support and some financial backing to do their own project. They will also act as accountability members of a team in the larger class. Students will be evaluated not only by their Professor and TA’s but also by their team members on their active participation and engagement. Over the course of the term, students are encouraged and supported to turn their business plans into some sustainable and appropriate reality.

To help students do this, coursework focuses on building multi-disciplinary skills in business canvassing, design, technology, teamwork, leadership, and overall project completion. To get the projects off the ground, project teams receive seed funding for the semester from a class funder. Relevant guest lecturers frequently present. By the end of the semester, each student has completed or contributed to a social venture which strengthens themselves, their resumes, expands their job possibilities after graduation, and provides success skills for a lifetime of contribution and satisfaction.

CONTACT INFORMATION:

Professor

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Teaching Assistants

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Dr. McGrath, a clinical psychologist currently practicing in New York City, is consistently rated as one of America’s most “outstanding” psychologists. Author of three books on stress and depression management and four books on executive coaching, Dr. McGrath is the only Senior Media Consultant to the American Psychological Association. She was the psychology expert on ABC’s “Good Morning America” for two years, and continues to appear on ABC News, 20/20, and other national media. She is a past President of both the Media Psychology Division and the Division of Psychotherapy of the APA, and an APA Council Representative.

Listed by three national magazines as one of the top therapists in the country, Dr. McGrath was honored again in 2001 as the Outstanding Psychologist of the Year by the Psychotherapy Division of the APA. In 1995, she was chosen “Business Woman of the Month” by Orange Coast Magazine. As a retreat leader for the Women’s Young President Organization, she is also an international speaker and teacher on the newest success skill applications.

With over forty years of experience, Dr. McGrath also works with a number of Fortune 500 Executives, family-owned businesses, entrepreneurs, and innovators. She is the President and Founder of the educational and training center, Bridge Coaching Institute, and leads numerous trainings for various profit and not-for-profit organizations.

Dr. McGrath spent twelve years on the faculty at the University of California Irvine Medical School, and four years at the University of Rochester School of Medicine. Currently, she teaches as a full time clinical associate professor at New York University in the Wagner Graduate School of Public Service and the Stern School of Business. She teaches three courses on social entrepreneurship: 1) a Fundamentals class for students practice success skills and study the history and trends of social entrepreneurship, 2) an Advanced course to support students on starting their own social impact projects, and 3) a Global course that offers internships around the country and the world to study international entrepreneurship and innovation. Her classes are consistently rated #1 by the students and received feedback such as, "This class changed my life!,” and "This class is the best at NYU!” Her new book, CORE 4: Just Connect It., is used as one of the textbooks for all the classes.

Dr. McGrath is an inspiring presenter and teacher who is able to genuinely connect with her audience, while making her classes and workshops fun! A mother of now-grown sons, Dr. McGrath combines a warm, energy with the knowledge and wisdom of 30 years of experience as a social innovator and executive consultant to bring out the best in all of her clients, students, and those around her.
REQUIRED TEXTS:


   *(Will be available in class for a discounted cost of $25; please plan on bringing this book to class so we can do the exercises together.)*


   *(Available at NYU Bookstore)*


   *(Available at NYU Bookstore)*

4. Various readings to be handed out in class and posted on NYU Classes.

RECOMMENDED READINGS:


WEEKLY CLASS SCHEDULE

Class 1  
Introduction to Course: Overview of Social Entrepreneurship & Innovation  
Jan 29

Over the past two years, the field of social business has changed dramatically. In this first class, we explore an overview of the historical development of social entrepreneurship, then discuss the efficacy of the working definitions of how it relates to our approach. For the rest of the semester, we will be presenting the leading trends in the field and offering the most effective resources out there to develop social innovation projects and businesses. During every class, we will break into small teams to work on each group’s venture. Each student will work on a specific project, whether they are individuals or in teams, and have a structure and next steps for their social projects by the end of class.

Readings for NEXT class: CORE 4 (C4)—Intro, Chapters 1 & 2 (pp. 1-30)  
Creating Innovators—Chapter 1 (pp.1-30)

Assignments for next class: Take the CORE 4 Challenge online  
(before you start reading the text!)

