

SOCIAL ENTREPRENEURSHIP

AP/ENTP 3950 3.0 – Section M
Winter 2025

Course Information

Course Instructor:	Dr. Anoosheh Rostamkhalaei (She)	Class Location:	Ross South 205
Email	anoosh@yorku.ca	Class time:	16:00
Office Hours & Location:	Flexible, coordinate with me via email		(180 minutes)

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.

Table of Contents

Required Course Materials	3
Course Description	3
Course Overview & Learning Objectives	3
Course Format and Organization	4
Course Assessment	4
Individual Grade Components (60%)	5
Individual: Class Participation	6
Individual: Reflective Journal	6
Individual: Social Change Story	7
Individual: Poster	8
Group Grade Components (40%)	11
Group: Social Problem briefing (15%)	11
Group: Solution proposal	12
Group: Solution Presentation	12
Group: Solution Report	11
Teamwork and peer evaluation	14
Use of Large Language Models (i.e. ChatGPT):	14
Referencing:	15
Course Schedule: Weekly Readings and Activities	15
Campus Entrepreneurial Resources @ YSpace	18
Using Zoom and Computing Resources (if necessary)	18
Course Policies	19
Academic Integrity	19
Accessibility	19
Religious Observance Accommodation	19
Student Conduct in the Learning Environment	20
Student Support and Resources	20

Course Overview

Required Course Materials

All required readings are available online, free of charge. They are adapted from open-source textbooks or accessible from the York University library. For assistance locating a resource through the library, please get in touch using the library chat box.

Required reading (refer to weekly plan for specific chapters):

- Osburg & Schimptere (2013), [Social Innovation: Solution for sustainable future](#), Springer (Accessible through York University)
- Johnson, Pappi-Thornton, Stauch, [Student Guide to mapping a system](#). SAïD Business School, University of Oxford (Open access)
- Some other papers and websites uploaded on a weekly plan

Course Description

This course explores how social change is affected through innovative and entrepreneurial activity. Students reflect upon various models applicable to social enterprise and become familiar with the challenges of creating and sustaining new social ventures, including considering how social entrepreneurship can be implemented in countries where political, social-cultural, and economic contexts may differ. The course also addresses how management principles might be used to improve social enterprises and the social and economic value they create. Students are encouraged to address the United Nations Sustainability Development Goals and propose innovative and entrepreneurial solutions shaped by societal, economic, and environmental considerations. Engagement will primarily be through assigned readings, lectures, guest speakers, classroom discussions, case studies, and interaction with practicing social entrepreneurs.

Course Overview & Learning Objectives

This course covers the areas of:

- Definitions, needs, and social missions; social welfare, commercial, and public sector logic
- Opportunity recognition for social changes
- Social innovation and implications for scaling
- Resources and networks
- Impact measuring
- Sustainable business models

By the end of this course, students will be able to:

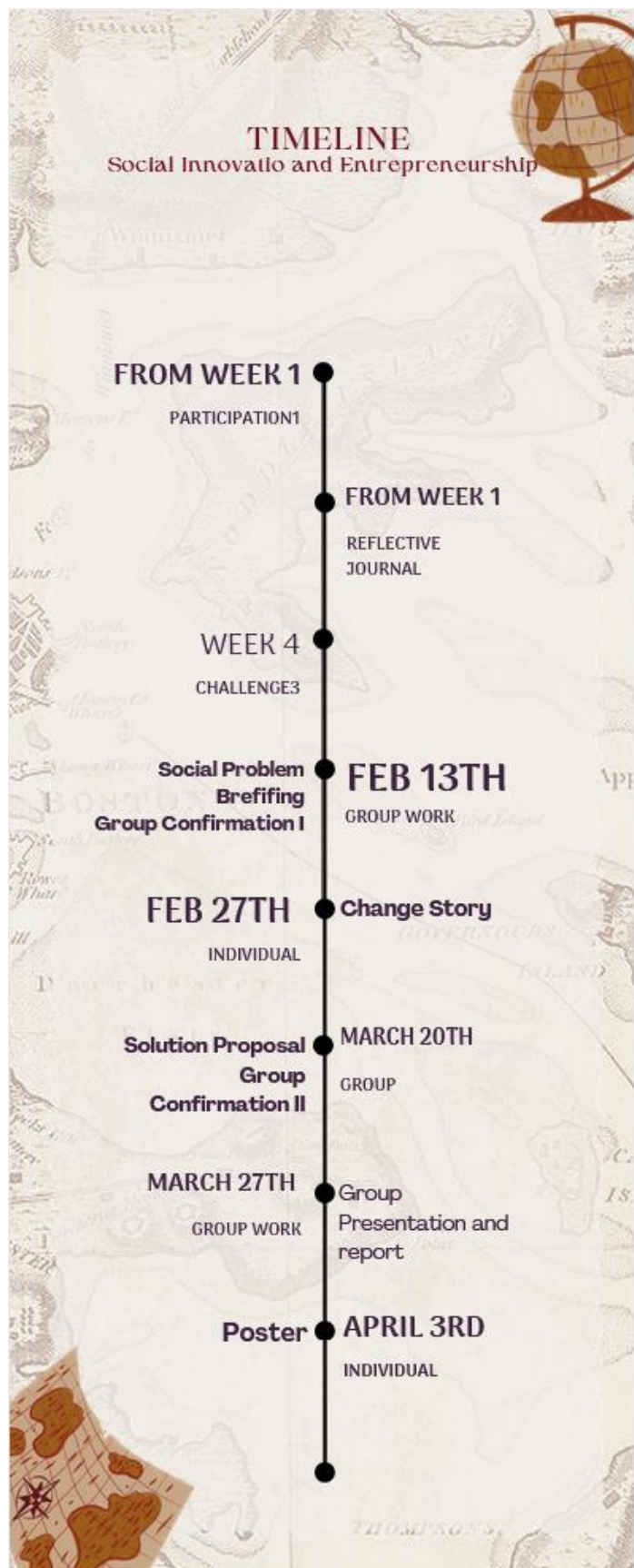
- Describe the concept of social enterprise, innovation, and entrepreneurship
- Identify a variety of social problems at different levels
- Explain the social innovation process and apply the process of entrepreneurship to generate solutions
- Identify different resources that could be leveraged towards delivering social innovation
- Propose ways to measure social impacts along with financial benefits
- Explain the motivations and rationalities of different stakeholders in the process of delivering social innovation
- Work creatively in a team environment and demonstrate leadership, communication skills, peer-to-peer learning, collaboration, and cooperation, among other attributes

Course Format and Organization

Students are expected to arrive prepared by familiarizing themselves with the materials posted weekly on eClass before class. The class will be engaged in discussions rather than covering the materials. Groups are expected to be present in class to utilize the class activities to deliver their projects. If you need help, contact me early so I can make suggestions. Waiting too long will limit my ability to help you progress in this course.

Course Assessment

Assessment	Date	Weight %
Individual: Class Participation	Weekly	10%
Individual: Reflective Journal	Weekly	20%
Individual: Social Change story	Feb 27 th	20%
Individual: Poster	April 3 rd	10%
Group: Social Problem briefing	Feb 13 th	15%
Group: Solution Proposal	March 20 th	0% (not mistake)
Group: Solution report	March 27 th	15%
Group: Solution Presentation	March 27 th	10%
		100%



Individual Grade Components (60%)

Individual: Class Participation

As a learner, you are responsible for preparing and engaging weekly in class discussions. You must familiarize yourself with readings posted in advance, pay attention during class, and actively engage in classroom activities and briefs afterward. I will record weekly notes and update your grades twice in the semester. Absence in a session counts as zero for that session; however, your presence in the class (without any engagement) will not be an automatic full mark. I understand that you may have some strengths that would lead you to perform better in some sessions, and you may also miss a class or two. To allow for unforeseen circumstances and varying performances, your grades will be the best 10 grades out of possible 12 grades. Week 1 does not have participation points.

If you are away from the class for a week for medical reasons, you must inform me so I can offer you an alternative way to participate in your learning. If you anticipate that you cannot attend the class for more than two weeks for health reasons, please get in touch with the Student Accessibility Service to arrange for longer-term accommodations. It is your responsibility to communicate your needs in advance. Alternative participation will not be applied to the sessions you have missed in the past. So, inform me as soon as possible. Travel plans and attending weddings do not fall under accepted reasons. Your medical documents should not be shared with me, as I should not be checking your private health records. The Student Accessibility Service will guide me on how I should accommodate you discreetly.

