

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	AY2024-2025
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1 Semester 2
Course Author * Faculty proposing/revising the course	Zhao Meng
Course Author Email	meng.zhao@ntu.edu.sg
Course Title	Social Entrepreneurship
Course Code	AB0603
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course introduces students to cutting-edge concepts, frameworks and practices that are current in social entrepreneurship, as well as critical issues in business ethics as a knowledge foundation for analysing and practicing social entrepreneurship. The course considers how social entrepreneurship plays out in organizations ranging from conventional companies seeking to adopt corporate social responsibility practices to double-bottom-line businesses and social enterprises.

The course specifies strategic and implementation tensions inherent in aligning business and social/environmental values, and provides frameworks with which to analyse and resolve the tensions at play. Through case-teaching, this course trains students into a quasi-expert of social entrepreneurship by enabling them to apply frameworks to making tough decisions in real business contexts.

The course includes four modules: strategic corporate social responsibility (SCSR); double-bottom-line business (DBL), social enterprise (SE) and business ethics (BE). It begins by analysing and making decisions on the cases of conventional companies conducting social innovation initiatives through SCSR and DBL. We will then move to explore the cases of social enterprises. Students will observe both the common and distinctive challenges facing conventional companies and social enterprises. The course will finish by taking a look at business ethics theories and issues that provide analytical depth and clarification to the students' understanding of social entrepreneurship.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Explain concepts and frameworks of social entrepreneurship and business ethics in a diversity of institutional, organizational and strategic contexts.
ILO 2	Analyze key challenges in designing and implementing social entrepreneurship initiatives.
ILO 3	Evaluate and make decisions on strategy, implementation and ethical issues of social entrepreneurship initiatives with a combination of a variety of frameworks in different management subjects
ILO 4	Collaborate with a diverse group of people through communicating effectively, resolving conflicts, upholding responsibility, and making positive contributions.

Course Content

1. Concepts of Social Entrepreneurship and Creating Shared Value 2. Strategic corporate social responsibility, double-bottom-line business, social 3. Social impact measurement 4. Partnership management 5. Open source model 6. Social movement strategy 7. Leadership vs. management 8. Embedded strategy 9. Congruence model analysis 10. Organizational change stages 11. Focused vs. dispersed scope of social innovation programs 12. Concepts of business ethics 13. Ethical principles 14. Moral relativism 15. Moral responsibility 16. Moral development

Reading and References (if applicable)

Textbook: There is no textbook for SCSR, DBL and SE modules. The textbook for the BE module: Velasquez, M. G. 2012. Business Ethics Concepts and Cases, 7th Edition. Pearson Education Asia. Students are required to read Chapter 1 & 2. Lee Wee Nan Library. Call no. HF5387.V434 2012 (OUTPRES) For ebook : https://ntu-sp.primo.exlibrisgroup.com/permalink/65NTU_INST/3es15n/alma991016408207105146 Cases: Harvard Business Publishing (HBP) cases must be purchased online. Students need to register for their own HBP account one time and the rest of the process will be seamless. The step-by-step guide is available on the following website: <http://intranet3.ntu.edu.sg/NBS/Undergraduate/Pages/Useful-Links-and-Resources.aspx> The instructor will post a reminder about HBP account registration and case purchasing on NTULearn in due time. Other readings All readings and references will be posted through NTULearn. Other Resources Students should read widely on articles, news reports and watch relevant videos, and do their own research. This course is designed in line with current teaching and learning pedagogy, with resources drawn from the internet and other published domain.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Introduction and Overview	ILO (a)	Refer to the NTULearn course website throughout all the weekly sessions	In-person	
2	SCSR Module: Managing social entrepreneurship through employee engagement	ILO (a) (b) (c)	Case discussion	In-person	
3	SCSR Module: Managing social entrepreneurship through social impact measurement	ILO (a) (b) (c)	Case discussion	In-person	
4	DBL Module: Managing social entrepreneurship through effective implementation	ILO (a) (b) (c)	Case discussion	In-person	
5	DBL Module: Managing social entrepreneurship through system-level change	ILO (a) (b) (c)	Case discussion	In-person	
6	SE Module: Managing social entrepreneurship through open source model	ILO (a) (b) (c)	Case discussion	In-person	
7	SE Module: Managing social entrepreneurship when an organization changes	ILO (a) (b) (c)	Case discussion	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
8	Mid-term paper presentation	ILO (b) (c) (d)	Mid-term paper presentations and feedback	In-person	
9	E-Learning	ILO (b) (c) (d)	Preparing for the study of business ethics	In-person	
10	BE Module: Introduction to business ethics	ILO (a) (b) (c)	Lecturing on business ethics concepts Case discussion	In-person	
11	BE Module: Ethical principles	ILO (a) (b) (c)	Lecturing on ethical principles. Case discussion	In-person	
12	BE Module: Morality development	ILO (a) (b) (c)	Lecturing on morality development Case discussion	In-person	
13	Moral Reasoning Exercise	ILO (a) (b) (c) (d)	Lecturing on moral reasoning. Group practices of moral reasoning.	In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Case Teaching	The interactive case session (online) where there are ample opportunities for open discussion on the conceptual questions raised in the class allows you to think critical and share their ideas and concept with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensure that the targeted learning outcomes are being achieved
Individual assignment(s)	The assignments require you to generate, analyze and deliver materials in a guided manner and to provide further insights.
In-Class activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, in-class activities provide such opportunities.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Class Participation(Class participation and discussion)	ILO (a) (b) (c)	Oral Communication	20	Individual	Analytic	Not Applicable
2	Summative Assessment (EXAM): Final exam(Final paper)	ILO (a) (c)	Ethical Reasoning	30	Individual	Analytic	Not Applicable
3	Continuous Assessment (CA): Test/Quiz(Mid-term paper)	ILO (a) (b) (c) (d)	Critical and Creative Thinking Teamwork and Interpersonal Skills	30	Team	Analytic	Not Applicable
4	Continuous Assessment (CA): Presentation(Mid-term paper presentation)	ILO (a) (b) (c) (d)	Oral Communication	20	Individual	Analytic	Not Applicable

