

# CLARK UNIVERSITY

SPRING 2011

## **SOCIAL ENTREPRENEURSHIP: “The Art and Science of Business Development for the Public Good”**

**Course Number:** ENT / MGMT 245  
**Course Title:** Social Entrepreneurship: The Art and Science of Business Development for the Public Good  
**Professor:** Dr. David A. Jordan  
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### **Context/Course Description**

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A nascent field of business development inquiry has emerged on both the national and global stage. **Social entrepreneurship** (SE) has captured an important *zeitgeist* of the modern era; that is, the utilization of economic wealth creation, traditionally associated with business entrepreneurship (BE), to foster and create significant and sustainable social benefit or change. Social entrepreneurship is concerned with the utilization of business entrepreneurial skills as a means of creatively responding to societal problems. As traditional boundaries between the public (i.e. government), private (i.e. business) and third sector (i.e. nonprofit) of our society blur it is valuable to understand the challenges and opportunities in this new and growing landscape.

According to Dees (2001), who popularized the term, *social entrepreneurship* involves: adopting a mission to create and sustain **social value**; recognizing and relentlessly pursuing new opportunities to serve that mission; engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently at hand; and exhibiting a heightened sense of accountability for the outcomes created. Within this description, one can identify certain parallels between the aspects of social entrepreneurship and well established business entrepreneurial concepts wherein each can learn and benefit from this new union of social and economic value, variably termed “blended value” or “social return on investment”.

The intent of this course is to introduce students to the complex dynamics—the ‘art and science’ if you will—underlying Social Entrepreneurship as an emerging national and global phenomenon. The course challenges the student to look beyond well established business

objectives—the creation of wealth—and investigate how wealth creation can impact public good. The course will consist of lectures, case discussions, and original research conducted by the student(s). An investigation of global social entrepreneurial initiatives including the establishment of India's Grameen Bank, Transparency International, Social Accountability International, the Ethos Institute, the Ashoka Foundation, and other well known, and lesser well known, “social value” initiatives and their leaders will be useful in understanding the entrepreneurial aspects of business planning, scaling, and sustainability.

## **Learning Objectives**

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This course is designed to assist each student:

1. Develop an understanding of the similarities/dissimilarities between traditional business entrepreneurship (BE) functions and intent (i.e. economic value creation) and social entrepreneurship (SE) (i.e. social value creation).
2. Provide students with an introduction to the significant challenges and opportunities facing social entrepreneurs and their ventures.
3. Explore the leadership dynamic/characteristics of social entrepreneurs.
4. Become oriented to measuring and reporting social impact and social return, including the framework of “social return on investment”.
5. Apply the lessons learned in class toward evaluation of an existing social entrepreneurial program/initiative.
6. Create a feasibility study for a prospective social venture as a nonprofit or profit start-up, or as a business venture within an existing nonprofit or profit entity.
7. Additionally, key learning objectives embedded within the assignment of this course include furthering the students ability to demonstrate:
  - Effective written and oral communication, defined as that which is clear, concise, well organized, well reasoned, and appropriately presented,
  - Critical and reflective thinking skills as demonstrated by the ability to apply concepts taught in the curriculum to managerial situations,
  - The ability to work effectively in a team, and
  - The ability to identify and assess ethical and social responsibility issues.

## **Course Requirements**

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This course focuses on the utilization and adaptation of business skills toward creating and managing social enterprises. It is intended to offer a conceptual framework (“the art”) and techniques (“the science”) for thinking strategically about innovation in the social sector.

To enrich the quality of the class students are encouraged to:

1. Participate in all class discussions: Commit yourself even when you’re out of your comfort zone. Express your perspectives and listen carefully to the views of your classmates. Bring forth relevant learning from readings and your experience.
2. Formulate, ask, and discuss the tough questions about this emerging field.
3. Absorb the assigned readings and discuss them with your colleagues and actively during in-class discussions.
4. Go beyond the assignment and find, read or learn something that stimulates your own passions and interests. Share this with others.
5. Inspire someone else with something you’re learning.

MGMT 245 (Social Entrepreneurship) includes the conceptualization of a unique social enterprise, the development of a formal *feasibility plan* denoting your proposed organization’s *social impact theory, resource strategy, and operating model*, and a formal (video taped) presentation of your feasibility plan before a panel consisting of your classroom peers and invited Clark University faculty and administrators.

