

## BSM100-011 Fall 2021

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### The New Business: From Idea to Reality

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*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.*

*We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.*



### The New Business: From Idea to Reality

## **Instructor Information**

<b>Lecturer:</b>	Dr. Ranjita M Singh
<b>Office Telephone:</b>	Please use email
<b>E-mail Address:</b>	Ranjita.singh@ryerson.ca
<b>Virtual Office Hours: held via Zoom/Google Meet, but please email me</b>	Tuesday 3:00 -4:00 pm

## **Course Description**

BSM 100 is the first course in a series of three tracing the evolution of a business, from inception to maturity. This course focuses on the steps necessary for the idea of a visionary to be transformed into a viable business. Topics include idea generation, understanding the market and customer needs, analyzing the competition, the transition from an informal to a formal organizational structure, financing the business, developing realistic budgets and operating within the political, economic, legal and socio-cultural constraints of the external environment. This course is not available to programs within the Ted Rogers School of Management.

## **Prerequisite(s)**

There is no prerequisite for this course.

## **Course Overview**

Students in this course will be introduced to the basic concepts of business creation including business environment, business development, and business promotion. This first-year course is designed to address these concepts at a rudimentary level and as a precursor for further and deeper learning in more advanced courses in the management discipline. Students will be assessed on these basic concepts individually while group work will allow for application of these concepts using workshops that involve case studies and the application of the topics discussed in class.

## **Course Objectives**

The objective of this course is to create a learning environment that will enable students to:

1. develop an understanding of business;
2. understand the issues facing an entrepreneur starting a business;
3. develop insight into the variables that underpin a successful business: marketing, finance, team/structure, and operations; and
4. develop an understanding of where business fits into society and what contributions it can make.

Upon completion of the course, BSM students will have achieved the following Learning Outcomes:

- **TRSM Goal 1 - Communication:** be able to express ideas and information effectively and accurately using a range of media commonly used in business environments.
- **TRSM Goal 2 - Ethical Understanding and Reasoning:** be able to recognize and analyze ethical problems in order to choose and defend appropriate resolutions.
- **TRSM Goal 4 - Group and Individual Dynamics:** Graduates will be able to self manage and perform effectively within heterogeneous teams.

## Teaching Methods

### *Case Method – Netflix, Inc.*

This course will rely extensively on the case method, which uses real-world examples to illustrate common business issues and encourages students to explore the alternatives available to address them. The course will make use of various business opportunities and challenges related to a single business within the creative industries: Netflix, Inc.

Netflix is currently a U.S.-based media company that provides the world’s leading Internet entertainment service, with over 150 million subscribers worldwide. But it wasn’t always. When founded in 1997, it was a small player in the rental business of movies for personal use. Over the years, the company has undergone several transformations in its services, revenue model, business environment, operations and structure during the journey to becoming the global media giant we know today.

In compliance with the stated objectives, this course will focus primarily on the company’s early years, including: the initial business opportunity identified by the founders; the launch of their first service; the reaction of competitors and the industry; raising venture capital and their initial public offering; changes to their leadership team and corporate structure; and, the business decisions leading to the eventual introduction of their streaming service in 2007.

### *Class Structure*

Virtual classes will be held for the scheduled class-time. Students are expected to attend during this time. Each week, there will be three components to the virtual class. These are:

#### **Content presented by instructor (approximately first half of class):**

- Each class will include interactive lecture segments on the business topic outlined in the class schedule. The topic will first be outlined in broad terms, then applied specifically using examples, cases and other resources for greater context.
- The lecture may incorporate several teaching and learning methods, such as presentations, and guest speakers.
- The lecture may also refer to various materials, including readings from academic journals and professional publications, videos and popular media.
- Students are encouraged to ask questions and supply examples to ensure they understand the topic and its importance to business. This can be done either through discussion boards in D2L, the chat function in Zoom, or asking questions during Zoom sessions.

Note that this content builds on the required weekly readings. The content will often be provided in advance of the scheduled class-time, and students may peruse it in advance if they wish.

### Group Workshop (approximately second half of class):

- Students will be assigned exercises and given sufficient time to discuss and complete them in groups during the class.
- The class will be divided into groups of six (6) students. Groups will be formed during the first class and will be maintained throughout the course. Students may use any platform they chose to communicate, although Zoom breakout rooms will be formed.
- By the end of the time allocated to the exercise, each group must submit their work into the appropriate folder in D2L.

## Course Material

### *Textbook*

Nickels, W. G., McHugh, J. M., & McHugh, S. M. (2012). *Understanding Business (10th edition)*, McGraw-Hill: New York, NY.

This textbook will be made available online and as a digital smart book through the **McGraw-Hill Connect** online assignment and assessment platform. Within the assigned readings, the digital smart book will highlight the key topics that you should focus on, and provide links to additional support resources, such as videos. The platform also includes brief assignments to help you gauge your comprehension of the assigned readings.

