

## New Venture and Small Business Management

AP/ADMS 3920

Section M/Winter 2025

### Course Information

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Office Hours & Location: By appointment

Course Time & Days: Thursday 11:30

Class Location: DB 1005

### Land Acknowledgment

*We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.*

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## Course Overview

This course examines the entrepreneurial processes of new venture creation and issues associated with small business management from both a theoretical and practical perspective. The emphasis is on issues that affect the success of the entrepreneurial venture, including opportunity recognition and assessment, the development of the business plan, harnessing of resources, and other entrepreneurial, managerial and leadership challenges. The functional areas of business are also explored as they relate specifically to planning for new ventures (including intrapreneurship) and small business management.

## Course Learning Objectives

By the end of this course, it is expected that the following learning objectives will have been achieved. Students will:

- be able to explain the current state of entrepreneurship in Canada, including its economic and social impact
- know the characteristics of individuals who engage in entrepreneurial activities and the different motivations for doing so
- be able to identify and critically assess entrepreneurial ideas and opportunities
- understand the advantages and disadvantages of alternate business models, business strategies, modes of entry to small business, and organizational forms
- know the critical stages and accompanying issues/risks associated with the small business lifecycle
- have developed a framework for analysis of the strategic challenges of new ventures and small businesses and be familiar with theory and practice in the functional areas of marketing, operations, human resources management, finance, IT, etc.
- know the purposes and importance of a business plan and have prepared a business plan for an enterprise of their choice utilizing appropriate research, analysis, and thought processes
- be able to identify the early warning signs of trouble in new ventures, the costs of failure, and be familiar with generic turnaround and exit strategies
- have gained experience and insight from being part of a team developing and pitching a new business proposal.

## Course Format and Organization

- This course is scheduled to be offered by way of in-person learning, although there will be elements of the course administered via eClass (i.e., quizzes, mini-

lectures, and assignment/exam submissions). Attendance in class is *strongly* encouraged as our sessions will not be recorded (slides will be posted to eClass). There is also a class activity component in the grade structure.

- To build our knowledge, we will be relying on three primary sources of information: weekly instructor-led sessions (lectures, activities, Q&A, etc.); the reading are a required reference tool; and a series of student-led 'mini-lectures.' With respect to the weekly sessions, please note that we will not be focusing only on the textbook content but also on alternative perspectives and new material.

## Required Course Materials

All **required** readings are available online free of charge. The readings are adapted from open-source textbook, or they are accessible for York University community through library. For assistance on how to locate a resource through the library, please contact the library chat box (my go to method is search the titles on google scholar if the link is not working)

The details of the required readings are posted in weekly plan.

Recommended textbook:

Longenecker, J.G., Donlevy, L.B., Champion, T., Petty, J.W., Palich, L.E., Hoy, F. (2016) *Small Business Management: Launching and Growing New Ventures*. Sixth Canadian Edition. Nelson Education.

The recommended chapters from this book have the same title of weekly discussions.