Class attendance is critically important, however, in the event you need to miss a class, please contact Dr. Jordan ([djordan@sevenhills.org](mailto:djordan@sevenhills.org)) by email or phone (508-755-2340, ext 230) prior to the class with your reason for missing. You are expected to fulfill the readings and any in-class assignments, even if you are not able to attend a class.

### **Assignments 1& 2: Case Analysis& Presentation:**

1. Working in small groups, your student team will select a social entrepreneurship initiative you find particularly interesting; locally, nationally, or globally situated.
2. Drawing on readings and classroom discussion, describe how that organization applied one or more of the central concepts discussed in class to the development of their social entrepreneurship initiative.
3. In your written analysis, be sure to include:
  - a. Background information on the social venture and the leader(s) who created it (i.e. mission/goals, vision, etc.)
  - b. A brief history of the social entrepreneurial organization or social enterprise initiative
  - c. A central challenge, or challenges, faced by the entrepreneur and/or organization during its initial planning and start-up.
  - d. A description of how the challenge(s) was addressed.
  - e. Any necessary appendices (financial statements, documents, etc.)
  - f. A SWOT Analysis, of the initiative as it currently exists, and

- g. Your perspective on the likely sustainability of the social venture and recommendations you would offer to enhance the initiatives social return on investment. Refer to course reading or other materials to support your analysis.
4. Contact the social entrepreneur or initiative representatives and conduct an in-depth interview with one or more stakeholders for the purpose addressing 3(a-f). You will need to draft an Interview Guide which will be included as part of your final report.
5. This assignment should be 8-10 double spaced pages, excluding appendices.
6. You will be asked to make a formal presentation in class on your case analysis which should include a PowerPoint presentation of your findings and recommendations. Presentations are expected to take approximately 20 minutes.

**Due: Paper due March 17/Presentations: March 17 and March 24**

### **Assignments 3 & 4: Feasibility Study & Presentation:**

Working in small groups, your student team will craft a “feasibility plan” for a social oriented business venture of your choosing. The prospective social venture could be a new start-up nonprofit or profit making venture whose intent is to pursue social value creation, or a business venture within an existing nonprofit or profit entity. Use your imagination, creativity, and lessons drawn from class readings and discussions. Your social venture proposal can be local, national, or global in scope and will include:

1. A thorough description of the social issue you are attempting to address, and why (i.e. scope/scale of the problem, why it remains an unmet need, etc.).
2. A risk assessment of your proposal.
3. Establish the mission and desired outcomes of your proposed social venture.
4. A complete Feasibility Study (preliminary and final).
5. Proposed marketing materials for your social venture (be creative).

It is anticipated that this assignment will be between 10-20 double spaced pages in length. Your team will be asked to make a formal presentation in class at the end of the term. Be bold in your thinking—be creative in your presentation. Presentations should be between 20-30 minutes.

**Due: April 21 / Presentations on April 21 and April 28**

### **Assignment 5: Short Case Review & Presentation:**

Throughout the term, each “student-team” will be required to research one (1) global social entrepreneurial organization and make a 15 minute PowerPoint presentation to the class on the organization. Student-teams will be assigned a specific SE organization to research. Other than the PowerPoint presentation, no written paper or analysis for Assignment 5 is required.

### **Assignment 6: Individual Research Paper:**

Each student will be expected to complete a research paper on a topic of particular interest to you and that relates to an issue broadly or specifically addressed in our ‘Social Entrepreneurship’ readings, videos, CoursePac articles, or Discussion Board. You should NOT select a topic you have previously completed a paper on for another course. The purpose of this assignment is for you to demonstrate academic scholarship in terms of research, critical thinking, and presentation.

Pick an SE topic which interests you and you feel some passion in exploring. **DUE: Last Day of Class, April 28**

- **Paper Format:** Carefully following the most recent APA (American Psychological Association) format your research will be 10-12 pages in length-cover, abstract, and reference pages do not count in this minimum/maximum guideline. APA formatting may be found at <http://www.apastyle.com>. **Follow the broad outline in Appendix B of this syllabus.**
- **Paper Proposal:** *In advance of beginning* your final research paper you must send me a brief proposal describing your interest in investigating a topic associated with ‘Social Entrepreneurship’.