After you have purchased the smart book resource via the Ryerson Bookstore (there is a slide presentation posted in D2L with instructions on how to do this), you can access the smart book.

### *Additional Materials*

Additional materials, such as videos, case studies, readings and other resources may also be made available in D2L Brightspace as per the topics outlined in the class schedule below. In order to derive the maximum benefit from weekly lectures, students are expected to attend class having read the provided material prior to class.

## Assignments and Grading

### Assessment Weighting Breakdown

Evaluation Component	Percentage of Final Grade
Participation	10%
In Class Group Work	30%
Midterm Test	25%
Final Exam	35%
Total:	100%

### *Participation (10%)*

Active engagement in classroom discussions is vital to your success in this course. You must read the assigned materials in advance of class in order contribute meaningfully to classroom discussions.

Therefore, participation marks will be assigned based on the completion of the preparatory reading and responding to the corresponding question(s).

One (1) mark will be given for 100% completion of the smart book readings and assignments for each of weeks 1 to 5, and 7 to 11, for a total of ten (10) marks. This will be tracked in the online textbook portal 'Connect' (see above). Readings and assignments must be completed before the start of class for marks to be earned.

### *In-Class Group Work (30%)*

Groups of six (6) students will be created by the instructor in the first class and together complete six (6) assigned exercises over the course of the course, as indicated in the class schedule below. Students will be placed in Zoom breakout rooms to work on the exercise together. Each week, one copy of the group work per group must be submitted before class reconvenes for the discussion phase of the class. Each group work submission is worth six (6) marks. The top four (4) out of the six (6) submissions will be counted towards the final grade (30 marks in total).

The assignment will be provided in the virtual class on the day of the assignment and must be submitted to the appropriate folder in D2L. Each student must contribute to completion of the assignment at the time the assignment is made available to earn group work marks. Attendance in the chat room may be monitored and used to assess contribution. **It should be noted that listing the name of a group member who is not participating is considered academic misconduct.** No late group work submissions will be accepted without authorization by the instructor and will require grounds for academic consideration, as described below.

### *Mid-Term Exam (25%)*

The midterm test will be held on Saturday October 23, 2021 (exact time to be determined). It will be an open-book test on all course material covered in weeks 1 through 5, inclusive. This will include all materials discussed in class and the assigned readings. The exam will consist of short answer questions that test your understanding of course concepts, including application of the concepts to real world scenarios. You should expect to do some writing, which should be clear, concise, and well structured. Students must work on their exam independently without seeking the input or help of anyone else. Submissions are due at the indicated time. Late submissions will only be accepted with the Instructor's prior permission and in circumstances where Academic Consideration is warranted (see below for further details).

### *Final Exam (35%)*

The final exam will be written during Ryerson University's normal final exam period (date and time to be determined). This exam will cover all course material, including lectures, assigned readings, and previous assignments but be weighted towards the second half of the course. The final exam format will be similar to the mid-term exam: open-book, short answer questions designed to test understanding of course concepts and their application. Standard exam rules and conditions will apply. Submissions are due at the indicated time. Late submissions will only be accepted with the Instructor's prior permission and in circumstances where Academic Consideration is warranted (see below for further details).

## *Important Resources Available at Ryerson*

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR). See below for more details.
- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

## **Policies and Course Practices**

### *E-mail Communication*

Students must use the e-mail address listed on the front page to communicate with the instructor. Students must activate and maintain a Ryerson e-mail account which is the only means by which you will receive university communications. See Policy # 157 found at <http://www.ryerson.ca/senate/policies/> for further information on this issue.

### *In-Class Participation*

Your presence and contribution to in-class learning is vital. This means being present and prepared, building on others' ideas and being ready to disagree with others and to develop your own position. As part of being respectful to your fellow classmates and to the conduciveness of a good learning environment, you are expected to arrive on time and to be prepared. Most importantly, you are expected to take an active role in the discussion by asking good questions (quality, not quantity), and raising interesting points.

### *Standards for In-Class Zoom Meetings and Other Virtual Activities*

- Students must log into the Zoom call **using their Ryerson email ID and password** (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.

- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.

### *Ryerson Grade Policy on Attendance*

Students are expected to attend all classes. Ryerson University's undergraduate grade scales include a grade of FNA - failure for non-attendance. FNA is defined as follows: "awarded by the professor when the student has been absent from most course meetings and/or has submitted no work for grading. This grade will be assigned when a student abandons a course without completing a formal withdrawal prior to established deadline dates. This grade is counted as a failure in the calculation of grade point average."