## Course Expectations

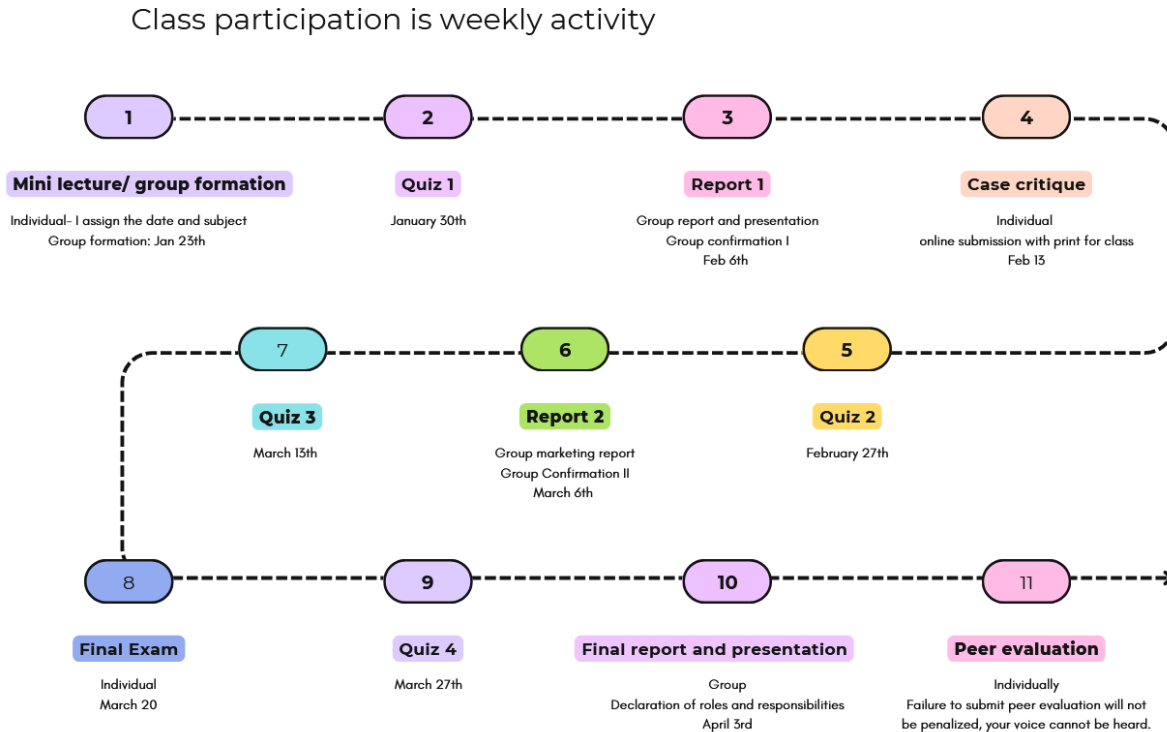
- Students will be engaged with others in group work and in-class activities. Make sure you choose your group mates before I randomly assign you to groups.
- Students are expected to read the readings after the class and participate in the quizzes.
- Students are expected to participate in class discussions and activities.

## Course Assessments

Assessment	Due Date	Weight %
In class activities	Ongoing	5%
Individual: Student-led mini-lectures	Individually assigned by me	8%
Individual: critique assignment	Feb 13 <sup>th</sup>	7%
Group work: Report 1 & presentation	Feb 6 <sup>th</sup>	10%
Report 2	March 6 <sup>th</sup>	10%
Report 3	April 3 <sup>rd</sup>	20%
Presentation	April 3 <sup>rd</sup>	5%
Individual: 4 Quizzes	Jan 30 <sup>th</sup> Feb 27 <sup>th</sup> March 13 <sup>th</sup> March 27 <sup>th</sup>	20%
Individual: Take home exam	March 20 <sup>st</sup>	15%
		<b>100%</b>

*All components of assessment describe below might be different from what you experience in your other courses. The criteria for evaluating your assessment are intentionally set more relaxed so they do not constraint your creativity. We will discuss them further for further clarification. The assignment might sound confusing to you, so let's have a look at this visual:*

## Schematic overview of deliverables



## In-class activities

During each scheduled session, we will be engaging in certain in-class activities that provide us with the opportunity to explore aspects of the course material in greater depth. Typically, these activities will be done in small groups, but on occasion, there will be activities done individually. Regardless, these activities typically entail a brief submission of some sort (via eClass or hard copy). Our in-class activities will begin in session one and occur in most sessions throughout the term. The number of and length of activities per session usually varies.

Collectively, your engagement with the class activities will represent 5% of your overall grade. In effect, for each session in which you engage in class activities, you can earn up to 1 mark towards your final grade. However, simply engaging does not ensure that you get full marks. Each class activity is graded on its own merits and assigned a simple alpha grade. Your FIVE BEST session activity grades are taken into consideration when

determining your mark (i.e., if you miss a class or two, there are no lost marks). Even though the frequency of engagement is important, the quality of your engagement is perhaps more critical. Students who participate in a meaningful way can expect to do quite well!

