Chabot College

**Online Course Proposal Form**

2011-12

**Course Title & Number: Entrepreneurship 20 (Marketing for Entrepreneurs)**

**Faculty Name: Allan J. Graves**

**Course Delivery Method (check one):**

**X Online (all instruction is online)**

**⁫ Hybrid online (instruction occurs both online and on campus)**

**⁫ Other (please describe)**

**First Semester To Be Offered: Spring 2011**

1. **Input from Colleagues and Administrators**

As you develop your proposal and build your course, please consult with your colleagues and do some background research, including the following:

**⁫ a.** Meet with Instructional Designer (Lisa Ulibarri) for initial consultation *and* Blackboard training. **Date(s) completed: *12/01/2012***

**⁫ b.** Review similar courses. Are similar courses offered online at other

colleges? If so, note the college(s). None that I can find within the state, but this course is offered in Entrepreneurship certificates at community colleges in other states.

⁫**c**. Meet with your Division Dean and/or subdivision colleagues to secure *preliminary*

support for offering this course via Distance Education. **Date completed: *11/15/11***

⁫**d**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Miguel Colon Date completed: *10/15/2011***

**⁫ e.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision. ***Review of proposal completed via email, with strong endorsement from all of my subdivision colleagues.***

**2. Student Benefits**

Entrepreneurship is a new program for Chabot, designed to help both current students and other members of our community to first determine if Entrepreneurship is a sensible career option, and then to help them develop the skills to begin or expand a business. This program has drawn a very diverse group of students: our current students, working adults considering a new career option, unemployed persons considering a new career option, small business owners looking to expand their businesses. Given the complex lives of this group of potential students, an online offering of this course will enable far greater access than would an on-campus offering.

Marketing for Entrepreneurs will ask students to evaluate and strategically utilize social media and traditional marketing tools to create an integrated marketing plan. The integrated marketing plan will employ vast entrepreneurship resources and tools available online (LinkedIn, Facebook, Tweeter, YouTube, Skype, websites, internet adds, WebEx/GoToMeeting, MailChimp, etc). From the Small Business Administration to local resources, an online course will be able to connect students to resources. For those reason, offering this class online smay well be the BEST way to educate students in entrepreneurial marketing.

**3. Course Content Delivery**

This is a 2-unit course, which would, on campus, include 35 hours of instruction, and approximately 70 additional hours of outside work for each student. The 35 instructional hours in this course will include:

* 4 Hours of reading Instructor lectures, reviewing video-Lectures, on array of marketing topics in social media, online marketing, traditional marketing, and marketing plan and integrated marketing.
* 9 hours of chapter review concepts, reading entrepreneurial case studies, articles on marketing campaigns.
* 8 hours of viewing YouTube and other videos and reading of articles on entrepreneurial marketing that would typically be done in class, which will be the basis for discussions and assignments.
* 8 hours of threaded discussion for students to develop marketing ideas for various businesses, and to exchange ideas (1 hour per week)
* 2 hours for students to critique the marketing plans & video presentations of their classmates
* 4 hours to complete 2 scenario-based essay exams & multiple choice quizzes that assess student ability to apply the course content to actual marketing challenges

Students will allocate an additional 70 hours of "outside work" in addition to this "instructional" time, primarily in reading the textbook, preparing assignments, evaluating social media tools, creating an integrated marketing plan that mixes and matches marketing activities to maximize individual and collective marketing efforts, and preparing a 2-3 minute video explaining their marketing plan.

**4. Nature and Frequency of Instructor-Student Interactions**

I will engage with students in many ways. First, I'll be an active participant in discussion forums, providing both encouragement and guidance. Second, I plan to send out weekly emails that discuss the previous week's assignments, provide future guidance, and offer help. I will provide individual feedback on all course assignments, including the various phases of an entrepreneurial integrated marketing plan, social media & traditional marketing tool-evaluations, quizzes and exams, the presentation, and the discussion board (only as needed). I will be available by email 24/7 and by telephone at various times throughout the week. I may offer an online webinar if an interesting or important topic presents itself.

**5. Nature and Frequency of Student-Student Interactions**

Students will interact with each other weekly on the discussion forum, chat rooms, and those interactions will be graded. Students will also be required to peer review at least 5 sections of marketing plans and 3 Marketing Plan video presentations. Students will be required to provide at least 2 follow-up questions for each review.

**6. Assessment of Student Learning**

The major assessments in this class will include:

* Discussion board participation: 20% of grade
* Quizzes & Exams: 30% of grade
* Marketing plan for an entrepreneurial business: 35% of grade
* Marketing Plan video presentation: 15% of grade

This assessment plan ensures academic integrity, as more than half of it is based on individual performance (Integrated Marketing Plan, Marketing Plan video presentation, Quizzes and Exams). The discussion boards will require individual research and evaluation, and the exams will be scenario-based, where students will be required to identify and evaluate entrepreneur marketing tools from several options, develop appropriate marketing objectives, strategies and plans. The assessments are constructed to mimic real entrepreneur marketing challenges & scenarios.

