Social Entrepreneurship in Action

Fall 2015

“You must do the thing that you think that you cannot do”
Eleanor Roosevelt

PUBPOL 271s.01
TUTH 3:05pm – 4:20pm
Sanford 102

Instructor: Tony Brown
Office: Sanford #111
Telephone: 919-613-7322 (office), 919-599-9142 (cell)
Email: abrown@duke.edu
Office Hours: Wednesdays from 10:00am - 5:00pm and by appointment

ELI Program Manager: Susan James
Email: skg17@duke.edu
Office: Sanford #113
Telephone: 919-613-7303

Introduction and Course Overview

Social entrepreneurship is an emerging factor in public policy. An innovative spirit has always been important to progress in our society, and it is even more so today. Social entrepreneurs demonstrate new ways to create sustainable social benefits by fusing a social mission with innovative enterprising practices. These leaders have a clear and compelling moral purpose, they possess effective leadership skills and business savvy, and they are emotionally engaged in their work. Above all, they embrace innovation as a way of life. To realize their potential as social change agents, students need courses and experiences that help them learn about and develop their own capacities and inspiration for social entrepreneurship.

During the last decade, Duke students have demonstrated the motivation and capacity to act as social innovators in the Enterprising Leadership Initiative (ELI) and other entrepreneurial programs. Examples of successful projects that benefit others and are personal signature college experiences for the founders include: Student U, The Girls Club, Rival Magazine, Common Ground, the Duke-Durham Initiative, Smalltown Records, and the Center for Race Relations.

Social Entrepreneurship in Action is a leadership development course. More than a traditional social entrepreneurship education course, the course design is based on the principle that significant learning results from creating and completing projects that will actually benefit others. The central goal of the course is to provide students with an academic opportunity to leverage their experiences and interests to create social innovation initiatives in ways that are highly developmental personally and have the potential to benefit others. Essential to this goal is the creation of a class community described as connected, deeply engaged and mutually supportive.
The course integrates practice with theory in providing students with knowledge, analytical competence, and leadership skills important to exercising social entrepreneurship. By acting on a passion to develop a promising idea, followed sequentially by a credible proposal, and a compelling plan, students create signature personal leadership experiences that also benefit others. The teaching method is interactive and experiential based on the assumption that the students are highly motivated to be part of a robust learning community.

Through its ELI Incubator, the Innovation and Entrepreneurship Initiative will assist committed teams who have compelling projects after the course ends. Support will include financial grants, fund-raising support, coaching, and a network of people who are potential resources.

As the course is unusual, it isn’t a great learning experience for everyone. Some students are over-committed in other activities and think that the course work is overwhelming. Others think that the structure of the course is too fluid and the pace too fast. Some prefer the pedagogy of “theory to application” instead of “action to meaning-making.” On the other hand, many students create deeply meaningful educational experiences in Social Entrepreneurship in Action. Former students reinforce the importance of engagement and stepping outside their comfort zones as keys to a great course experience. Students with these qualities are often eager to do more at Duke and in Durham. Students are not at a disadvantage if they enter the course without clear passions and specific project ideas.

Course Objectives and Outcomes

Social Entrepreneurship in Action course objectives extend beyond knowledge, cognitive development, and skills to include social/psychological development. The relative importance of the different course outcomes below varies with each student’s interests and developmental priorities.

The University, Communities, Groups, and Individuals
1) Real beneficial results that are valued by stakeholders.

Student Development: ways of knowing, ways of thinking, ways of interacting, and ways of being
2) Enhanced knowledge about:
   a) Social entrepreneurship definitions, models, practices, and processes.
   b) A policy problem and the related stakeholder community.
   c) Analysis models and processes.
3) Enhanced change agent abilities and personal behavior in:
   a) Innovation from analytical thinking and a data-driven focus on results.
   b) Social innovation planning and clear concise communications.
   c) Engagement, collaboration, and working in teams.
   d) Results-orientation, accountability, preparation, and time management.
   e) Conic, credible communications.
4) Changemaker development resulting from successful social mission initiatives, including higher levels of:
   a) Identity and self-understanding regarding social values and personal competencies.
   b) Efficacy and confidence.
   c) Agency, action, and resilience.
5) New relationships within and external to Duke that benefit later endeavors: students, alumni, administrators, and community leaders.
a) New relationships with classmates and other students with similar personal interests.
6) Enhanced post-graduation paths:
   a) Realization of alternative career options in making life choices and, possibly, greater confidence and courage to pursue unanticipated opportunities.
   b) Better qualifications for fellowships, employment, and graduate school.