Individual: Reflective Journal

A reflective journal is how learners reflect on and assess their learning. It involves critically analyzing one's strengths, weaknesses, and areas for improvement. In a reflective journal, one identifies gaps in one's knowledge and plans to seek further information.

A good reflective practice would summarize one or two key learnings, identify one or two gaps the learner still needs to learn and devise a plan to fill those gaps. Your reflective journals should relate to the topic discussed in each session. At the end of each class, I will allocate time for you to start writing your reflection; however, you have 6 days to complete the journal after you finish the readings.

A reflective journal is NOT a summary of the class or a summary of readings. A mere summary of what happened in the class or reading would result in a minimal grade or even zero, depending on how superficial it is written. An “above the expectation”

reflective journal connects the class beyond the subjects and theories discussed in the class.

The reflective journal should be submitted on eClass with less than 400 words (The system will not allow you to write more than 400 words). Your grade will be based on 1) placing you at the center of the learning and showing your perception and observations (this can be a personal experience or your feeling while you were learning), 2) showing the key learning point(s) and connects it to the context of the course (why does it matter?), 3) mapping the ideas and key points (discussed in the class or outside), and 4) identifying the gap in learning that you would like to know more about.

You can find an example of reflective writing [here](#) (see the last example).

The deadline for submitting reflection journals is Tuesday night (23:59) after each class. This would leave you 6 days to finish readings and reflect and a day to engage with the week's readings ahead. A 10% penalty will apply to late submissions, and submissions after two days will be marked zero (Anything submitted after Thursday 23:59 is zero). There will be 12 opportunities to submit your reflective journal throughout the semester (excluding week 13th), and the best 10 submissions will be considered for your final grade. You can monitor the grades weekly on eClass. There is no specific font style or size, so use your judgment.

Individual: Social Change Story

We can all learn from the stories of social entrepreneurs, but this assignment is not a typical story. This assignment will help you place a social entrepreneur in a broader spectrum of systems. The “stories” will be gathered and anonymously shared on eClass. That would be a great source of finding social innovations, impacts, and the whole ecosystem of social enterprises, along with other resources you can find online. The names of 10-12 social entrepreneurs or social enterprises will be posted on eClass. Given the class size, each story will be written- individually- about 5 times from your perspective. You select whom you like to write about, and once you make your choice, you cannot change it. First come, First serve.

These are the components of the story:

- 1) Who is the social entrepreneur and entrepreneurial team? What does motivate them to drive change? What was the solution (briefly) (15%). This is the easiest part of the story and should not take more than 300 words.
- 2) What is the main problem the solution was trying to solve, and what are the main root causes of such problems? What root causes the entrepreneur picked? who/what are the target beneficiaries of the social innovation (30%)? Limit your

answer to 500 words. To do this section, you may want to revisit what you learned in ADMS2920 (the prerequisite of this course) or refresh your memory with [this example](#).

- 3) Situate the story in the broader context. You need to show two things: different impact levels of the solutions (20%) (How the solution addresses each level or if it fails to address) and employ the 5R framework and show the change (25%). System mapping and impact identifications are explained in sessions 5 and 6. A template for writing the 5Rs framework will be shared with you; however, do not attach the template to your story. Rather, explain the 5Rs and how they create positive or negative feedback loops. This should not take more than 700 words.

The last 10% is for clear grammar and presentation style. This would leave your assignment at 1500 words (you can be flexible in reallocating word counts from one section to another), excluding any appendix and reference list. Each section will be evaluated qualitatively based on the depth of your analysis using [York University Grading Schemes](#).

You must cite the references you use. This course outline provides a guideline about how to disclose resources. To understand social innovation better, I encourage you to use Large Language Models (Chat GPT, Gemini,...) alongside search engines (Google because you need to gather information as much as possible and understand the ecosystem. You need to disclose the screenshots of your chats with Large Language Models (I want you to read and analyze the response, pick the meaningful and relevant response, and use it in your own words). Failure to disclose Large Language Models can result in evidence of plagiarism. This document provides an overview for disclosing your chats.