### Individual: student-led mini-lecture

Each student will be responsible for developing ONE mini-lecture during the term. Your mini-lecture will be worth 8% of your overall grade. The first round of mini-lectures will commence in session 3.

You will each be assigned a session and a series of topics around which you must develop and deliver a mini-lecture of no more than 5 minutes duration. Your mini lecture **must** be posted to eClass **prior to the start of the session for which it is due**, or a late penalty of 5% per day or part thereof will apply. No mini-lectures will be accepted if they are more than **three** days late.

For your mini lecture, you must **i)** source an interesting and relevant article published in the past ten years from one of the following journals –

*Journal of Business Venturing;*  
*Entrepreneurship Theory and Practice;*  
*Strategic Entrepreneurship Journal;*  
*Family Business Review;*  
*International Small Business Journal;*  
*Journal of Small Business Management or,*  
*Small Business Economics,*

**ii)** summarize the article for us (e.g., background, method, findings, etc); **iii)** identify the three key learning insights we should take away from the article/your mini-lecture; **iv)** summarize the practical implications for entrepreneurs and/or introduce a real-world example to illustrate its applicability; **v)** as a means of summarizing things, identify one or two multiple choice questions pertaining to your mini lecture that we *might* be able to include in a quiz; and, **vi)** attend to the quality of your mini lecture presentation. Your mini-lecture will be evaluated against these six criteria.

You should deliver your mini-lecture using PowerPoint and its ‘record narration’ tool and then post it to the appropriate session in eClass. With a little effort and imagination, this is another element of the course in which you can do quite well. You can opt to use a different tool but check with me.

## Individual: case critique

This assignment involves you critically reviewing (i.e., 'critique') the business ideas/cases presented by your classmates in class on Feb 6th. You will be assigned one specific group to critique in advance of that date.

Your reviews should evaluate the new venture idea described by the group you have been assigned to critique. This includes identifying things you like about it and concerns that you may have, as well as providing value-added suggestions that might guide the group as they move forward in developing their business plans. Because you might want to ask questions about the group you have been assigned, you will be advantaged by attending their presentation.

This assignment is worth 7% of your overall grade. Your review is to be done in Word and is to be a maximum of 750 words in length. Choose a format that makes it easy for me to read it.

Due Date: This assignment must be submitted **on February 13<sup>th</sup>**. You will submit one copy via eClass prior to the start of our regularly scheduled class that day **AND** one hard copy in class, which will be distributed to the group you critiqued, so do not put your student number on it. Late papers are subject to a 10% penalty and will not be accepted after the start of class on Feb 20<sup>th</sup>.

## Individual: Quizzes

Four quizzes are scheduled to align with sessions 4, 8, 10, and 12. These will be administered via eClass on the day those sessions are scheduled. Each quiz is worth 5% of your overall grade. Questions are drawn from the weekly lectures and mini-lectures, plus the assigned parts in the required reading. These time-constrained quizzes will be the most challenging graded component in the course. The key to success will be keeping up with the readings and paying attention to any pre-quiz guidance given.

You may miss ONE quiz without penalty. If you miss a quiz, the weight of that quiz will be shifted to your remaining/subsequent quizzes (i.e., not to any previously written quiz). The exception to this policy is that nobody can miss Quiz #4. If you miss Quiz #4 for any reason, you will be given ONE opportunity to write an alternate Quiz #4 prior to the end of classes. This alternate quiz will be set and graded in a manner that acknowledges the additional preparation time available.

NOTE: I will drop the lowest grade from among quizzes 1 through 3 for students who write all four quizzes. Quiz 4 counts for everyone.

## Individual: TAKE-HOME EXAM

A take-home exam is scheduled for March 20<sup>st</sup> and will be worth 15% of your overall grade. The exam will be comprehensive in nature and will involve case-based questions. It will focus on the application of course concepts. Your responses will be due 24 hours after the exam is assigned, even though the exam itself will be set in a manner that should allow completion in approximately three hours. Pre-exam guidance will be given.