Assignment #1 due next week in preparation for your 2 min pitch next class!

Class 2  
Pitching the Project for Profit & Social Impact  
Feb 5

Perhaps the most important skills of the start-up social entrepreneur is to articulate a clear, concise, and compelling vision of how they will create a better future. To do this, we will practice the art of pitching using the various professional models—starting with a 2 minute pitch. During class, students will workshop their venturing messaging into a perfected mission statement, personal vision, branding strategy, objectives for the class, and future goals.

We also begin discussing strategies and skills for team development and project completion. At the end of today’s class, TAs will collect the students’ top choices for their project teams. You will be informed at the next class which project team you are placed with.

Readings for next class:  C4—Chapter 3 “Connector” (pp.31-52)  
Business Model Generation (BMG)—Read “Canvas” (pp. 1-55)

Assignments: Closely examine the business model canvas. If you had to pick only 4 of the 9 principles of the canvas, which would
you choose as the most important and why? Practice by canvasing one business from class, from the real-world, or from your imagination.

**Class 3**  
*Canvasing Your Business Plan*  
Feb 12

The business model canvas is one of the most effective tools in an innovator’s tool belt. It is an immensely creative exercise that brings everyone’s ideas in view to strengthen a venture, whether it is a seasoned business or a plan for the future. Using various canvas models from textbooks and leading businesses, we will spend the class going through various iterations of these canvases, finally having each team present their canvases to the class.

In addition to mapping the venture, the canvas is also a visual “To Do” list of all the pieces that must get done and fall into place to make the system work. Team leaders use this to assign roles, delegate tasks, and create a project timeline of deadlines and deliverable for their team to turn in at the end of class.

**Readings for next class:**  
C4—Chapter 4 “Liner” (pp. 53-70)  
*BMG*—Read “Patterns” (pp. 56-125)

**Assignments for next class:**  
Begin Assignment #2

**Class 4**  
*Patterns and Research*  
Feb 19

The benefit of the canvas is that it visually demonstrates every possibility of how the business runs. The downside, is that it remains unclear which possibilities should be pursued in order to succeed. In class we discuss patterns, the various and newest patterns of social entrepreneurship so that all of these options for moving forward are on the table. By then end of class, teams should have honed in one or more strategies that they plan to pursue successfully in a finalized canvas.

**Readings:**  
C4—Chapter 5 “Convertor” (70-97)  
*BMG*—“Design” (pp.126-199)

**Assignments:** Each member of the team should begin researching SE information relevant to their project: what is the history of the problem you are solving? What other organization are working on this and what are their strategies?  
Assignment #2 (due in 2 weeks)
**Class 5  Design**  
Feb 26

In order to be successful, social entrepreneurs need to be more like designers and designers need to be more like social entrepreneurs. Today, or soon in the semester, we will have a class exchange with the graduate students from the program Design for Social Innovation at the School for Visual Arts (SVA). Cheryl Heller, the program director, will give us a presentation on *design thinking* and *communication design*. Then students work directly with her students in class to design the look and branding strategy of their projects. This class will be followed by a subsequent workshop at SVA to offer her students business support on their own ventures. Partnerships with SVA are encouraged throughout the semester and NYU students are able to work on projects with SVA students are part of their course work.

**Readings:** C4—Chapter 6 “Strategist”  
Creating Innovators—Chapter 2 (pp. 31-59)

**Assignments:** Assignment #2 due next week

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**Class 6  Project Support & Progress Assessment**  
Mar 5

Today’s class will also be used as a workshop for checking in with students on where they are on their projects, assessing team and individual deliverables for the semester as stated in Assignment #2. We will look to exchange and share resources and address any challenges that have come up so far.