### *Maintaining a Professional Learning Environment*

- Students shall not behave in ways that are disruptive to the learning, teaching and work environment.
- See Policy #61: Student Code of Non-Academic Conduct at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/)

For in person classes:

- There is zero tolerance policy with respect to the use of mobile phones in the class. Mobile phones must be put away. Texting or using a mobile phone for any purpose whatsoever during class is considered disruptive.
- Please arrive on time and avoid leaving the class during lectures or discussions. Walking in and out during class or before class has been formally dismissed is considered disruptive behavior.

For remote classes, held by Zoom or D2L, see above regarding practices for Remote Classes

### *Course Management*

- Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised, and alterations will be discussed prior to implementation and through an announcement on D2L Brightspace.
- Students are encouraged to review the Ryerson Senate Course Management Policy which provides a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to Ryerson undergraduate courses. For more detailed information refer to Policy #145: Course Management Policy at <http://www.ryerson.ca/senate/policies/>.

- All communication about the course or material related to the course will be posted on the D2L Brightspace course site. In addition, all student study resources can be accessed through D2L Brightspace. Students are expected to check the site regularly for updates.

### *Academic Consideration*

- Students must submit assignments on time and write all tests and exams as scheduled.
- Assignments submitted for grading will be marked and the mark posted in D2L within two weeks except for the final exam.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse effect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.
- Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and **submit it to their own program office:**  
[http://www.ryerson.ca/content/dam/senate/forms/academic\\_consideration\\_document\\_submission.pdf](http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf)

In addition, the following procedures must be followed:

- **Medical certificates** – If a student is going to miss a deadline for an assignment, a test or an because of illness, he/she must submit a completed form (see [www.ryerson.ca/senate/forms/medical.pdf](http://www.ryerson.ca/senate/forms/medical.pdf) for the form) **to their program office** within 3 working days of the missed assignment deadline, test or examination. NOTE: students should consult the program office to determine if the part of the form to be completed by a health profession is required. The program office will notify the instructor that the documents have been received. It is the student’s responsibility to make arrangements with instructor for a make-up exam.
  - Policy 167: Academic Consideration for Fall 2020 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration
- **Religious observance** – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations, within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
- **Other requests for Academic Consideration** which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student’s program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student’s ability to meet their academic obligations, and that were beyond the student’s control. When possible, supporting



documentation must be attached to the letter. The office will notify the instructor when they have received the request.

- **Students with disabilities** - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre [www.ryerson.ca/accesscentre/](http://www.ryerson.ca/accesscentre/). Before the first graded work is due, students should also inform their instructor through an “Accommodation Form for Professors” that they are registered with the Access Centre and what accommodations are required.
- **Regrading or recalculation** – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **NOTIFY YOUR INSTRUCTOR** of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements.
- If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence. For more detailed information on these issues, please refer to Senate Policy 167 (Undergraduate Academic Consideration) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/)
- At Ryerson we recognize that things can come up throughout the term that may interfere with a student’s ability to succeed in their coursework. These circumstances are outside of one’s control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>

**If support is needed immediately, you can access these outside resources at any time:**  
**Distress line**-24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)

**Good2Talk**- 24/7 hour line for postsecondary students (phone:1-866-925-5454)

### *Academic Integrity*

- Plagiarism is a serious academic offense and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.
- It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of team projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructors’ approval, is also considered plagiarism.
- Students are strongly encouraged to visit the Academic Integrity Website at [www.ryerson.ca/academicintegrity](http://www.ryerson.ca/academicintegrity) for more detail and to refer to Policy #60: Student Code of Academic Conduct at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/) .

## Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments. Students are encouraged to obtain assistance from the Writing Centre ([www.ryerson.ca/writingcentre](http://www.ryerson.ca/writingcentre)) for help with written communications as needed. This includes take home exams.
- For proper citation and style guides visit the Ryerson Library website at <http://library.ryerson.ca/guides/toolbox/style/>

## In Person Examinations

- All students must display a valid and relevant student photo-identification card during the course of an examination. Students are expected to refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course instructor. Students are also not permitted to wear hats or to have food during the exam unless medically required (you may bring water into the exam room provided it is in a transparent plastic bottle without labels).
- For more detailed information on examination policies, refer to Pol#135: Examination Policy at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/).

### • Academic Grading Policy

- Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the “the GPA Policy”) at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/).

