

Course Information

Semester & Year: Spring 2026

Course ID & Section #: BUS 69 / V9911

Instructor's name: Chris Gaines

Location: Fully online. All class activities will be on Canvas, with the exception of office hours that are available upon request (please see below). Please see **Modules** in Canvas for a week-by-week schedule.

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

[Links to an external site.](#)

* Zoom will be used for office hours **by appointment**. Please email me if you would like to schedule time.

Course units: 4 units

Textbook: There will be no required textbooks for this course.

- ***You will, however, need to select (and buy) a book for the Book Training assignment. Please see the Book Training assignment in Canvas, including instructions for selecting your book choice and assignment requirements.***

Instructor Contact Information

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

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

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

Catalog Description

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

Course Student Learning

Outcomes (from course outline of record)

1. Create a comprehensive business plan.

Prerequisites/corequisites/ recommended preparation

n/a

Class Policies, Assignments and Grading

Code of Conduct

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

AI Use Policy

Please see the AI policy for this course below. You are encouraged to use ChatGPT or similar Generative AI tools in this class. These tools are becoming increasingly common for use in academic and professional settings. This will be an opportunity for you to learn the tools but ***please note the requirements and limitations mentioned in the policy description below.***

AI Policy, Student Responsibilities, and Limitations of AI Use

1. Generative AI tools are imperfect and require refinement from the user to maximize the usefulness of the results.
 1. Include a brief note under the title of “AI Use” at the end of the assignment that defines the AI tools used and the prompts that you used to get the results. **Failure to report this information will result in a violation of the Academic Dishonesty policy at CR.**
 2. To get started, please read the following article to learn more about ChatGPT and how to improve the results that it gives you: [How to use ChatGPT for this course](#)
 3. [Links to an external site.](#)
 4. . Please see above for other tools similar to ChatGPT for you to explore.
 5. Don’t exclusively use AI tools for research and certainly don’t trust the results as factual. It is your responsibility to use multiple sources to validate results.
 6. Please use the following convention for reporting any AI use in this class:
 - A. Include a brief note under the title of “AI Use” at the end of the assignment that defines the AI tools used and the prompts that you used to get the results. **Failure to report this information will result in a violation of the Academic Dishonesty policy at CR.**

Cannabis policy

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

Assignments

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

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

- Discussion post
- Startup insight post
- Critical review post

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

Lab Work - Book Training assignment: Rather than provide a specific outline for this assignment, let me offer the following information to you. Imagine that you are a consultant and you've been hired to train our class on the key concepts from the text that was assigned to you. In a real-world scenario, the client would expect that you would decide how best to educate and train the founding team and all employees. I'm going to give you the same opportunity. So, your challenge is to make sure that you achieve the *following outcomes* in a **15-minute** presentation to our class:

Students who observe and participate in your presentation should leave with:

- A general understanding of the hypotheses and core concepts.
- Recommendations for how to use this book in a real-world context (i.e. why is this learning valuable to our understanding of how to start and/or grow a business? How can students use the learning to improve their business?
- **The Challenge: What are the 3-5 most impactful elements of the book that you will teach us? Why do you feel this way? How are these relevant to our future careers as business leaders?**

Presentation materials are required and posted in *Canvas by the due date*.

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

for peer and instructor review. An outline for your business plan presentation will be provided via Canvas.

Grading (The Bottom Line)

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

Weekly discussion posts (10 points each)	100 Points
Weekly critical reviews (10 points each)	100 Points
Startup insight posts (10 points each)	100 Points
Lab work / Book Training	100 Points
Financial worksheets - draft submissions	30 Points (3 x 10 pts)
Final spreadsheets (posted to Canvas)	100 Points
Final presentation	100 Points
Total Points Possible	630 Points

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

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

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

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

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#)

[Links to an external site.](#)

, counseling and advising, alternate formats of course materials (e.g. audio books or E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#)

[Links to an external site.](#)

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If you are unsure whether you qualify, please contact SASS for a consultation:
SASS@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113

Del Norte campus

- Phone: 707-465-2353
- Location: Main building, near the Library

Klamath-Trinity campus

- 707-476-4280