### **Required Readings:**

1. Nicholls, A. (2008). *Social Entrepreneurship: New Models of Sustainable Social Change*. New York: Oxford University Press.
2. Bornstein, D. (2007). *How To Change The World: Social Entrepreneurs and the Power of New Ideas*. Oxford: Oxford University Press. [Relevant link: [www.HowToChangeTheWorld.org](http://www.HowToChangeTheWorld.org)]
- 3.
4. Elkington, J. & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change The World*. Boston: Harvard Business Press.
5. ‘*CoursePac*’ articles distributed by the Instructor.

### **Optional Reading:**

1. Brinckerhoff, P.C. (2000). *Social Entrepreneurship: The Art of Mission-Based Venture Development*. New York: John Wiley & Sons.

## **Grading Method**

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The individual student performance will be determined as follows:

<b>Assignment</b>	<b>% of Grade</b>	<b>Due Date</b>
1. Written Case Analysis	20 (.20)	March 17
2. Case Analysis Presentations	10 (.10)	March 17 & March 24
3. Feasibility Plans (Team)	20 (.20)	April 21
4. Feasibility Plan Presentations	10 (.10)	April 21 & April 28
5. Short Case Review/Presentations	10 (.10)	See Syllabus
6. Research Paper (Individual)	15 (.15)	April 28
7. Participation (Class Attendance / Involvement <u>and</u> active Weekly Discussion Board Engagement)	<u>30 (.30)</u>	Ongoing
<b>TOTAL</b>	<b>100 (1.0)</b>	

### **Assignment of Grades:**

Final letter grades are calculated on the following basis:

A+	98-100%
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60%

Please note that in 2007 Clark University adopted the following policy and wording on syllabi for courses that have written assignments:

*“The first five grammatical or spelling errors will be circled. The grade is automatically reduced by a partial grade (i.e. from a B to a B- or a B+ to a B) if there are five or more grammatical or spelling errors*

## **Written Assignments:**

All written assignments should be representative of your best professional effort with attention given to writing style, format, presentation, and content. Students must cite works properly and consistently. The APA (American Psychological Association) style is preferred (<http://www.apastyle.org/index.html>).

## **Topics & Assignment**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Assignment Due</b>
1	1/20	<ul style="list-style-type: none"><li>• Introduction and Review of Course Syllabus</li><li>• <u>Video</u>: “The New Heroes: Muhammad Yunus”</li><li>• A Beginning Discussion on the Emerging Phenomenon of Social Entrepreneurship</li><li>• What would you like to explore concerning social entrepreneurship?</li><li>• <u>Video</u>: “Nothing More Powerful: How Social Entrepreneurship Works” (Ashoka-Bill Drayton)</li></ul>		Assign “student-teams” (Teams 1-9)
2	1/27	<ul style="list-style-type: none"><li>• Business Entrepreneurs (BE) vs. Social Entrepreneurs (SE): What are the differences/ similarities?</li><li>• Case Examination: “ApproTec (Appropriate Technology for Enterprise Creation)”</li><li>• <u>Video</u>: “The New Heroes: Nick Moon &amp; Martin Fisher”</li></ul>	Nicholls Chapter 1  Bornstein Chapter 1  Distributed Course Pac #1	Discussion Board Postings by Dr. Jordan on 1/27  Students Discussion Board Response by 2/2