**7. Technology**

I anticipate no special technology issues that require help from Chabot. Blackboard should be able to accommodate YouTube links and links to outside resources. If students experience technology challenges we will utilize open source solutions, such as Skype.

**8. Accommodations for Students with Disabilities**

I have not yet selected video resources, but for visually and learning impaired students taking the online class, I will seek established resources to deliver required class content. For video, I will create optional assignments and/or methods to access the content for the visually impaired. For audio, I will close-caption any required materials.

**9. Submit your proposal (electronic version via email and hard copy via campus mail)**

**to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Addendum of class Breakdown**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Class 1** | **Class Format** | **Hours** |  | **Class Format** | 60 |
| Intro to Marketing | Intro To Marketing Lecture | 25 |  | Video Lecture & Instructions | 4 |
|  | Chapter Review & Articles | 60 |  | Chapter Review & Articles | 9 |
|  | Quiz | 15 |  | Exams & Quizzes | 4 |
|  | YouTube Video | 60 |  | YouTube Video | 9 |
|  | Threaded Discussions | 50 |  | Threaded Discussions | 8 |
|  | **Total Hours** | 3.5 |  | Peer Review | 2 |
|  |  |  |  | Total Hours | **35** |
| **Class 2** | **Class Format** | **Hours** |  |  |  |
| Social Media Tools | Marketing tools Lecture | 25 |  |  |  |
| Facebook | Chapter Review & Articles | 60 |  |  |  |
| LinkedIn | Quiz | 15 |  |  |  |
| Tweeter | YouTube Video | 60 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 3** | **Class Format** | **Hours** |  |  |  |
| Online Tools | Intro To Marketing Lecture | 25 |  |  |  |
| Websites - Ads | Chapter Review & Articles | 60 |  |  |  |
| Skype | Quiz | 15 |  |  |  |
| WebEx - GoToMeeting | YouTube Video | 60 |  |  |  |
| MailChimp | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 4** | **Class Format** | **Hours** |  |  |  |
| Social Media Tools | Intro To Marketing Lecture | 25 |  |  |  |
|  | Chapter Review & Articles | 60 |  |  |  |
|  | Quiz | 15 |  |  |  |
|  | YouTube Video | 60 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 5** | **Class Format** | **Hours** |  |  |  |
| Traditional Tools | Intro To Marketing Lecture | 25 |  |  |  |
| Direct Mail | Chapter Review & Articles | 60 |  |  |  |
| Advertising | Quiz | 15 |  |  |  |
|  | YouTube Video | 60 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  |  |  |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
| **Class 6** | **Class Format** | **Hours** |  |  |  |
| Traditional Tools | Intro To Marketing Lecture | 25 |  |  |  |
| TeleMarketing | Chapter Review & Articles | 60 |  |  |  |
|  | Quiz | 15 |  |  |  |
|  | YouTube Video | 60 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 7** | **Class Format** | **Hours** |  |  |  |
| Marketing Plan | Intro To Marketing Lecture | 15 |  |  |  |
| **Tool Evalutions Due** | Chapter Review & Articles | 60 |  |  |  |
|  | Mid-Term Exam | 30 |  |  |  |
|  | YouTube Video | 55 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 8** | **Class Format** | **Hours** |  |  |  |
| Integrated Marketing | Intro To Marketing Lecture | 25 |  |  |  |
|  | Chapter Review & Articles | 60 |  |  |  |
|  | Quiz | 15 |  |  |  |
|  | YouTube Video | 60 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 9** | **Class Format** | **Hours** |  |  |  |
| Integrated Marketing | Intro To Marketing Lecture | 25 |  |  |  |
| **IMP - Due** | Chapter Review & Articles | 60 |  |  |  |
| **IMP Video - Due** | Quiz | 15 |  |  |  |
|  | YouTube Video | 60 |  |  |  |
|  | Threaded Discussions | 50 |  |  |  |
|  | **Total Hours** | 3.5 |  |  |  |
|  |  |  |  |  |  |
| **Class 10** | **Class Format** | **Hours** |  |  |  |
| **Final Exam** | Intro To Marketing Lecture | 20 |  |  |  |
| **Peer Review** | Chapter Review & Articles | 40 |  |  |  |
|  | Final Exam | 30 |  |  |  |
|  | YouTube Video | 0 |  |  |  |
|  | Threaded Discussions | 5 |  |  |  |
|  | Peer Review | 120 |  |  |  |
|  | **Total Hours** | 3.6 |  |  |  |