<i>Definition</i>	<i>Letter Grade</i>	<i>Grade Point</i>	<i>Percentage Range</i>
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49

## Class Schedule

Date	Topic	Activity
<p><i>Week 1:</i> <i>Tues. Sept 7</i></p>	<p><b><u>The role of business in the economy and society</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• understand the importance of business fundamentals to value creation</li> <li>• identify business stakeholders and their importance to organizations</li> <li>• explain importance of entrepreneurship</li> <li>• familiarity with five factors of production</li> </ul> <p>Understanding the course outline, eConnects</p> <p><i>Preparatory Reading:</i> Chapter 1 - sections L01, L02, L03</p>	<p>Teams formed for BreakOut rooms, in class group work GAP Adventures (submission #1)</p>
<p><i>Week 2:</i> <i>Sept 14</i></p>	<p><b><u>Business Opportunities</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand how ideas are discovered and evaluated</li> <li>• Understand creating value for customers</li> <li>• Recognize what makes a good business idea</li> </ul> <p><i>Preparatory Reading:</i> Chapter 15, L01, Netflix case</p>	<p>Identify Netflix's unique value proposition (in-class group work submission #2)</p>
<p><i>Week 3:</i> <i>Sept 21</i></p>	<p><b><u>Business Models</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Identifying customers</li> <li>• Understand how businesses make money</li> <li>• Understand how the Business Model Canvas captures the fundamentals of a business</li> </ul> <p><i>Preparatory Reading:</i> Chapter 14, L03</p>	<p>Develop Netflix's Business Model Canvas (in-class group work submission #3)</p>

<p><i>Week 4: Sept 28</i></p>	<p><b><u>Understanding Business Environments</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• understand six elements of business environment <ul style="list-style-type: none"> <li>• understand capitalism, free markets</li> <li>• understand socialism, communism</li> <li>• describe Canada's mixed economy</li> </ul> </li> </ul> <p><i>Preparatory Reading:</i>  Chapter 2 - sections L02, 03, 04,  review Chapter 1 - LO4</p>	<p>Analysis of Netflix's business environment (in-class group work submission #4)</p>
<p><i>Week 5: Oct 5</i></p>	<p><b><u>Entrepreneurs</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• explain what motivates people to become entrepreneurs</li> <li>• describe attributes of successful entrepreneurs</li> <li>• explore common myths about entrepreneurship</li> <li>• understand the importance of small business</li> </ul> <p><u>Preparatory Reading:</u>  Chapter 7 - section L01, LO2</p>	
<p><i>Oct 10 to 16</i></p>	<p><b>Study Week – No Class</b></p>	
<p><i>Week 6: Oct 19</i></p>	<p><b><u>Introduction to Marketing</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• define marketing, understand its components</li> <li>• Describe the product life cycle</li> <li>• Understand how new products are introduced</li> <li>• Understand market segmentation, differences between business and consumer markets • understand consumer behaviour</li> </ul> <p><i>Preparatory Reading:</i>  Chapter 14 - L01, LO2, LO3, L04, L05, L06</p>	<p>Profile Netflix's target customer (in-class group work submission #5)</p>
<p><i>Week 7</i></p>	<p><b>Midterm exam - Oct 23 (material covered from Weeks 1-5)</b></p>	

<p><i>Week 8:</i> <i>Oct 26</i></p>	<p><b><u>Marketing Strategy</u></b> <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand how businesses get customers</li> <li>• describe the four Ps of marketing</li> <li>• understand pricing strategy</li> <li>• understand marketing channels</li> <li>• understand approaches to product promotion</li> </ul> <p><i>Preparatory Reading:</i> Chapter 15 - sections LO1, LO2, L03, L04, L05</p>	<p>Assess Netflix’s Four Ps (in-class group work submission #6)</p>
<p><i>Week 9:</i> <i>Nov 2</i></p>	<p><b><u>Financial Management of Business</u></b> <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe role of accounting and financial information for a business</li> <li>• understand major financial statements</li> <li>• Identify key performance metrics</li> <li>• Understand business financing needs</li> <li>• Identify sources of short and long term financing</li> </ul> <p><i>Preparatory Reading:</i> Chapter 16 - sections L01, L04 Chapter 17 - sections L03, L04, L05</p>	<p>In-class financial workshop (not submitted or graded)</p>
<p><i>Week 10:</i> <i>Nov 9</i></p>	<p><b><u>Responsible Business</u></b> <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Explain how behaving ethically goes beyond obeying the law</li> <li>• Understand approaches to assessing ethical behaviour</li> <li>• Understand corporate social responsibility and the Triple Bottom Line</li> </ul> <p><i>Preparatory Reading:</i> <i>Chapter 5 - sections L01, L02, L03, L05</i></p>	<p>Assess Netflix’s Triple Bottom Line (in-class group work submission #7)</p>

<p><i>Week 11:</i> <i>Nov 16</i></p>	<p><b><u>How to Start a Business</u></b>  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• How to access business resources</li> <li>• Awareness of available support programs</li> <li>• Understand business structures: sole proprietorship, partnership, corporations, franchising</li> </ul> <p><i>Preparatory Reading:</i>  Chapter 6 - LO1, LO2, LO3, LO4</p>	<p>Guest speaker</p>
<p><i>Week 12:</i> <i>Nov 23</i></p>	<p><b>Course Summary</b>  Review and exam preparation</p>	