**Readings:** Creating Innovators—Chapter 3 (60-100)  
BMG—“Strategy” (pp. 200-243)

**Assignments:** Assignment #3 due March 26 (week after spring break)

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**CLASS DINNER for Team Development!**

**Date:** Tuesday March 5th at 6pm  
**Location:** Restaurant near campus TBD

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**Class 7  Teams & Team Development, Networking & Strategic Partnerships**  
March 12

Today we discuss how social entrepreneurs put together effective teams. No social movement or innovative business can succeed behind the efforts of just a single person. They need to have effective boards of
directors, advisors, mentors, and collaborators. Today we explore how social entrepreneurs and innovators create these alliances and networks that help their cause succeed. We will focus specifically on students in the class who have chosen to work as teams to accomplish a project this term, providing them support on working to identify roles and responsibilities within the team.

Readings: C4—Section 3 “Applications of CORE 4” (pp.98-157)
Creating Innovators—Chapter 4 (pp. 101-140)

Assignments: Assignment #3 due week after spring break

NO CLASS NEXT WEEK: Spring Recess from March 18th to 24th

Class 8 Individual Challenges & Removing Obstacles to Success, Part 1
March 26

If student budget reports have been approved, they will receive funding award today for their semester deliverable. Students are reminded to keep track of all records and receipts of how money is spent for their final spending report.

In this class, we discuss challenges that social entrepreneurs face. Any movement for social change is inevitably going to face obstacles, setbacks, and failures. Campaigns for social justice and innovation often take years or decades. A crucial issue for innovators, therefore, is how to respond effectively to failure, and how to overcome barriers to progress. Today’s class will look at these types of issues and any specific challenges that students are facing.

Readings: Creative Innovators—Chapter 5 (pp. 141-201)

Assignments: Begin outlining to prepare for Assignments #4 and #5

Class 9 Individual Challenges & Removing Obstacles to Success, Part 2
April 2

Today we continue looking at challenges that social entrepreneurs and students may be facing, including money management issues, burnout, general management issues, team conflict, effective delegation of tasks, etc.

Readings: BMG—“Process” and “Outlook” (pp. 244-273)

Assignments: Assignment #4 due in 2 weeks
Class 10  
*Skills Review*
April 9

Innovation and progressive business can create huge divisions between people and communities, and may also create many challenges for people working to address the same social issues. This week we look at some of the complexities of working innovatively and working in dynamic teams. We will review and practice applying connector, liner, converter, and strategist skills to improve communication, collaboration, and understanding across lines of difference.

**Readings:** Review all readings

**Assignments:** Assignment #4 due next week

Class 11  
*Workshop for Supporting Project Completion*
April 16

Today we will work to support each student in getting what they need for project completion for this stage of their project. (It is our hope that students will be able to continue their work after the term is over, moving on to another stage of development.) We will also discuss expectations for final project presentations and reports, and draw numbers to determine the order for presentations.

**Assignments:** Work on Assignment #5

Class 12  
*Workshop for Supporting Project Completion*
April 23

We continue working to support students on their projects, so that they can feel proud of their progress made over the course of the term and feel a confident sense of direction for moving forward on their own after the term ends. Skills practice includes time/stress management, do-able goals, asking for help, identifying resources for project completion, fears of failure/success, marketing strategies.

**Assignments:** Assignment #5 due next week!  
Final presentations next week!
Class 13  Project Presentations
April 30

Today the students make their final presentations. Each student will have 10 minutes to present and will be given 5 minutes of feedback from the class. A detailed description of the expectations for the final presentations and reports is provided below.

Class 14  Project Presentations, Conclusions & Future Directions
May 7

Today we finish with student presentations and wrap up the class. All parts of Assignment #5 are due: a copy of the final presentation or Prezi on CD rom, 2 color copies of well-presented marketing and other visual materials, and 1 copy of the final business plan paper.

SPECIAL EVENT – END-OF-TERM CELEBRATION PARTY!!!

Potential Dates TBD: Either Sunday April 28th or May 6th depending on when most people can attend. Dr. McGrath & Dr. Wexler will host a BBQ to celebrate our accomplishments of the term at their brownstone in Brooklyn.

Location: 9 Garden Place (subway to Court Street or Borough Hall)
Directions will be given in class and via email
ASSIGNMENT #1:  
PERSONAL ASSESSMENT & VISION FOR SOCIAL CHANGE

In preparation for 2-minute elevator pitches, take some time to reflect on what issues you care most about, how you want to positively effect the world, and the innovative project or social business that activates those dreams.