3	2/3	<ul style="list-style-type: none"> <li>• The Dimensions of Social Entrepreneurship: Sociality, Disruptive Creation, &amp; Market Orientation</li> <li>• Case Examination: “One World Health” (<a href="http://www.oneworldhealth.org">www.oneworldhealth.org</a>)</li> <li>• <u>Video</u>: “Uncommon Heroes: Victoria Hale”</li> </ul>	<p>Nicholls Chapters 2 &amp; 3</p> <p>Bornstein Chapters 3 &amp; 4</p> <p>Elkington Chapter 1</p> <p>Distributed Course Pac #2</p>	<p><b>Team #1</b> 15 minute case presentation on “One World Health”</p> <p>Discussion Board Postings by Dr. Jordan on 2/3 Student Responses by 2/9</p> <p><b>Team #9</b> to lead DB discussion in class</p>
4	2/10	<ul style="list-style-type: none"> <li>• The United Nations Millennium Development Goals</li> <li>• Case Examination: ‘RSSO: Ruchika School Social Service / Train Platform Schools’</li> <li>• <u>Video</u>: “The New Heroes: Inderjit Khurana”</li> <li>• <u>Video</u>: “Achieving the Millennium Development Goals: Fazle Abed” (founder of BRAC)</li> </ul>	<p>Nicholls Chapter 4</p> <p>Bornstein, Chapters 5 &amp; 6</p> <p>Elkington Chapter 2</p> <p>Distributed Course Pac (Millennium Development Goals)</p>	<p><b>Team #2</b> 15 minute case presentation on ‘RSSO’</p> <p>Discussion Board Postings by Dr. Jordan on 2/10. Student Responses by 2/16.</p> <p><b>Team #8</b> to lead DB discussion in class</p>
5	2/17	<ul style="list-style-type: none"> <li>• Ecopreneurship: The Triple Bottom Line</li> <li>• <u>Video</u>: “An Inconvenient Truth” Al Gore” or “6 Degrees that Could Change The World”</li> <li>• Case Examination: “Agro-electric System of Appropriate Technology” (STA) and “Institute for the Development of National Energy and Sustain-ability”</li> </ul>	<p>Nicholls Chapter 5</p> <p>Bornstein Chapters 7-9</p> <p>Elkington Chapter 3</p> <p>Distributed Course Pac</p>	<p><b>Team #3</b> 15 minute case presentation on STA &amp; IDEAAS</p> <p>Discussion on VIDEO</p> <p>Discussion Board Postings by Dr Jordan on 2/17. Student</p>



		(IDEAAS) <ul style="list-style-type: none"> <li>• <u>Video</u>: “The New Heroes: Fabio Rosa”</li> </ul>	(Ecopreneurship)	Responses by 2/23.  <b>Team #7</b> to lead DB discussion in class
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6	2/24	<ul style="list-style-type: none"> <li>• Exploring Leadership Characteristics &amp; Behaviors of Social Entrepreneurs</li> <li>• Case Examination: “Ciudad Saludable”</li> <li>• <u>Video</u>: “The New Heroes: Albina Ruiz”</li> <li>• <u>Video</u>: “Beyond Corporate Social Responsibility: Oded Grajew, Ethos Institute”</li> </ul>	Nicholls Chapters 6 & 7  Bornstein Chapters 10 & 11  Elkington Chapter 4  Distributed Course Pac (Corporate Social Responsibility)	<b>Team #4</b> 15 minute case presentation on “Ciudad Saludable”  Discussion Board Postings by Dr. Jordan on 2/24. Student responses by 3/2.  <b>Team #6</b> to lead DB discussion in class
7	3/3	<ul style="list-style-type: none"> <li>• Corporate Social Responsibility</li> <li>• Case Examination: “Aravind Eye Hospital”</li> <li>• <u>Video</u>: “The New Heroes: Dr. V. &amp; David Green”</li> </ul>	Nicholls Chapter 8  Bornstein, Chapter 12  Elkington Chapter 5  Distributed Course Pac #3	<b>Team #5</b> 15 minute case presentation on “Aravind Eye Hospital”  Discussion Board Postings by Dr. Jordan on 3/3. Student responses by 3/16.  <b>Team #5</b> to lead DB discussion in class