Technical requirement:

The story will be uploaded on eClass by the end of the deadline. You must submit a Word document so I can consolidate the responses (anonymously) for the use of other students. I have no requirement for font and size; use your judgment. Any late submission will be penalized 10% for each day. After a week, the assignment will be marked zero. Any extension without penalty should have an apparent and unpredictable reason and be communicated before the deadline. The penalty will be applied if you don't have my written confirmation for late submission.

Individual: Poster

I want to encourage you to learn more about social entrepreneurship and innovation from each other. This course introduces the poster for this purpose. You can create these posters using any innovative or traditional tool. The posters summarize an

academic paper from one of the following journals relevant to social innovation and social entrepreneurship, not older than 2015.

Journal of Business Venturing	Journal of Business Research
Journal of Business Ethics	International Business Review
Entrepreneurship, Theory and Practice	Strategic Entrepreneurship Journal
Business and Society	Journal of Social Entrepreneurship
Environmental Innovation and Societal Transitions	Entrepreneurship and Regional Development
Environment and Planning D: Society and Space	Innovation: The European Journal of Social Sciences Research
Journal of Small Business Economics	Journal of Small Business Management
International Small Business Journal	Social Policy Administration

Navigating through good publications is difficult for those not trained to do so. Some publications are not peer-reviewed, and some journals are predatory. I want you to avoid untrustworthy publications, so I give you a limited list. However, if you are interested in a specific academic paper not published on the list above, you can bring the paper to me for approval.

How to search:

You can always search through the York University library website by inserting keywords such as social innovation, social entrepreneurship, green technology, and solutions for any challenge you identify, followed by the journal's name. You can add any subject relevant to entrepreneurship, small business, and innovation and narrow it down for social impact. For example, we will talk about teams or operation management. These are both accepted subjects as long as the study context is within the social entrepreneurship or innovation domain. Make sure you read the abstract before committing to a complete paper.

You can also use <https://scholar.google.ca/> to narrow down your search. You can download the papers directly if connected to the University Wi-Fi with YorkU credentials. If not, you need to enter YorkU credentials on your browser. Limit the search to documents published since 2015 onwards.

How do you design the poster?

The poster summarizes the findings of the paper you chose. You will use this poster to teach a concept to your classmates in under 2 minutes. You need to summarize the article (background, method, findings, research context), identify the key learning insights, and summarize the practical implications with a real-world example. You are limited in space (One page of A3 size or two pages of A4). Therefore, refine your material to be as concise and coherent as possible while we can still read it without zooming in

(bullet points vs full sentences, you need to decide). Remember, if you were to present the key learnings, you had only 2 minutes.

You should have your poster printed and bring it to the class for the exhibition. You need to leave the papers for the visitors.

Evaluation criteria.

Each poster will be evaluated based on these criteria: i.) the proper choice of paper from a targeted journal (10%) ii. The beauty of design and adhering to the size of the poster (20%) iii. Summarizing background, method, and findings (30%) iv. and presenting key learning insights with real-world implication(s) (40%). I evaluate each paper in the class against these criteria. You can leave your posters with me or send me a copy of the file on the spot by scanning a QR code I show to you.

I will invite my colleagues to participate in the exhibitions and choose the best poster. You will also select the best poster. If you can identify the best poster, as determined by my colleagues, you will receive three bonus points on the poster. If you identify the two runners-up, you will receive one bonus point. My colleague's "best" poster will receive three bonus points, and two runners-up will receive one bonus point.

If you fail to be present in the class with your poster for the exhibition, you can still submit your poster on eClass by the end of the day (23:59) with a 30% late penalty submission. If you have a medical reason for not attending this session, inform me by 8 p.m. on April 2nd and get a confirmation from me. Please be advised that email confirmation may be delayed depending on my other commitments, but you must send the email in advance. Attending a wedding, visiting family, and attending an appointment or ceremony that can be rescheduled are not valid reasons to allow late submissions. Any additional delay day adds 10% to the penalty. For example, uploading a poster on April 4th, 2 a.m., is subject to a 40% late submission penalty. If you cannot attend the class for a valid reason and have confirmation from me, your late submission penalty will drop to 10% (in the same scenario). No submission is accepted after April 7th.