If you do not have a particular project or business in mind that is no problem. In this case, you will give your 2-minute elevator pitch about what you are most passionate about and about yourself as a person and team-member. We know that all of us are different – where some of us are visionary/big picture people, others of us are detail-oriented/team players. We need ALL types of people to work together to create successful social change. So do not worry if you don’t yet have a specific vision for social change. Use this assignment to elaborate more on your personal skills and strengths that you can contribute to a team working to develop a project that stems from another classmate’s original vision.

Format: 1-3 pages, 1.5-spaced, double-sided

DUE: Class #2, February 5th MUST BE HANDED IN AS HARD COPY IN CLASS

Vision & Project Business Idea

- What social cause or injustice are you most passionate about?
- What is your big, bold vision for social change around that issue?
- Describe the social enterprise you would create to tackle that issue OR describe how you would uniquely like to contribute positively to this issue.

Personal Skills

- What are your key strengths and abilities?
- How can you contribute to a team working to make an idea a reality?
- Describe your working style and the role you would play on a team.

Goals for the Class

- What things do you hope to learn from this class?
- What do you hope to accomplish by the end of the semester?
ASSIGNMENT #2: TEAM PROJECT REPORT

Though most of this information will develop out of your team, everyone must submit their own report addressing the points below in individual sections:

Format: 5-7 pages, 1.5-spaced, double-sided
DUE: Class #6, March 5th in class

Statement of Need
- Why should people care and support your initiative? Tell at least one dramatic and emotionally compelling anecdote that would touch the hearts of your audience, helping them see the human dimension of the situation.
- What is the need you are addressing? Show with statistics from reputable sources that you have done some research on the social problem that you are addressing.
- Why is it compelling and urgent that you start a new initiative?

Mission Statement
- Now that you have met with your groups and decided on a project, what is your concise mission statement to accomplish your vision for your social enterprise?

Environmental Scan
- Based on your research, what have you found to be the most powerful ideas for solving your target problem? Why are these most effective?
- Who are the most innovative thinkers and visionaries in the world currently working to address this problem? What ideas and insights are they adding to conversation about change?
- What other programs and organizations already exist to address this problem (at least 3)? Where are they successful vs. struggling?
- How is your idea different from all of the competing ideas out there? How will your venture be different from other organizations, including those you discussed above?

Semester Deliverables Statement
- State the deliverable that your TEAM intends to produce by the end of semester. (This is the realistic and achievable goal that will serve as a building block for moving towards your venture’s vision.)
- State the deliverable that YOU intend to produce by the end of the semester. (What is your role in the group & what portion of the team goal will support?)

Group Roles and Expectations
- Describe the dynamics of your project team and how you have decided to work together. Who is taking on what roles?
- What are the expectations for each member of the team? Are there specific assignments for each member and deadlines associated with those assignments?
ASSIGNMENT #3: PROJECT BUDGET

You and your team should work together to develop a short-term budget specifically for this semester, as well as longer-term strategies for revenue and resource management. Though your budget can be simple, you should be as specific as possible and you should show that you have done research to estimate individual costs. The budget be evaluated by the professor and teaching assistants and your team will be awarded a certain amount of funds, based on the needs of other teams and your team’s justification of expenses.

Format: 2-3 pages, 1.5 spaced, double-sided in response to the questions in each of the sections below. Then, on a separate sheet, submit a spreadsheet like the sample budget at the end of this document.

DUE: Class 8, March 26th in class

Venture Budget Needs
- Create a table for the budget of your immediate financial needs to accomplish your goals for ONLY this semester. (see example below)
- Discuss the budgetary needs of the broader vision for your venture (over the next couple of years, as opposed to just this semester). What kinds of expenses would you have?
- What is your income strategy (i.e. an earned/for-profit model, donation receiving not-for-profit model, etc.)?
- How could your organization continue to operate if you do not raise the necessary funds?