**Course Components**

**A Class Learning Community**
As a seminar, *Social Entrepreneurship in Action* is a learning partnership and the development of a class community is essential to a meaningful experience. This is not a course this is “taught.” As a learning community member, each student is responsible for contributing to the educational experience of the whole class. This is a course where there is a strong correlation between the level of student engagement and the personal value of the educational experience. The class learning community will be reinforced by the evaluation and grade system, a series of scheduled student conversations over a meal (that will sometimes include guests), and a culture of getting to know and care about each other.

**Social Entrepreneurship Initiatives**
Each student will define a promising idea that addresses a real problem or opportunity in the Duke or Durham communities. Students will then work in teams to develop a credible proposal followed by a compelling plan (including testing one or more key hypotheses). A number of students will decide to pilot-test and subsequently launch their projects following the end of the course. Others will decide not to continue with their projects. The course experience can be very meaningful for both types of students.

**Social Innovation: The Do Better-Be Better Project**
The *Do Better-Be Better* project is a class project to discern ways that conversations among students, alumni, and possibly faculty might be formative towards personal values of building character and becoming a person of integrity in a time-pressured world that often reinforces accomplishments and careers.

Actions and interventions include:
- Student conversations with their 36 Hours at Duke alumni partners, their RIPPLE alumni buddies, and possibly their current and former professors.
- A documentary project
- A SurveyMonkey project
- A final report and presentation

As part of the *Do Better-Be Better* project, students will participate in a 36 Hours at Duke program with 25 alumni social change agents on September 25-27 (or on November 11-13 if they have an unavoidable conflict during the September program dates).

Incremental outcomes include:
- Formative character development conversations for both students and alumni, some resulting in meaningful new relationships
- An evaluation of the potential to scale this character development focused student-alumni dialogue model
- Experience-based model enhancements
Assignments, Expectations, and Requirements

The course syllabus is a guideline for the course. A folder for each class will be posted on Sakai that contains the assignment, assignment comments, and discussion questions, class notes, forms, and external links. The assignments for the next week will usually be posted by noon on Saturday, and they will always override the assignments in the syllabus.

Quizzes, Tests, and Final Examinations
With the focus on projects and papers, none are planned.

Reading, Thinking, and Learning
As an action-oriented, experiential course, the intention is to avoid excessive reading assignments that inhibit action learning priorities. The assignments consist of several books, several cases, book excerpts or notes, and leadership articles. As this is not a leadership theory course and the science of leadership is limited, the assignments are intended to provide a variety of perspectives and models ("nuggets") on timely issues that are thought-provoking and can be applied in real life. I have a number of leadership and social entrepreneurship books in my library that are available to students.

The reading assignments include one short book and a number of book excerpts, book notes, and articles. In addition, as part of the SE initiative preparation process, each team will define a project-related reading list.

Required books:
  Collins, Jim. Good to Great and the Social Sector

Highly recommended books:
  Brooks, David. The Road to Character
  Grant, Adam. Give and Take

Book Summaries and Excerpts:
  Bornstein and Davis. Social Entrepreneurship: What Everyone Needs to Know
  Pink, Daniel. To Sell Is Human: The Surprising Truth About Moving Others

Paper Assignments
Each student team will submit a compelling plan for a SE initiative at the end of the semester.

In addition, students will write six short individual papers (including four personal reflection papers) and teams will write a credible proposal and a semester-end project assessment memos.

Course Materials
I will distribute a course workbook that includes numerous forms and notes. Unless I specify otherwise, completing the forms is optional. I do recommend that the teams complete the forms before and/or following the class discussions, because they are important to the team projects and the course objectives.

