

Course Information

Semester & Year: Fall 2021

Course ID & Section #: BUS 69 / V2345

Instructor's name: Chris Gaines

Day/Time of meetings: Tuesdays from 1-2:30pm via Zoom (optional but highly recommended)

Location: Zoom (login details below)

Zoom login*: <https://redwoods-edu.zoom.us/j/98727558562>

*Zoom recordings will be available on Canvas Modules for the corresponding week.

Course units: 4 units

Textbook: There will be no required texts for this course. Several books and resources will be recommended but not required. Free (Creative Commons) resources will be made available for each student.

Instructor Contact Information

Office location or *Online: Online via email (chris-gaines@redwoods.edu)

Office hours: By appointment (Zoom office hour sessions are available upon request and by appointment)

Email address: chris-gaines@redwoods.edu (checked frequently)

Catalog Description

An overview of the strategic business plan development process, including analysis of the marketing, operations, management, technology and finance functions of a new business venture. The student will learn the strategic business planning process by creating a professional business plan supported by robust financial projections. Emphasis will be placed on the development of a profitable, differentiated and sustainable business model.

Course Student Learning Outcomes *(from course outline of record)*

1. Create a comprehensive business plan.

Prerequisites/corequisites/ recommended preparation

n/a

Policies, Assignments and Grading (specific to this class)

Code of Conduct

Professional conduct is built upon the idea of mutual respect. You will be expected to communicate and behave professionally in all class communications and interactions. This includes respectfully disagreeing with each other when appropriate, offering constructive criticism to each other's work, respecting perspectives different from your own, and embracing the idea (which I strongly believe in) that we can learn quite a bit from each other and our diverse belief systems and life experiences.

Cannabis policy

The Cannabis industry is a major contributor to our local economy. In addition, state legalization has opened up many business opportunities in California for entrepreneurs in this industry. That said, cannabis is still illegal at the federal level, creating a murky legal environment for many entrepreneurs in this category. Our policy is clear - we cannot support or train businesses to participate in this industry until it becomes legal at the state *and* federal level. In the meantime, and given the great impact of cannabis on our community, we will discuss *hypothetical scenarios* that operate under the assumption that cannabis is federally legal (i.e. discussions about a hypothetical future).

Assignments

Discussion posts, critical reviews and social media insights. You are required to post four times per week (for the first 10 weeks). Please see Modules in Canvas for detailed instructions and due dates for each week. As mentioned above, the Modules section is the best way to keep track of what is due by week.

The following are the Canvas posts that are due each week (until Week 10 in Modules):

- Discussion post
- Critical review post
- Startup insight post
- Video review post (see Lab work below)

Please note that posts and discussions in class are available for everyone to see and/or hear, therefore, if you have business ideas that you would like to keep confidential, it is highly recommended to not share them in this class.

Lab work - Video review and feedback

Please review each video below per the syllabus schedule. One post will be **due by the Friday** of each week that details your learning and questions from the video. Please see the Canvas Module assignment for each week for more details.

The lectures below can be found here (use the drop down menu "Lessons" on the left to access different lessons):

<https://classroom.udacity.com/courses/ep245/lessons/48696636/concepts/487540090923#>

Lesson 2: What we Now Know

- History of the Corporation
- Startups Are Not Smaller Versions of Large Companies
- Waterfall Development
- Customer vs. Product Development
- Entrepreneurial Education

Lesson 3 & 4: Business Models and Customer Development

- Value Proposition
- Customer Segments
- Revenue Streams
- Key Resources
- Customer Development Processes

- Minimum Viable Product
- Market Opportunity Analysis

Lesson 5: Value Proposition

- Value Proposition and the Minimum Viable Product
- Customer Archetype
- MVP Physical && Web/Mobile
- Common Mistakes With Value Proposition

Lesson 6: Customer Segments

- Product Market Fit
- Rank and Day in the Life
- Multiple Customer Segments
- Market Types Introduction: Existing, Re-segmented, New, Clone
- Consequences of Not Understanding a Market

Lesson 7: Channels

- Distribution Channels Overview
- Web Distribution
- Physical Distribution
- Direct Channel Fit
- Indirect Channel Economics
- OEM Channel Economics

Lesson 8: Customer Relationships

- Paid Demand Creation
- Earned Demand Creation
- Get Physical
- Viral Loop
- Web Customer Acquisition Costs

Lesson 9: Revenue Model

- How Do You Make Money
- Revenue Streams and Price
- Direct and Ancillary Models
- Common Startup Mistakes
- Market Types and Pricing
- Single and Multiple Side Markets
- Revenue First Companies
- Market Size and Share

Lesson 10: Partners

- Partner Definition
- Partner Resources
- Partner Types
- Greatest Strategic Alliance
- Joint Business Development

Lesson 11: Resources, Activities and Costs

Four Critical Resources

- Financial Resources
- Human Resources
- Qualified Employees and Culture
- Intellectual Property Overview

Final Plan Presentation and Spreadsheets: We will discuss the requirements for the final plan and spreadsheet assignments extensively in our Zoom meetings. You will be developing the content for your plan over the course of the semester. You will be asked to record and post a video of your business plan presentation and upload it to Canvas for peer and instructor review. An outline for your business plan presentation will be provided via Canvas.

Grading (The Bottom Line)

Please see Canvas for more details regarding these assignments, including due dates. Assignments and points are subject to change. Grades will be assigned using the following performance measures:

Weekly discussion posts (10 points each)	100 Points
Weekly critical reviews (10 points each)	100 Points
Startup insight posts (10 points each)	100 Points
Video viewing and subsequent Canvas posts	90 Points (9 x 10 pts)
Financial worksheets - draft submissions	30 Points (3 x 10 pts)
Final spreadsheets (posted to Canvas)	100 Points

Final presentation	100 Points
Total Points Possible	720 Points

PLEASE NOTE: The above assignments and point totals are tentative / subject to change.

100% - 93%	A	92.9% - 90%	A-	89.9% - 87%	B+
86.9% - 83%	B	82.9% - 80%	B-	79.9% - 77%	C+
76.9% - 70%	C	69.9% - 60%	D	59.9% - 0%	F

If your final grade is “on the bubble” (e.g., 79% or 89%), active **class participation** will be the deciding factor.

Notes / reminders: *The work schedule above is subject to change.* I will keep the class informed of any changes.

CR Policies and General Information

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(DSPS\)](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop:

<https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and training regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students, please see below:

[Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

The [Veteran Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.