Fundraising Strategy
- What is your strategy for finding additional start-up funds?
- List at least 3 specific sources (individuals, foundations, corporations, government grants, etc.) that you could approach to try to raise money. How would you approach these sources?

Team Development
- What people (or types of people, according to their role and skill-sets) do you need to be directly involved in your venture in order for it to function successfully?
- Who could serve as your greatest champions for your enterprise (i.e. top supporters, collaborators, allies, mentors)?
- Who could you approach to be advisors or potential board members to your organization and what skills/expertise/networks would they add?

Networking Strategy
- Describe the strategy you would use to recruit supporters for your organization and keep them engaged in your work.
- Describe a strategy for connecting to the people that you see as great potential mentors/allies, but do not know directly.

**Facing Obstacles**
- Describe some of the challenges that you and your team have faced this semester in developing your social venture. How have you dealt with these challenges?
- Describe some of the bigger challenges that you anticipate facing down the road and discuss some strategies (especially using CORE 4) you could use to overcome them.

**Example Budget**

[This example budget was developed by Elizabeth Sherman for her thesis research at Dartmouth. For our purposes, you can see the format she used, citing specific costs, how she determined the costs, and justifications for each expense. This project involves more expenses than a typical individual budget in Advanced Social Entrepreneurship, but may be a good example for a team budget.]

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td>$360</td>
<td>Estimate 4 round-trip visits to NYC to conduct interviews on weekends (3-4 interviews per trip for a total of about 15 interviews); $90 for round-trip ticket on Amtrak. Traveling to NYC is an important piece of the study; it will enable me to conduct interviews from a more diverse sample of women than I would probably be able to find in the Upper Valley and I already have crucial connections to a number of potential participants.</td>
</tr>
<tr>
<td><strong>Transcriptions</strong></td>
<td>$2,025</td>
<td>About 15 interviews of up to 90 minutes in length. Transcribed by escriptionist.com for $1.50 per minute. This is also a key piece of the project; in order to thoroughly analyze the interviews, I will need to transcribe them so that I am not relying on memory to analyze them and so that I am not using valuable research time attempting to transcribe them myself.</td>
</tr>
<tr>
<td><strong>Photo-copying and printing</strong></td>
<td>$30</td>
<td>Printing of transcribed interviews for analysis</td>
</tr>
<tr>
<td><strong>Printing and Binding of final thesis</strong></td>
<td>$200</td>
<td>Cost for printing and binding of final thesis, numerous copies needed to be given to WGST dept advisor, and others; Estimate based on advice from friends who have completed theses in the past.</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$2,615</td>
<td></td>
</tr>
</tbody>
</table>

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ASSIGNMENT #4: INTEGRATION OF THE READINGS

Purpose: Using at least four text sources (CORE 4, Business Model Generation, Creating Innovators, and class handouts), write a paper that summarizes and integrates the readings in terms of your experience in class and how might use your learnings in the future. For full credit, be sure to engage all of the readings into your paper with relevant details: discuss each of the CORE 4 skills and any appropriate action strategies, cite quotations from Creating Innovators, touch on exercises from Business Model Generation. Include all references and sources on a works cited page.

Format: 3-5 pages, 1.5 spaced, double-sided. Visually creative and innovatively written papers are encouraged!

DUE: Class 11, April 16th AS HARD COPY IN CLASS

Key Questions:

• What readings impacted you the most and which ones the least? Why?

• Throughout the semester thus far, how did you apply CORE 4 skills in your project team and with others outside of the classroom? What worked and what didn’t? Why?

• With final presentation of the projects ahead, what can you do over the next few weeks with yourself AND with your team to overcome key obstacles and be more successful?

• What do you feel like you have learned most overall? What will you now do differently as a result?
ASSIGNMENT #5: EXECUTIVE BUSINESS PLANS & FINAL PRESENTATIONS

This final assignment, due our second-to-last class on April 30, contains three parts: an individual writing assignment, a group writing assignment, and a group presentation. Part 1 is a reflection of your work this semester and an evaluation of the success of your deliverable and can be written in essay/short answer form. Part 1 must be submitted individually.