There will be a course materials charge for the books and cases used in the course.
Class Preparation, Discussion, and Contribution
Given the breadth of the subject matter covered in the course, class discussions will necessarily focus on basic principles and will assume knowledge of the assigned reading material. The class contribution grade will reflect the quality (not quantity) of contributions to class discussions, the quality of the team contribution, and other voluntary activities that enhance the course experience for everyone.

Clear, concise, and thoughtful written and oral communications are important in this class.

Guest Speakers
We will invite several guest speakers to our class (in person or via Skype). It is especially important that students prepare for these sessions and contribute to a vibrant discussion. The schedule of classes in the syllabus may have to be modified to accommodate the schedules of our guest speakers.

Activities Outside the Classroom
Outside activities are an important part of the course. Participation in the 36 Hours at Duke weekend is required. Participation in other activities is expected unless there is an important schedule conflict. Examples of other outside of class activities include class brunch, student dinners, a visit to a local social enterprise, and attending course-relevant campus and community events.

In addition, students are expected to reach out and get to know one another outside of class.

Technology
I will look to the students to recommend uses of technology that will enhance their learning experience and the efficiency of communications (including posting assignments).

Evaluation, Feedback, and Grades
As this class emphasizes proactive behavior, it is important that students take the initiative to solicit feedback from me about personal development, course performance, and ways to increase contributions to classmates’ education.

The final grades for the course will be based on the following:

30 % Class and team contributions
0 Promising idea proposal
15 Credible enterprising project proposal
30 Compelling plan, project results, team effectiveness and presentation
17 Do Better-Be Better project and alumni engagement
8 Personal reflection papers, credible proposal, project assessment memo, and other short papers
100 % Total

---

1 Penalties will be imposed for more than two absences (and significant penalties are imposed for excessive absences). The class contribution grade will be 50% of the final grade (instead of 30%) if it is a "B-" or lower.
2 Graded, but not included in the final grade.
3 Evaluation based on the compelling plan in the absence of real results (evidence of analysis, the intellectual architecture, and quality and professionalism of the written document).
4 The lowest short paper grade will be dropped. The compelling plan which will be evaluated on as part of the SE Initiative.
Refer to the PPS271s Evaluation Methods and Grades memorandum for specific information about grading criteria and processes.

At mid-semester, I will give each student and each team feedback regarding performance and progress. As feedback is a two-way street, I will solicit evaluations and suggestions from students about ways to enhance the course several times during the semester.

The grades will be based on assessed results. While effort is essential, it does not guarantee results. Some students and student teams will perform better than others. While the class will not be graded on a curve, the final grades will take into consideration the Sanford School’s guidelines for a class of this type. Hopefully, the personal and community benefits from participating in the course will be as important as the final grade.

Course Outline

Introduction and Promising Ideas
1) Introduction
2) Promising ideas: assets, values, and opportunities
3) Intellectual architecture: analysis tools
4) Class social innovation project: Do Better-Be Better change model
5) Authenticity, class community, and teams
6) Student promising idea proposals

From Promising Ideas to Credible Proposals
7) Team SE initiative launch and market research
8) Class social innovation project: action plan
7) Ecosystem, opportunities, and effective engagement: Durham
8) Ecosystem, opportunities, and effective engagement: Duke University
9) Selling: engaging stakeholders and students
10) Class lab: credible proposals
11) Effective teams
12) Team SE initiative: credible proposals

From Credible Proposals to Compelling Plans
13) Compelling plans, strategic management, and marketing
14) Social entrepreneurs
15) Do Better-Be Better project lab
16) Corporate social responsibility (CSR)
17) Social capitalists
18) Funding sources: revenues, gifts, and grants
19) Management tools: financial projections, risk management, and program evaluation
20) Human resources: sustainable leadership and student engagement

Social Entrepreneurship and Social Innovation: Meaning-making and Action
21) Social entrepreneurship meaning, principles, and models
22) Effective social entrepreneurship behavior: hypotheses and questions
23) Class Do Better-Be Better project: results and recommendations
24) Social entrepreneurship and me
25) Presentations: compelling SE Initiative plans and *Do Better-Be Better* project
26) Final class: course outcomes, enhancements, and evaluations