8	3/17	<ul style="list-style-type: none"> <li>• Case Analysis Presentations</li> <li>• Case Examination: “Development &amp; Education Program for Daughters and Community Center (DEPDC)”</li> <li>• <u>Video</u>: “The New Heroes: Sompop Jantraka”</li> </ul>	<p>Nicholls Chapter 10</p> <p>Bornstein Chapter 13</p> <p>Elkington Chapter 6</p> <p>Distributed Course Pac #4</p>	<p><b>Team #6</b> 15 minute case presentation on “DEPDC”</p> <p>Case Analysis Presentations [Teams 1-5]</p> <p><b>ALL CASE ANALYSIS PAPERS DUE!</b></p> <p>Discussion Board Postings by Dr. Jordan on 3/17. Student responses by 3/23.</p> <p><b>Team #4</b> to lead DB discussion in class</p>
9	3/24	<ul style="list-style-type: none"> <li>• Case Analysis Presentations</li> <li>• Case Examination: “Delancey Street Foundation”</li> <li>• <u>Video</u>: “The New Heroes: Mimi Silbert”</li> </ul>	<p>Nicholls Chapters 11 &amp; 12</p> <p>Bornstein Chapters 14 &amp; 15</p> <p>Elkington Chapter 7</p> <p>Distributed Course Pac (The Power of Unreasonable People)</p>	<p><b>Team #7</b> 15 minute case presentation on “Delancey Street Foundation”</p> <p>Case Analysis Presentations [Teams 6-10]</p> <p>Discussion Board Postings by Dr. Jordan on 3/24. Student response by 3/30.</p> <p><b>Team #3</b> to lead DB discussion in class</p>
10	3/31	<ul style="list-style-type: none"> <li>• “The Fourth Sector” (<a href="http://www.fourthsector.org">www.fourthsector.org</a>)</li> <li>• Case Examination:</li> </ul>	<p>Nicholls Chapter 14</p>	<p><b>Team #8</b> 15 minute case presentation on “CAMFED”</p>

		<p>“CAMFED” (<a href="http://www.camfed.org">www.camfed.org</a>)</p> <ul style="list-style-type: none"> <li>• <u>Video</u>: “Uncommon Heroes: Ann Cotton”</li> </ul>	<p>Bornstein Chapters 16 &amp; 17</p> <p>Distributed Course Pac (Bottom of the Pyramid &amp; The Fourth Sector)</p>	<p>Discussion Board Postings by Dr. Jordan on 3/31. Student responses by 4/6</p> <p><b>Team #2</b> to lead DB discussion in class</p>
11	4/7	<ul style="list-style-type: none"> <li>• The “Bottom of the Pyramid”</li> <li>• Case Examination: “Coopa-Roca”</li> <li>• <u>Video</u>: “The New Heroes: Maria Teresa Leal”</li> </ul>	<p>Nicholls Chapters 15 &amp; 16</p> <p>Bornstein Chapter 18</p> <p>Elkington Conclusion Chapter</p> <p>Distributed Course Pac (Feasibility Plan Development)</p>	<p><b>Team #9</b> 15 minute case presentation on “Coopa-Roca”</p> <p>Discussion Board Postings by Dr. Jordan on 4/7. Student responses by 4/13</p> <p><b>Team #1</b> to lead DB discussion in class</p>

12	4/14	<ul style="list-style-type: none"> <li>Panel Discussion: Social Entrepreneurship and its role toward effecting global social issues.</li> <li>Case Examination: “The Baby Academy ; Cairo, Egypt”</li> <li><u>Video</u>: “The New Heroes: Dina Abdel Wahab”</li> </ul>	<p>Nicholls Chapter 17</p> <p>Bornstein Chapters 19 &amp; 20</p>	<p><b>Team #10</b> 15 minute case presentation on “The Baby Academy”</p> <p>Discussion Board Posting by Dr. Jordan on 4/14. Student responses by 4/20.</p> <p><b>Team #1</b> to lead DB discussion in class</p>
13	4/21	<ul style="list-style-type: none"> <li>Feasibility Plan Presentations</li> </ul>	Bornstein Chapter 21	<p>Final Team “Feasibility Plan” Presentations</p> <p>ALL WRITTEN FEASIBILITY PLANS DUE!</p>
14	4/28	<ul style="list-style-type: none"> <li>Feasibility Plan Presentations</li> </ul>		Final Team “Feasibility Plan” Presentations

***“Be the change you wish to see in the world.” -- Gandhi***

**SOCIAL ENTREPRENEURSHIP:**  
**“The Art and Science of Business Development**  
**for the Public Good”**  
**MGMT 248-Spring 2011**