Part 2 is a business plan that you can use to help you move forward with your venture after this class is over. You may reuse some of the materials you already developed this semester for previous assignments, but you should make sure that all of the elements below are addressed and that this part of the assignment is formatted and presented professionally as a business plan. Part 2 can be submitted as a group. Part 3 is a group presentation to be done in the last two sessions of class.

Part 1: Reflection & Evaluation

Reflection
- What was it like developing your venture this semester and working with your team? Describe your challenges, successes, strategies used, etc.
- What were the top three things you learned (either about yourself, working with others, this process, etc.)?

Evaluation
- What were your original team and individual deliverable goals for the semester? Did you meet your goals?
- What was the impact of your efforts? Were they successful? Can you measure the change you created?
- How would you take what you did and learned this semester to move forward and adjust for the future?

Part 2: Business Plan

Executive Summary

Venture Overview
- Venture Description
- Value Proposition (what contribution will your venture make?)
- Current Status of Venture

Statement of Need
- Target Population
- Issue Being Addressed
Market Analysis
- What makes your organization and ideas unique?
- How will you be successful where others have failed?
- Discuss your research on what is already out there, both from the literature and from talking with others in the field.

Product/Service Offering
- What products and/or services will you offer to your target population?
  How will you do so?
- What are the benefits and limitations of these products or services?

Strategic Plan
- What are your goals and objectives?
- What is your project timeline?
- List specific activities you will undertake, in a step-by-step action plan.

Financials
- Current Funding (how did your budget play out?)
- Budget and Financial Projections
- Fundraising Strategy

Measurement of Results
- How will you measure your outcomes?
- How will you know if you have succeeded at creating positive change?
- Are there concrete, tangible indicators you could use to show that you have made an impact?

Management and Organization
- Structure and Form
- Founders/Management Team
- Expert Advisors or Potential Board of Directors
- Current and/or Potential Partners

Part 3: Final Presentation

Presentation Skills: clear and well-paced speaking, eye contact, grounded and powerful body language. 10 minutes presenting, 5 minutes Q&A

Challenges: what have your group struggles been? What were your biggest obstacles and what solutions for this were generated? In what ways have the CORE 4 skills guided you and how could they be used to bridge more solutions?

Accomplishments: What goals had you set and what was accomplished throughout the semester? What have you had to change and iterate?

Next Steps: what is your plan moving forward in light of all of this?
1. **Class Participation**

The success of this course depends on the active, enthusiastic participation of each student. Students ought to display great initiative, motivation, and a passion for learning. It is essential that students be here every day, especially because we only meet only 14 times throughout the spring semester. It’s also imperative that you come to class on time and come to class prepared. Please do the assigned readings before class (as listed for that day’s class period) and work consistently on your project. In order to have the greatest chance of successfully influencing other people and changing the world, you need to be professional!

2. **Accountability/Coaching with TA**

Students will work with directly with TA’s throughout the semester. Students are encouraged to go to them for any support they might need on their projects. This partnership is meant to help encourage students to excel and will challenge them to be accountable to their classmates and to themselves for both the time spent developing projects in class and the time used developing your social change projects outside the classroom. Working with an Accountability Partner can help you achieve dramatic results in personal and social change, in a supportive “win-win” atmosphere. You may also select an Accountability Partner within your team to increase support and accountability.

3. **Assignments**

The homework assignments listed throughout the syllabus (see attached for more detail) are meant to help students develop and strengthen their social change projects. Though students will be developing their ventures with the support of their team, each student should complete the assignments individually or together, as specifies, and turn them in by the deadline for each.

4. **Social Change Projects**

The support of this class and the seed money generously donated have provided the opportunity for students interested in social change to actually start their own social change initiative. Over the course of the term, you will identify a vision, convert your vision into more concrete objectives, develop an action plan (including specific activities, timeline, and budget) to initiate your organization, and take the steps to get your project up and running. Real and lasting change efforts can obviously take years to realize, but the goal of this course is to support you in accomplishing the first phase of a project of your choosing, producing a deliverable that you will define in Assignment #2, and encourage you to continue to grow and evolve your project and other social change work after this class is
Your project can be creative and take any form that will make a positive contribution to the community and the world. It can also be on any scale, from local to global. You can work together on a project with a small team in the class, although the assignments should be completed individually.