Description of Assessment Components (if applicable)

Class participation and discussion

Participation includes attending the class and actively contributing to the class. Attendance is required in the class. Attendance grades are reduced by a non-attendance penalty of 10% points per class missed. Late arrivals can also lead to points reduction depending on lateness.

Contribution to the class considers both of the quantity and the quality of participations. Quality more than quantity. You are encouraged to ask questions and bring up interesting discussions and examples to the class' attention. The topics could come from something your read, watched or even a video clip. Questioning presenting groups about their topics or contents, opening remarks, participation in debates, wrap-ups/take-aways and so on would count as high-quality participations.

Final paper (No more than 8 pages or 3,000 words and 3 exhibits, double-spacing)

Analyze the ethical issues of a case that the instructor will distribute in advance. The analysis should focus on sample questions as follows. The instructor will confirm the specific questions for analysis in the due time.

What are the ethical problems that happened in the case?

If the ethically controversial behavior in the case was widely accepted and practiced in the local community, should or should not the protagonist change it? Why?

What options did the protagonist have in dealing with the ethical issues?

Use one or more frameworks taught in the course to do the analysis.

All submissions must be made through Turnitin

Mid-term paper (No more than 15 pages or 5,000 words and 3 exhibits, double-spacing)

Analyze the social or environmental activities of a selected company (either an established company or a startup), describe what the key issues are in these activities, how you would go about implementing improvements, and how you would measure their impact and success.

Use one or more frameworks taught in the course to do the analysis.

A group up to five members is allowed.

All submissions must be made through Turnitin

To do well on the mid-term paper, it is necessary for you to demonstrate positive interdependence and teamwork. Therefore, your individual score may be moderated and may vary based on instructor observations and peer feedback about your contributions to the group project via the "Teamwork and Interpersonal Skills" rubric.

Mid-term paper presentation (10 min followed by 5-10 min Q&A)

All members must present. The purpose is maximizing students' learning about how to analyze and make decisions on social innovation activities.

Formative Feedback

1. The course will be available fully online via Zoom online delivery may be modified to include physical classes if needed.
2. You will receive verbal feedback on your group presentations.
3. You will receive formative feedback through Eureka based on the Rubrics as follows:
 - (a) Critical thinking rubric for the mid-term paper
 - (b) Ethical reasoning rubric for the final paper

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Care for Society	Basic
Collaboration	Intermediate
Communication	Advanced
Ethical Reasoning	Intermediate
Critical Thinking	Intermediate

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

Policy (Absenteeism)

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Policy (Others, if applicable)

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Last Updated By: Chew Katie