If you miss the take-home exam for any reason, you will be allowed to write a make-up exam before the end of classes. This exam will be set and graded in a manner that acknowledges the additional preparation time available. Per University Policy, no medical or other documentation is required when an examination is missed. However, students must notify me within 48 hours of the scheduled exam to be eligible for the make-up exam.

## GROUP WORK

(Three separate parts totalling 45% of the total course grade)

For group work, one submission per group is enough. Peer-evaluation is the only submission that should be done individually.

This course involves substantial group work. You are to form yourselves into groups of between 4 and 6 students (the maximum number of groups we can accommodate is 13). To do this, you will want to be in class and interact with your classmates during the first three weeks of the term. The group members' names must be submitted before January 23rd. Students not in groups by then will be assigned a group by me. My experience shows if you leave it for me to form a group for you, you will end up with students who do not push themselves for strong presentations and group work. There are always exceptions, but I don't know if you want to risk it.

### Group Work PART 1: Business case presentation and the business model canvas

You are to prepare and present a business case for the opportunity your group has identified using the business model canvas framework introduced in session 2. Although at this stage, you are only presenting your preliminary idea, you should be using the following headings for your presentation:

- Business Overview - discuss the general nature of the business idea for which you intend to prepare a business plan.

- Customer segment(s) – identify the market needs to be addressed by the business's products/services. Identify your assumptions regarding buyers' wants, willingness and behaviours.
- Value proposition – what you plan to offer your customers and what is compelling about your value proposition (i.e., competitive advantage)
- Channels – how will you promote, sell and deliver your offering to your customer segments?
- Customer relationships – what is the nature of customer interactions you envision?
- Revenue streams – how the business earns revenues by delivering its offerings.
- Key activities – what must your business do (and do well) to deliver on its value proposition?
- Key resources – what strategic assets and capabilities are required to support your key activities?
- Key partnerships – not all activities have to be performed by you! Who else might be involved and what activities would they be responsible for?
- Cost structure – what are the major drivers of your venture's cost structure?
- Other - use this heading, if required, to add other information that relates to your preliminary assessment of the business opportunity. An example of this might be any legislation that guides or restricts the conduct or practices of the business.

**Due Date for Part 1: Feb 6<sup>th</sup> – soft copy via eClass with In-class presentations – times to be assigned. No late submissions will be accepted.**

You are to submit your business model canvas via eClass at the time of your presentation and a structured business case summary following the prescribed headings above.

That summary is to be a maximum of 1500 words in length (readable font and font size) PLUS appendices (Appendices are excluded from the word counts). If you use appendices, you must make specific and appropriate references to them in the body of your report. Your presentation is to be a maximum of 10 minutes (including Q&A). That means that the dry run of your presentation must be no more than five minutes! Your classmates will also ask you questions.

Your grade will be determined in part by how effectively you use preliminary market research to support your discussion and conclusions, how clearly you convey the feasibility of the idea, and the quality of your presentation. To succeed here, you must push your analysis and assessment of the environment as far as possible (i.e., inside-out and outside-in analysis *must* be evident).

**NOTE: After Part 1 of the group assignment, you can re-evaluate and alter group membership. This may involve you leaving your group or a group 'firing' one or more**

**of its members. If you choose to leave your group, you are responsible for advising your group members of the change and finding another group to join. After this stage, students who are asked to leave a group (i.e., fired) and find themselves without a group will be organized into a new group. If a student is left with no group at this stage, they will be assigned an alternate assignment of sufficient rigour to warrant a grade weight of 35% of the total term grade. Any changes to group membership after Part 1 must be completed on or before the date specified for 'Group Confirmation I' in the course schedule. Notification of any group changes must be e-mail to your instructor.**

### **Group Work PART 2: Market research and preliminary marketing plan**

This part of the assignment is intended to ensure that you have collected enough appropriate market information to support the development of your business plan (i.e., Part 3). You are to gather, interpret, and present market research which demonstrates that you understand the industry you will be joining (define the industry, assess its attractiveness, identify industry trends, and estimate the size of the market), provides a thorough competitive analysis (who your direct and indirect competitors are; what, exactly, they offer; what their price structure is; etc.), and identifies your customer's (and your channel intermediary's if appropriate) wants, needs, preferences, buying behaviours, etc. You are also to present your *preliminary* marketing plan. This includes your product plan, pricing strategy, promotional plan, and identification of your channels of distribution.