If you have accommodations with Student Services and cannot participate in the class because of your accommodations (for example, you need frequent medical appointments that may fall on class days), still email me about your absence on April 3rd. I will consult with your student accommodation service and waive the late submission penalty according to what is outlined for me. No submission will be accepted after April 7th.

Group Grade Components (40%)

In week 4, a guest speaker will visit our class and discuss their enterprises. I will email you the link to the businesses a week in advance so you can familiarize yourself with the company and industry. Once the presentation is over, you can ask her more questions to understand better the broader picture of social change she/he is making. In weeks 2 and 3, we will review elements of design thinking and start system thinking. I advise you to master these sections and ask questions to help you identify all stakeholders, what motivates them, and their emotions. The entrepreneur will leave you with some challenges. She/he will return in week 12 to hear your solution to her challenges.

Group grade components have three sections.

Group: Social Problem briefing

This assignment aims to provide a space for you to understand the complexity of our communities' social challenges before proposing any intervention. This submission (maximum 700 words excluding references and appendix) contains the following items:

- 1) The social challenge and its significance within the community? (10%)
- 2) The leading root causes and symptoms of the problems and how the symptoms may reinforce the root cause (30%)
- 3) Final refined “how might we statement” **without** any solution (20%)
- 4) Identification of 5R and their relationship (positive and negative feedback loops) (30%)

The last 10% is for your effort in clear grammar and presentation. You may have noticed that more weight is given to understanding the root causes and reinforcing the relationships of the stakeholders. There is no weight assigned to any solution. There is no specific font size or style; use your judgment. I use a [qualitative grading scheme](#) to evaluate each section. The quality of each section depends on the depth of your analysis. Further guidelines will be provided in the class. The deadline for submitting this part is Feb 13th, and each day delay has a 10% penalty. After a week, the submission will be marked zero.

Group Confirmation: After submitting this assignment, groups have 1 day to submit group confirmation. You may decide to leave a group or fire someone from your group. The group confirmation is a document with proposed changes to group membership signed by all group members. If a group does not submit any document, I will assume they are happy with their current membership until the solution proposal phase. Those who leave a group or are fired from a group will be placed in a new group for the

continuation of their studies. However, the grade of first group assignments will be applied to them.

Group: Solution proposal (0%)

This part will not be graded. However, failure to propose a preliminary solution will result in a penalty of 3 points. I will pair groups to talk about their solution proposals to that point, and I will listen to proposals as well. This exercise aims to ensure you have thought of some solution, and you will receive some feedback. It would be an excellent point to have the fresh eyes of your classmates on your solutions. Failure to present an idea will result in 3 negative points for everyone in the group.

Group Confirmation II: One day after “Solution proposals” groups may submit group confirmation II. You may decide to leave a group or fire someone from your group. The group confirmation is a document with proposed changes to group membership signed by all group members. If a group does not submit any document, I will assume they are happy with their current membership until the end of the class. Those who leave a group or are fired from a group will NOT be placed in a group and will be given an individual assignment that accounts for 25% of their final grades. The deadline for this particular individual assignment in lieu of group work is week 11 (presentation day, however, these individuals will submit a report).

Group: Solution Presentation

On week 11, our social entrepreneur will return to the class to listen to your solution. The presentation aims to help you develop your oral communication and presentation skills when articulating ideas. Your presentations are expected to be no longer than 5 minutes, followed by 5 minutes Q and A. There is no required format for the presentations. You can be as creative as you want. If you decide to submit a presentation file, you can use the submission box I will provide.

Your grade will be determined using the following components: (1) convincingly articulating your problem as one that needs to be solved (10%), (2) articulating your proposed solution to the problem and the expected social impact of the solution (30%), (3) convincing the audience that your solution is feasible given your resources and constraints (30%), and (4) presenting with clarity and creativity to captivate your audience (20%).

Be mindful that you (a group of students from York University) should be able to undertake such solutions. Solutions that ask other community members, such as prime ministers, premiers, municipalities, or public organisations, to solve problems are not

acceptable. You can persuade them to change something for the greater good, but they will not be in charge of making the change—even hypothetically.