**Class Topics and Assignments**

**Aug. 25**
Introduction

**Topics**
Enterprising initiatives
Course purpose and pedagogy
Core operative principles and models: leadership and learning
Syllabus, course details, and near term assignments
The Duke Leadership Accelerator

**Assignments**
Turn in:
Short paper: *My most disturbing Duke issue or experience to date*
(maximum one-page, double spaced)
Personal bio

Review:
Draft of course syllabus
Kotter and Kelly leadership article notes
Course workbook forms and/or class notes posted in Sakai folder for this class
Course-related materials (all optional)
Fall 2013 anonymous course evaluations (optional)
Successful Community Leadership Projects memo (optional)
ELI website (optional)

**Aug. 27**
Promising ideas: values, assets, and opportunities

**Topics**
*Good to Great and the Social Sector*
The meaning of social entrepreneurship
Promising ideas: values, assets, and opportunities
Social change models

**Assignments**
Work on your promising idea.

**Read:**
Collins, Jim. *Good to Great and the Social Sector*

**Action:**
Complete course syllabus survey
[https://www.surveymonkey.com/s/G2GCZHF](https://www.surveymonkey.com/s/G2GCZHF)
Schedule to meet with new classmates for class-related or social conversations before September 3
Schedule a conversation with Tony on Google.doc before September 10
Review:
Class notes posted in Sakai folder

Sept. 1
Intellectual architecture: analysis tools

Topics
Change models: problems, interventions, and incremental outcomes
The innovation process
Promising idea proposals
Sources of promising ideas

Assignments
Prepare (take to class, but not turn in):
  - Draft of the change model for your promising idea
  - Ten-day work plan (see the end of the SE Promising Ideas Worksheet)
Work on promising idea proposal
Get to know your classmates
Review the course workbook documents posted in the Sakai folder for this class

Sept. 3
Class social innovation project: Do Better-Be Better

Topics
Project change model
Hypotheses to be tested
36 Hours at Duke

Assignments
Turn in and exchange with your class buddy:
  - Draft of the change model for your promising idea
  - Ten-day work plan
Read:
  - David Brooks NY Times op-eds on April 11, 2015 and May 5, 2015
  - The Do Better. Be Better. memo.
Work on promising idea proposal
Get to know your classmates
Review the course workbook documents posted in the Sakai folder for this class

Sept. 8
Authenticity, class community, and teams

Topics
Authenticity and vulnerability
Class community
Promising idea proposals and presentations
MBTI
Assignments
Review Student U web site
(http://studentudurham.org/)
Complete MBTI instrument and read type descriptions
(http://www.humanmetrics.com/cgi-win/itd.asp)
Watch two Ted Talks (recommended but optional):
The Power of Authenticity
http://www.youtube.com/watch?v=d4iF4AUscVA&feature=ema
subs_digest&list=TLZsPmJcOZbNo
The Power of Vulnerability
http://www.youtube.com/watch?v=lCvmsMzjF7o
Work on promising idea proposal
Review the course workbook documents posted in the Sakai folder for this class

Guest Class Leader
Dan Kimberg
Founder and Executive Director
Student U

Sept. 10
Student promising Ideas proposals

Topics
Promising idea presentations

Assignment
Turn in:
SE promising idea proposal
SE promising idea one-page definition (for distribution to the class)
Read:
Promising idea presentation memo
Review the course workbook documents posted in the Sakai folder for this class

Sept. 12
Brunch at Teddie and Tony’s house (10:00am - noon)

Sept. 13
Submit student project and team preferences due by 9:00pm

Sept. 15
Team SE project launch

Topics
Reflection papers
The Innovator’s DNA
The Innovation process
Market failure
Market research
Team assignments
Teams, MBTI, and MOUs
Assignments
Watch Ted Talk: The Power of Introverts
http://www.ted.com/talks/susan_cain_the_power_of_introverts?language=en
Read book notes: Dyer, Gregersen, and Christianson. The Innovator’s DNA
Review the course workbook documents posted in the Sakai folder for this class
Schedule first team meeting early this week

Sept. 17  Do Better-Be Better project action plan

Topics
Updated change model
Updated hypotheses and research priorities
Project work plan
Student assignments