**Due Date for Part 2: March 6<sup>th</sup>- soft copy via eClass. Late submissions are subject to a penalty of 2% per day or part thereof. No submissions will be accepted after March 13<sup>th</sup>.**

Part 2 is to be a maximum of 10 pages in length (Times New Roman 12, double space) PLUS any appendices you like. If you use appendices, you must make specific and appropriate references to them. Although a grade will be assigned for this component, you can revise your market research and marketing plan before you submit Part 3, which will be re-evaluated as part of that assignment.

**NOTE: After Part 2 of the group assignment, you will have another opportunity to re-evaluate your group membership. This represents 'Group Confirmation II' in the schedule. Students without a group after this stage will then be organized into new groups, put into an established group, or given an alternate assignment of sufficient length and rigour to warrant it representing 25% of the final grade.**

### Group Work PART 3: Business plan and 'pitch'

For this part of the group assignment, you are to prepare a formal business plan for the business of your choice and then 'pitch' your plan to your classmates. The presentation of your plan should follow the general guidelines presented in the lectures and the text but should be tailored to fit the nature of the venture and your personal preferences. Having said this, the plan must include the following:

- An executive summary that captures the essence and critical aspects of the entire business plan,
- A mission statement and specific, measurable objectives,
- A discussion of legal and other issues, including your rationale for the selection of a particular organizational form,
- A marketing plan that clearly identifies your marketing strategy (product, price, promotion, place, and people) and is consistent with your analysis of the target market's needs, buying behaviour, etc. and the competition's practices.
- An operating plan which addresses, among other things, location selection, equipment and technological needs, inventory, quality management, etc.
- A human resources plan covering staffing/skills needs identification, structure, personnel policies (recruitment, training, compensation, etc.), etc.
- A financial plan, including well-supported and detailed projections, identification of financing sources, accounting systems, etc.,

Essentially, your business plan should consist of a series of interrelated functional area plans, and you will be evaluated for each one individually and for the plan as a whole.

Due Date for Part 3:

The business plan = April 3rd - soft copy of your business plan are to be submitted before the end of our regularly scheduled class. Late papers are subject to a penalty of 5% per calendar day or part thereof (i.e., 75% becomes 65% on April 5<sup>th</sup>). No papers will be accepted after April 9<sup>th</sup>.

This is to be a comprehensive, stand-alone business plan. It should be a maximum of 25 typed pages in length (double-spaced, TNR, minimum font size = 12, minimum 1" margins) PLUS appendices (you may include as many appendices as you like, but please be sure that they are relevant). If you use appendices, you must make specific and appropriate references to them in the body of your business plan. You must also include a table of contents and an executive summary, neither of which are included in the page count. The list of references is not included in the page count.

The business pitch = April 3<sup>rd</sup> - in-class presentations – the date is firm; times to be assigned.

Your 'pitch' is to be a maximum of 5 minutes in duration. There will also be a maximum of 5 minutes scheduled for Q&A.

Your grade will be determined in three ways. First, how well do you refine and support the business concept, as evidenced by your formal written plan (20%). The required content identified above represents the bare minimum. Second, by your instructors' assessment of the pitch you deliver to our classmates (3%). Third, by the number of classmates' votes your pitch receives (2%).

**NOTE: Part 3 of the group assignment is subject to a declaration of responsibility and peer evaluation processes. Each of these processes may see an individual's grades adjusted up or down by as much as 10% from the group's grade. The templates for peer-evaluation will be uploaded on eClass. There is not format for declaration of roles and responsibilities.**

### Late Work Policy/ Missed work.

The late work policy is different for each form of assignment. Please refer to the description at the end of the type.