In preparing your solution proposal, you need to use all the tools we use to scan the scope of the problems, understand the 5Rs, and use the process of design and system thinking to develop your ideas. However, you should not show the intermediary steps in your presentation. Consider that you need to convince the person who set up the challenge for you; the entrepreneur needs to see the final solution and the risks and rewards associated with it, not the intermediary result. You have the solution report-written for me- to support your presentation.

Group: Solution report

The solution report explains why you think your solution might work. You should treat it like a mini business plan. The solution report should have the following components:

- a) Restatement of the problem and its significance for the community (10%)- about 100 words
- b) Current solutions to address that problem and restatement of “how might we statement” (10%)- about 250 words
- c) Details of the solutions and impact gap that is being addressed at different levels (pay attention to scaling your solution) (30%)- about 450 words
- d) Restatement of 5Rs continued by explaining which component will change as a result of the solution (20%)- about 350 words
- e) Sensitivity analysis and SWOT analysis and showing the strengths and weaknesses of the solution (give special focus to scaling the solution) and how risks (weaknesses) can be addressed (20%)- about 350 words

The last 10% is for the clarity and good use of grammar.

You may have noticed that some components of the solution report are like problem briefings. This is a space for you to show your revised work, followed by the changes you want to see. I use a qualitative grading scheme to grade each component, and further clarifications will be provided closer to the deadline. You can see the suggested number of words for each section. The maximum number of words is 1500, excluding appendices, and I will stop reading your assignment after 1500th words. I believe 1500 is generous, and you can convey all the critical information you need.

The deadline for submitting the group solution report is week 11 before the start of the class. This way, you can implement all your ideas for writing this report in your presentation and relax in the class to enjoy the presentations! Any submission after the class starts will face a 10% penalty for each day. Reports submitted after April 7th are not accepted.

Teamwork and peer evaluation

Group work in learning promotes collaboration and the exchange of diverse ideas, fostering critical thinking and improved communication skills. It encourages active learning, helping you engage more deeply with material through discussion and problem-solving. Additionally, group tasks mirror real-world team dynamics, developing skills like conflict resolution, time management, and accountability.

However, experience shows that groups are subject to ‘free riders.’ Accordingly, I need to implement a way to incentivize you to take initiative or deter you from being a free rider! That’s peer evaluation. Individuals with average peer evaluations that are one standard deviation above the group’s average peer evaluation will receive three additional grade points to the group grade. Conversely, individuals with average peer evaluations that fall one standard deviation below the group’s average peer evaluation will receive a score that is 3 points lower than the group grade.

Each individual will complete an evaluation form, available on eClass, to provide evaluations of other group members. The evaluation will be based on five criteria:

1. Teamwork: Draws out the best from others
2. Initiative and dependability: Fulfills responsibilities on time
3. Quality of output: Oral and written components were of high quality
4. Contribution to knowledge and learning: Effectively understood, utilized, and demonstrated knowledge of course materials
5. Professionalism: Attended meetings on time, responded to emails/messages promptly, and respected other group members

You are required to submit your evaluation **1 day after your group presentation** (by midnight). Late submissions are not permitted. You will receive a 3-point penalty if you fail to submit your evaluation on time- you accepted that your performance is one standard deviation below the average of the group.

Use of Large Language Models (i.e. ChatGPT):

When you submit a document, you are encouraged to use Large Language Models (e.g., ChatGPT). Suppose you choose to use a large language model. In that case, you must also submit an appendix of no more than ten pages, including (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 used. If you use it, acknowledge it. Simple!

Referencing:

If you need help citing academic work, journals, websites, videos, news, or blogs, please refer to [Harvard Referencing Style](#) or [APA](#). You can also download and use referencing applications to insert references into your document. For example, you can use [Zotero](#) or [Mendeley](#), which offers 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.