Assignments
Turn in:
  Reflection paper #1 (one per student)
Review updated Do Better-Be Better memo (to be posted this week)
Work on credible SE proposal
Review the course workbook documents posted in the Sakai folder for this class

Sept. 22  Ecosystem, opportunities, and effective engagement: Durham

Topics
Alumni engagement
Team analysis and MOU
The Duke-Durham Partnership
Durham opportunities for students to make a difference
Reasons for Durham-based student project failures and keys to successes
PPS271s SE initiatives

Assignments
Turn in:
  Draft of team project change model OR team project problem and opportunity
definitions analysis (one per team)
Learn the contents of the Duke-Durham Partnership website
(https://community.duke.edu/)
Work on SE initiative and Do Better-Be Better project

Guests
Sam Miglarese
Director, Duke-Durham Partnership
Duke University

Neil Hoefs
Senior Resident Community Engagement Fellow, Duke-Durham Partnership
Duke University
Sept. 24  Ecosystem, opportunities, and effective engagement: Duke University

Topics
36 Hours at Duke
Student Affairs resources and priorities
Duke opportunities for students to make a difference
Reasons for Duke student project failures and keys to successes
PPS271s SE initiatives

Assignment
Turn in:
  Team analysis (one per team)
  Team MOU (one per team)
Learn the contents:
  Student Affairs website
  https://studentaffairs.duke.edu/
  Student Affairs strategic plan
Work on SE initiative and Do Better-Be Better project

Guest Class Leader
Larry Moneta, Vice President for Student Affairs
Duke University

Sept. 25-27  36 Hours at Duke (Friday evening to Sunday noon)

Sept. 29  Selling: engaging stakeholders and students

Topics
36 Hours at Duke reflection
Marketing and selling
Engaging students

Assignments
Read:
  Book notes: Pink. To Sell Is Human
Additional assignment to be added
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 1  Class lab: credible proposals

Topics
Project progress
Project challenges and solutions
Learning experiences and social entrepreneurship hypotheses

Assignments
Additional assignment from September 29 class may be added
Turn in:
   Updated social change model or draft of credible project proposal (one per team)
Read sample credible proposals and presentations
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 6  Effective teams

Topics
Teams and social entrepreneurship behavior
Effective team principles
Team assessments and challenges
Team memoranda of understanding (MOUs)

Assignments
Complete team forms:
   Team member contribution assessment (one per student) - NOT to turn in
Review MBTI instrument (http://www.humanmetrics.com/cgi-win/jtypes2.asp)
Read:
   Your MBTI report
   Course workbook forms and/or class notes posted in Sakai folder for this class
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 8  Team SE initiative - credible proposals

Topics
Team presentations

Assignments
Turn in:
   Credible project proposal (one per team)
   "One page" project definition (one per team)
Prepare credible SE proposal presentation
Complete mid-semester course survey and review results
Read:
   Presentation memo
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 13  Fall break (no class)

Oct. 15  Compelling plans, strategic management, and marketing
Topics
Compelling plan contents
Strategic management and strategy elements
Scaling impact strategies
Marketing definition and components

Assignments
Turn in:
  Project-related learning and reading lists (one per team)
Case: “Fair Trade USA: Scaling for Impact”
  HBS Publishing #B5836
Read:
  One or more compelling plan samples
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 18  Turn in:
Sunday     Reflection paper #2

Oct. 20  Social entrepreneurs

Topics
Social entrepreneurs

Assignment
Turn in:
  RIPPLE alumni buddy conversation #1
Case: “Deborah Cullinan and Yerba Buena Center for the Arts
  HBS Publishing #B5822
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 22  Do Better-Be Better project lab

Topics
Social innovation project assignment status
Change model and work plan review and modification
Progress and challenges
Lessons learned
Updated assignments

Assignments
Read book or book notes (book recommended):
  Brooks, David. The Road to Character
  Grant, Adam. Give and Take
Alumni conversation and documentary assignments to be added
Review September 19 class materials
Work on SE initiative and Do Better-Be Better project
Oct. 27
Corporate social responsibility (CSR)