### Referencing

If you need help about how to cite an academic work, journal, website, video, news or blogs, please refer to [Harvard Referencing Style](#) or [APA](#). You can also download and use referencing applications to handle the insertion of the references in your document. For example, you can use [Zotero](#) or [Mendeley](#), both free and open access. Click on the links to learn more, but you can use anything- or none- as long as you cite your resources properly.

- [SPARK Student Papers & Academic Research Kit](#)
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [ESL Open Learning Centre](#)

### Use of LARGE LANGUAGE MODEL

When you submit a document, you are permitted and encouraged to use Large Language Models (e.g., ChatGPT). If you choose to use a large language model, you are

also required to submit an appendix of no more than 10 pages which should include (1) your chosen large language model and (2) screenshots of your prompts and responses received from your large language model. Do not simply copy and paste the text. You will be expected to creatively extend responses produced by the large-language model. If you use Large Language Models in part to complete these assignments but fail to acknowledge them, it can be evidence of academic fraud, depending on the content that is used. If you use it, acknowledge it. Simple!

## Course Schedule: Weekly Readings and Activities

Week	Content	Readings and videos
<b>Week 1</b> <b>Jan 9<sup>th</sup></b>	Course information Entrepreneur and entrepreneurship Small Business in Canada  In class activity	<u><a href="#">Entrepreneurial cognition</a></u> (Only chapter 3) (Shepherd and Patzelt (2018) Entrepreneurial Cognition: Exploring the mindset of entrepreneur-Open access) <u><a href="#">Defining and measuring entrepreneurship</a></u> (Only chapter 2) Iversen, Jørgensen and Malchow-Møller (2007) Defining and Measuring Entrepreneurship (York U access) <u><a href="#">Analysis of Small Business in Canada</a></u> Statistics Canada website
<b>Week 2</b> <b>Jan 16<sup>th</sup></b>	Opportunity recognition Small business strategies and competitive advantage Value Proposition  In class activity  Deadline: I assign the mini-lectures	<u><a href="#">Opportunity Recognition as Pattern Recognition: How Entrepreneurs “Connect the Dots” to Identify New Business Opportunities By Baron</a></u> (Academy of Management Perspective, author’s open access version)  <u><a href="#">Value proposition</a></u> (Strategyzer website contains readings and videos on this subject)
<b>Week 3</b> <b>Jan 23<sup>rd</sup></b>	Small business basics Modes of entry – build, buy, franchise Family business Business models  In class activity <b>Deadline:</b> <u><a href="#">Group Information Submission</a></u>	<u><a href="#">Entrepreneurial Strategy: Starting, Managing, and Scaling new ventures</a></u> (Only Chapter 3) Shepherd and Patzelt (2021), Entrepreneurial Strategy: Starting, Managing, and Scaling new ventures (Open access)  <u><a href="#">How to design a winning business model?</a></u> Casadesus-Masanell and Ricart (2011) Harvard Business Review (York U access)

<p><b>Week 4</b> <b>Jan 30<sup>th</sup></b></p>	<p>Organizational forms Business planning Market research</p> <p>In class activity <b>Deadline:</b> Quiz 1 (Covering sessions 1 to 3) Individual mini-lectures</p>	<p><a href="#"><u>The business Reference manual for IT Business</u></a> (Section 2.1.) (Alemida and Duarte Santos (2022) accessible through York U)</p>
<p><b>Week 5</b> <b>Feb 6<sup>th</sup></b></p>	<p><b>Deadline:</b> <u>Group business case presentations</u> Individual mini-lectures</p>	
<p><b>Week 6</b> <b>Feb 13<sup>th</sup></b></p>	<p>Marketing strategies AI for Small Businesses</p> <p>In class activity <b>Deadline:</b> <u>Group Confirmation I</u> Individual case critique (soft copy and print)</p>	<p>If you haven't read again, <a href="#"><u>The business Reference manual for IT Business</u></a> (Section 2.1.) (Alemida and Duarte Santos (2022) accessible through York U)</p> <p><a href="#"><u>The new normal: The status quo of AI adoption in SMEs</u></a> (Schwaekea et al, 2024 Journal of Small Business Management. Access through York U)</p>
<p><b>Week 7</b> <b>Feb 27<sup>th</sup></b></p>	<p>The entrepreneurial team Human resource management</p> <p>In class activity <b>Deadline:</b> Quiz 2 (Covering sessions 4 and 6) Mini-lecture series</p>	<p><a href="#"><u>Entrepreneurial Strategy: Starting, Managing, and Scaling new ventures</u></a> (Only Chapter 4) Shepherd and Patzelt (2021), Entrepreneurial Strategy: Starting, Managing, and Scaling new ventures (Open access)</p>