Team Listings
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**Name**

**Team #1**

- *Maya Baum*
- *John Karas*
- *Kelly Wynveen*

**Team #2:**

- *Anna Gallerani*
- *Gianluca Ranallo*

**Team # 3:**

- *Maureen Coakley*
- *Volha Hrytskevich*
- *Chelsea Kryspin*

**Team # 4:**

- *Aaron Conley*
- *Nikoleta Sremac*
- *Eduardo Valle*

**Team # 5:**

- *Sara Lieberman*
- *Katrina Fryklund*
- *Zeenat Islam*

**Team # 6:**

- *Stefanie Kettenacker*
- *Emily Koepke*
- *Chanchala Gunewardena*

**Team # 7:**

- *Stephanie Henderson*
- *Meghan Lennon*
- *Ryan Short*

**Team # 8:**

- *Mark Wilson*
- *Thomas Robbins*
- *Alyssa Kogan*

**Team # 9**

- *Mary Palcic*
- *Michael Szpryngel*
- *Diego Gomez*

Appendix A:  
'Individual' Research Paper Format

(Title of Your Research Paper)

by  
(Your Name)

In partial fulfillment of the requirements  
for MGMT 248: Social Change Field Experience  
(date)

Abstract



An abstract is a concise single paragraph summary of completed work or work in progress. In a minute or less a reader can learn the rationale behind the study, general approach to the problem, pertinent results and important conclusions or new questions.

**Writing an abstract**

- Single paragraph, and concise
- As a summary of work done, it is always written in past tense
- An abstract should stand on its own, and not refer to any other part of the paper such as a figure or table
- Focus on summarizing results-limit background information to a sentence or two, if absolutely necessary
- What you report in an abstract must be consistent with what you reported in the paper
- Correct spelling, clarity of sentences and phrases, and proper reporting of quantities (proper units, significant figures) are just as important in an abstract as they are anywhere else

The abstract summary should be 200 words or less.

(Title of Your Research Paper)

By

(Your Name)

**Introduction** (include your hypothesis or thesis statement if you have one).

### **Introduction**

Your introductions should not exceed two pages (double spaced, typed).

### **General Intent**

The purpose of an introduction is to acquaint the reader with the rationale behind your work, with the intention of defending it. It enables the reader to understand and appreciate your objectives and why you've chosen this particular topic.

### **Writing an Introduction**

Approaches vary widely, however for our class the following approach can produce an effective introduction.

- Describe the importance (Significance) of your topic – why was this worth doing in the first place? Provide a broad context.
- Provide a rationale. State your specific hypothesis(es), objective(s), or thesis(es) and describe the reasoning that led you to select them.
- Very briefly describe the format design of your paper and how it accomplished the stated objectives.

Style:

- Organize your ideas, making one major point with each paragraph.
- Present background information only as needed in order to support a position. The reader does not want to read everything you know about the subject.
- As always, pay attention to spelling, clarity and appropriateness of sentences and phrases.
- Use citations where appropriate.

## Literature Review

A literature review is a summary of previous research on the topic. Some questions to think about as you develop your literature review:

- What is known about the subject?
- Are there any gaps in the knowledge of the subject?
- Have areas of further study been identified by other researchers that you may want to consider?
- Who are significant research personalities in this area?
- Is there consensus about the topic?
- What aspects have generated significant debate on the topic?
- What methods or problems were identified by others studying in the field and how might they impact your research?

### **What is the purpose of a Literature Review?**

The purpose of a literature review is to convey to the reader what knowledge and ideas have been established on a topic and what are the strengths and weaknesses. The literature review allows the reader to be brought up to date regarding the state of research in the field and familiarizes the reader with any contrasting perspectives and viewpoints on the topic. There are good reasons for beginning a literature review before starting a research paper. These reasons include:

- To see what has and has not been investigated.
- To learn how others have defined and measured key concepts.
- To identify data sources that others have used.

Be certain to cite your references using APA style.

## Discussion

The intent of the Discussion section of your paper is to summarize your research findings and relate them to your original “***hypothesis***” (a hypothesis is what you suppose before you examine, analyze, critique, and verify the facts for or against your argument proposed in your introduction; if you present one at all!) or the Discussion section can be the location in which you posit a “***thesis***” ( a thesis is what you conclude and pose after your deep examination of a topic, as explored in your literature review for example.)

- Did your findings in researching the topic support a hypothesis you may have suggested at the start of your review? Did they embolden you to posit a thesis after you completed your investigation?
- Did your research support already existing theories or opinions on the topic and if so, how?
- Would you suggest any other avenues of investigation on your topic?

## References

Following APA Style list all sources of data employed: journal articles, texts, internet sources, newspapers, personal communications, etc.