Course Schedule: Weekly Readings and Activities

Session Dates	Session Topic	Readings & Preparation
Week 1 January 9th	<i>Defining Social Entrepreneurship and Innovation</i> <i>Motivation for social entrepreneurship</i> <i>The nature of social transformation</i>	<u>Social Entrepreneurship: The Case for Definition</u> <u>Mulgan (2006) The process of social innovation</u>
Week2 January 16th	<i>Social change opportunities</i> <i>Design thinking for social Innovation</i>	Inclusive Business Models as a Key Driver for Social Innovation from <u>Social Innovation: Solution for sustainable future.</u> <u>Design Thinking for Social Innovation</u> <i>Deadline:</i> Reflective journal (Tuesday before the class)

Week 3 January 23rd	<i>A systematic problem needs a systematic solution.</i> <i>Know your problem</i>	Read: <i>Student guide to mapping a system (Chapters 1 and 2)</i> <i>A Social Capital Approach Towards Social Innovation from Social Innovation: Solution for sustainable future.</i> Deadline: Reflective journal (Tuesday before the class)
Week 4 January 30th	<i>Guest speaker and social challenge</i>	Reading: <i>Student guide to mapping a system (Chapter 4)</i> Deadline: Reflective journal (Tuesday before the class)
Week 5 February 6th	<i>Design for society: Understanding the challenge</i>	Reading: <i>Student guide to mapping a system (Chapters 5 and 6)</i> Understanding social innovation as an innovation process: Applying the innovation journey model Deadline: Reflective journal (Tuesday before the class)
Week 6 February 13th	<i>Measuring impact and impact gap</i> <i>Understanding system dynamics and relationships</i>	Reading: <i>Student guide to mapping a system (Chapters 7,8 and 9)</i> The Impact Campus Deadline: Group Problem Briefing Reflective journal (Tuesday before the class) Group Confirmation I (the day after class)

Week 7 February 27th	<i>Team and Leadership</i> <i>The structure of social firms</i>	<p><i>Reading:</i> <u>Social Innovation is a Team Sport.</u> <u>The dawn of system leadership</u> <u>Emerging needs of social innovators and social innovation ecosystems</u></p> <p><i>Deadline:</i> Social Change Story Reflective journal (Tuesday before the class)</p>
Week 8 March 6th	<i>Operation and Marketing</i>	<p><i>Reading:</i> The Importance of Marketing for Social Innovation by Bhattacharya <u>Social Innovation: Solution for sustainable future.</u></p> <p><i>Deadline:</i> Reflective journal (Tuesday before the class)</p>
Week 9 March 13th	<i>Tell Story</i> <i>Pitching social values</i>	<p><i>Reading:</i> <u>5 tips for the perfect social impact pitch</u> <u>Stop raising awareness already</u></p> <p><i>Deadline:</i> Self-evaluation</p>
Week 10 March 20th	<i>Scaling solution</i> <i>Financial plans for social venture</i>	<p><i>Reading:</i> The life cycle of social innovation from <u>Social Innovation: Solution for sustainable future.</u> Page 16 to 31 of <u>Scaling up by Hartman and Lin (2008)</u></p> <p><i>Deadline:</i> Group solution proposal (missing deadline=-3 point) Reflective journal (Tuesday before the class) Group Confirmation II (the day after class)</p>

Week 11 March 27th	<i>Presentation</i>	<i>Reading: None</i> <i>Deadline:</i> Group Presentation Group solution report (<u>Pay attention to change in time of submission</u>) Reflective journal (Tuesday before the class)
Week 12 April 3rd	<i>Wrap-up</i>	<i>Reading: None</i> <i>Deadline:</i> <i>Poster Presentation</i>

Campus Entrepreneurial Resources @ YSpace

The York University campus has several resources available to you that can complement your experience in this course. [YSpace](#) is York University's pan-university entrepreneurship and innovation hub, supporting startups and entrepreneurs from a variety of sectors and communities. Our programming includes scaling innovative technologies through customer and investor capital to scaling agri-food businesses into mass retail to diversity-focused initiatives like [ELLA](#) powered by Desjardins for women-led businesses and [Black Entrepreneurship Alliance](#) (BEA) for Black-led businesses. Additionally, the [Start-Up Visa](#) program builds a robust ecosystem, drives positive change, and empowers entrepreneurs to shape the future. The two programs that may be of particular interest are [ELLA Express](#) and [Founder Fundamentals](#). The YSpace team will visit us near the end of the term (see schedule below), but you are welcome to learn more about any of these programs to develop your own independent knowledge.

Using Zoom and Computing Resources (if necessary)

Students shall note the following:

- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. For more information about Zoom privacy, please consult [Zoom Privacy and Security](#) provided by Information Security at York.

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](#)

- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

Course Policies

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

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

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

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](#)

[for 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.

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](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

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](#).