<p><b>Week 8</b> <b>March 6<sup>th</sup></b></p>	<p>Operations management Location selection Quality and control</p> <p>In class activity</p> <p><b>Deadline:</b> <u>Group market research and preliminary marketing plan</u> Individual mini-lectures</p>	<p><a href="#">The business Reference manual for IT Business</a> (Chapter 3) (Alemida and Duarte Santos (2022) accessible through York U)</p>
<p><b>Week 9</b> <b>March 13<sup>th</sup></b></p>	<p>Financial Sources Financial statements and proformas</p> <p>In class activity</p> <p><b>Deadline:</b> <u>Group Confirmation II</u> Quiz 3 (covering sessions 7 and 8) Individual mini-lectures</p>	<p>Read these BDC modules (each 3 to 5 minutes read): <a href="#">Understanding your finances</a> <a href="#">How to get a loan in Canada</a> <a href="#">How much can I borrow for my business</a> <a href="#">Financing an asset-light business</a> <a href="#">Should you buy or rent business equipment</a> <a href="#">Accounting 101</a> <a href="#">5 steps in understanding your costs</a> <a href="#">How to complete a sensitivity analysis</a> <a href="#">How to improve your profit margin</a> <a href="#">Tax-deductible business expenses</a> <a href="#">10 warning signs you are heading to trouble</a> <a href="#">3 types of financial reports every entrepreneur wants</a></p>
<p><b>Week 10</b> <b>March 20<sup>th</sup></b></p>	<p>Managing growth Crisis management Exit strategies</p> <p><b>Deadline:</b> Take-home case study exam (<u>Due 24 hours after start time</u>) Individual mini-lectures</p>	<p><a href="#">The five stages of small business growth</a> Churchill and Lewis (1983) Harward Business Review</p>

<b>Week 11</b> <b>March</b> <b>27<sup>th</sup></b>	Report consultation  In class activity  <b>Deadline:</b> Quiz 4 (sessions 9 and 10)	
<b>Week 12</b> <b>April 3<sup>rd</sup></b>	<b>Deadline:</b> <u>Pitch presentations</u> <u>Group business plans</u> <u>Followed by the declaration of roles and responsibilities and peer evaluation</u>	

## Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

## Technical Requirements

We will use eClass in this course. Students are required to have access to powerpoint with voice recording ability to deliver mini-lectures.

### Using Zoom

- Zoom may be used for office hours if the in-person meeting is not possible. All the classes and presentations are in-person.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Student Guide to eLearning at York University](#)

## Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in

all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect, and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons, or by visiting the Writing Centre or ESL Open Learning Centre.
- **Respect your peers:** Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on third-party content-sharing websites, such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

## Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

## Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

## Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student](#)

[\*Rights and Responsibilities\*](#), the [\*Senate Policy on Academic Honesty\*](#), and/or legal consequences for copyright violations.

## **Student Conduct in the Learning Environment**

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#) and [Student Conduct and Responsibilities](#), as well as the [Code of Student Rights & Responsibilities](#).

### **Netiquette for eClass and Online Learning**

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Student Guide to eLearning](#).

### **Student Notice of Recording for Online Teaching and Learning**

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University’s Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University’s [Guidelines on Access to Student Records and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University’s [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University’s control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University’s knowledge or

permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

## Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.

- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).