Topics
The social responsibility of business
“Socially responsible” companies
Corporate social responsibility
B Corps
Qualities of great companies

Assignments
Case: “B Lab: Can it Scale Business as a Force for Good?”
HBS Publishing #9-415-080
Read:
Friedman, Milton. “The Responsibility of Business is to Maximize its Profits.”
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Oct. 29
Social capitalists

Topics
Stories: Todd Sears, Out Leadership, and Out On the Street
Values-based company leadership: vision, mission, values, and practices

Assignment
Read:
Websites: Out Leadership
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Guest
Todd Sears
Founder and Principal
Out Leadership

Nov. 3
Funding sources: revenues, gifts, and grants

Topics
Financial resource sources
Revenues
Gifts
Grants

Assignment
Turn in:
RIPPLE alumni buddy conversation #2
Additional assignment(s) to be added
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project
Nov. 5  Management tools: financial projections, risk management, and program evaluation

**Topics**
Financial projections  
Risk management  
Program evaluation

**Assignments**
Assignment(s) to be added  
Review the course workbook documents posted in the Sakai folder for this class  
Work on SE initiative and *Do Better-Be Better* project

Nov. 10  Human resources: sustainable leadership and student engagement

**Topics**
Leadership structures and affiliations  
Leadership succession  
Sustained student engagement

**Assignment**
Assignment(s) to be added  
Share program evaluation plan, risk management plan, financial projections with RIPPLE alumni buddy  
Review the course workbook documents posted in the Sakai folder for this class  
Work on SE initiative and *Do Better-Be Better* project

Nov. 12  Social entrepreneurship meaning: definition, principles, and models: what we know, think, and wonder

**Topics**
Meaning  
Principles  
Models  
Honors thesis proposals

**Assignments**
Turn in:  
Reflection paper #3  
Read articles and book notes:  
Bornstein and Davis. *Social Entrepreneurship: What Everyone Needs to Know*  
Review the course workbook documents posted in the Sakai folder for this class  
Work on SE initiative and *Do Better-Be Better* project

Nov. 13-15  *36 Hours at Duke* (Friday evening to Sunday noon)  
(for students who could not participate in the September 25-27 program)
Nov. 17  
Effective social entrepreneurship behavior: hypotheses and questions

Topics
Effective social entrepreneurship behaviors: hypotheses and questions
Honors Thesis proposals

Assignments
Turn in:
  - Honors thesis proposal (one per student)
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Nov. 19  
Social innovation project results and recommendations

Topics
Do Better-Be Better project results
Social innovation project recommendations
December 1 presentations, project deliverables, and evaluation criteria and processes

Assignments
Turn in:
  - RIPPLE alumni buddy conversation #3
Additional assignment(s) to be added
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Nov. 24  
Social entrepreneurship and me

Topics
Personal social entrepreneurship assessment
Duke aspirations
Personal social entrepreneurship action plan

Assignment
Turn in:
  - Short paper: Social Entrepreneurship and Me (one per student)
    Additional assignment to be added
Review the course workbook documents posted in the Sakai folder for this class
Work on SE initiative and Do Better-Be Better project

Nov. 26  
Thanksgiving break (no class)

Dec. 1  
Presentations: compelling SE initiative plans and Do Better-Be Better project

Assignments
Prepare compelling plan presentations (one per team)
Contribute to Do Better-Be Better presentation preparation
Review the course workbook documents posted in the Sakai folder for this class.

Dec. 3
Final class: course outcomes, enhancements, and evaluation

Topics
Social entrepreneurship and me
Course outcomes and enhancements
The perfect PPS271s student
Sanford School course evaluations

Assignment
Turn in:
  Class contribution nominations form
  Complete year-end survey (and review results)
Review the course workbook documents posted in the Sakai folder for this class

Dec. 6
(Sunday)
  Compelling Plan and One Page Memo (one per team)

Dec. 7
(Monday)
  Project outputs
  Project assessment paper (one per team)
  Team member assessment form (one per student)
  Course workbook forms and/or class notes posted in Sakai folder for this class

Dec. 9
(Wednesday)
  Reflection paper #4