5. Final Assignment and Final Presentation

At semester’s end, students will submit the following as their “final project”:

1. Assignment #5: Due second-to-last-class
2. In-class Presentation: takes place during last or second-to-last class

Teams need to prepare to present on their ventures and the progress that they made over the course of the term (including an evaluation of the outcome of the team deliverable) for NO MORE THAN 10 minutes. You may (but do not have to) use PowerPoint or Prezi for your presentations. Each member of the team is expected to play an equal role in the presentation, though you may decide how to best divide it. At the time of your presentation, you also must turn in: 1) a hard copy (disk or flash drive) of your presentation, 2) two color copies of all your marketing and visual materials, 3) and one hard-copy of your final papers.

GRADING POLICIES

Because this is a project-based class, your grade will be determined primarily by the effort you put into getting the most out of class time (see the participation grading scale below) and the effort and progress you show on your social change projects in and outside of class. The reading is to support this change process and will greatly enhance your learning experience, but you are not expected to memorize every detail of the texts. For this reason, there are no tests in this class. Homework assignments, however, are meant to enhance and strengthen your project development, therefore the grade breakdown is as follows:

- Attendance and participation: 25 %
- Assignment #1: 10 %
- Assignment #2: 10 %
- Assignment #3: 10 %
- Assignment #4: 20 %
- Assignment #5 & Presentation: 25 %
PARTICIPATION GRADING CRITERIA

Participation grading scale:

**A** - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You speak often, engage your fellow students, and always offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning and come to class with an open mind to new ideas; you always show great motivation and interest. You complete all the assignments, and you do an excellent, thorough job on each one. You come to every class session and you are always on time. You know the names of all of your fellow students and empower other people to do their best. You care about your classmates and how they are doing in class.

**B** - You are an active participant in class discussions. You seem to be showing a great deal of interest, even if you are a naturally quiet person. You are a very active listener, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You complete all the class assignments, and it appears that you put a great deal of thought and effort into them. You go beyond what is required of you. You are absent or late to no more than 2 classes. You know at least 80 percent of your classmates’ names.

**C** - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You complete all the assignments and you do what is required of you. You are absent or late to no more than 4 classes. You know at least 67 percent of your classmates’ names.

**D** - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You complete the assignments, but it appears like you put little time or effort into them. You are late or absent more than 4 times. You know less than 67 percent of your classmates’ names.

**F** - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. You do not complete many of the assignments. Overall, you put no effort into the class. You are absent or late to class more than 7 times. You know less than 50 percent of your classmates’ names.
OTHER CLASS RULES:

Out of respect to the professor, guest lecturers, and your classmates:

1. Cell phones must be turned off and students are strongly encouraged not to use computers in class. If students are unable to take notes by hand, they are allowed to use their computers but it is preferred that any notes be taken by hand so that other features of computer use do not distract students from participating in class discussion.

2. Please arrive on time to the start of class and return from breaks in a timely manner.

POLICY ON DISABILITIES:

I encourage students with disabilities, including “invisible” disabilities, to come talk with me after class or during my office hours to discuss appropriate accommodations that might be helpful to them.

Terms and Limitations:

By enrolling in this class, you agree to all the terms and limitations of the syllabus, which serves as a legally binding contract between the party of the first part (hereinafter referred to as "the professor") and the party of the second part (hereinafter referred to as "the students.") This contract will be in accordance with all federal and state regulations, pursuant to the rules set forth by New York University, and any applicable statutes of the United States or the county of New York, except where the professor decides otherwise. The rules, requirements, and benefits of this contract are subject to change at the end of the first week of classes, or at any other time by the University or other governing authorities, including, but not limited to, the professor and the administrators of the educational department under which this course is offered. The professor reserves the right to change the terms of the contract at will, and may exercise his personal discretion in revoking all rights of the students without just cause. No person is authorized nor entitled to refute the terms of this contract, nor subject the policies described herein to any form of strict scrutiny or critical questioning.