

## Innovation & Creativity

AP/ENTP2920 3.0 – Section X

Winter 2026

### Course Information

**Course Instructor:** Dr Anoosheh Rostamkalaei

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**Office Hours & Location:** By appointment, coordinate with me via email.

**Course Time & Days:**

Wednesday: 11:30 am (170 Minutes)

**Class Location:** Markham 4100

### 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. We acknowledge our presence on the traditional territory of many Indigenous Nations. 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 ([LA&PS Land Acknowledgement](#)).

## Contents

Course Overview .....	3
Required Course Materials.....	3
Course Description .....	3
Course Overview & Learning Objectives.....	3
Course Format and Organization .....	4
Preparing for Class .....	4
Course Assessment .....	5
Schematic view of submissions.....	5
Individual Grade Components (60%).....	7
Group Grade Components (40%) .....	11
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.....	20
Student Conduct in the Learning Environment .....	20
Student Support and Resources .....	20

## Course Overview

### Required Course Materials

**Required Readings:** Students are responsible for downloading copies of the readings, which are all open-source or available for free through York University Library. Readings from Harvard Business Review are available through York University libraries; please check there before making a purchase.

Recommended textbook:

The Art of Innovation: Lessons in Creativity from IDEO by Tom Kelly and Jonathan Littman (Accessible online from York U library).

This book is recommended for reading at your own pace.

**Video Content:** Dr. Andrew Maxwell has generously given us access to a series of videos on the [Disruption Innovation Hub](#). All videos needed for this course have been uploaded to our eClass site.

### Course Description

This course focuses on concepts, theories, and practices in innovation and creativity. Our focus will be on leveraging innovative ideas to solve problems for individuals, markets, and societies more broadly. Students will develop skills in ideation, problem identification, overcoming individual biases, and overcoming team biases that are present in innovation processes. We will use readings, discussions, current events, and experiential exercises along our journey, and we will develop tools and frameworks that support innovative and creative business models that leverage organizational ideas for the benefit of society.

### Course Overview & Learning Objectives

This course examines the challenges of innovation and creativity processes in entrepreneurial and other organizations. Our focus will be on formulating high-quality problem statements and potential solutions in the pre-implementation phase. We are unlikely to spend time discussing firm valuations, fundraising, or projected financials, which are important components of business plans. Instead, we will focus on the heavy lifting associated with developing innovative ideas that are at the heart of entrepreneurial ventures. The emphasis is on the iterative processes of divergent and convergent thinking. As such, we adopt both individual and team approaches to formulate creative ideas as we seek to identify and propose solutions to organizational and societal problems. The goal is for this course to provide foundational knowledge in preparation for subsequent courses in the Entrepreneurship and Innovation stream of the Bachelor of Commerce program.

To increase your competence in managing innovation and creativity, we will use several interactive in-class activities. These exercises will allow us to gain hands-on experience with tools and techniques that expand the idea space while also understanding the biases of individuals, teams, and organizations. To maximize learning, all students must be prepared for class by completing assignments ahead of time. Student engagement during class activities is essential for success in this course and an important building block for future career success whether in entrepreneurship or elsewhere.

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

- Identify the difference between novelty, creativity, and innovation including the factors that facilitate and constrain creative and innovative activity at the individual, organizational, market, and societal levels
- Apply the principles of design thinking and other creativity and innovation tools
- Formulate and refine a business model (at the ideation stage) while incorporating the challenges of individual and team factors that impact problem formulation
- Critically assess creative ideas and identify systematic ways to improve the connection between proposed solutions and identified problems
- 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

Mini lectures, discussions, and in-class activities form the basic pedagogy of this course. We will also have in-class individual and group assignments. For all classes, students are expected to have completed the readings **before class**. Constructive class contributions are an integral part of this course.

Each session is about three hours. Normally, there are assigned readings and short videos for each session. We will spend the early portions of class reviewing the content to deepen our knowledge of the subject matter. We will then engage in active learning (both individually and in groups) to apply content knowledge to real-life situations. Each activity will serve a dual purpose—you will deepen your content knowledge and take with you a tool to use in your career to promote creativity and innovation.

### Preparing for Class

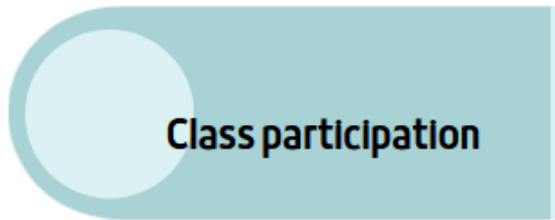
During class, it will be assumed that **you have prepared the readings and studied the videos**. You will be called upon to apply the tools and concepts during class

discussions. Inadequate preparation will reduce your ability to engage in discussions and activities, likely resulting in weaker evaluation scores for classroom participation.

## Course Assessment

Assessment	Date	Weight %
Class Participation	Weekly (In class)	10%
Reflection	Weekly Friday (23:59)	10%
Individual Problem Statement	February 4 <sup>th</sup> (10:59 am)	15%
Group “How Might We” Statement	February 25 <sup>th</sup> (10:59 am)	20%
Individual Critique	March 4 <sup>th</sup> (10:59 am)	10%
Individual Business Model Canvas	March 11 <sup>th</sup> (10:59 am)	15%
Group Presentation	Weeks 10 and 11	20%
		<b>100%</b>

*The components of the assessment described 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 constrain your creativity. We will discuss examples in class for further clarification.*



**Class participation**

Ongoing from week 1 to 13



**Reflection**

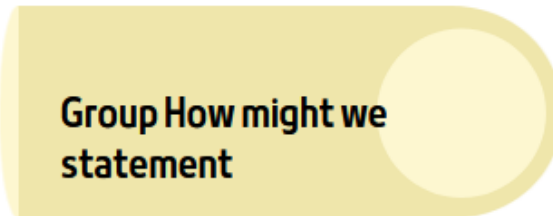
250 words weekly eClass.  
No late submit



**Individual problem statement**

One submission on eClass

Two submissions on eClass:  
The statement  
Deceleration of roles and responsibilities

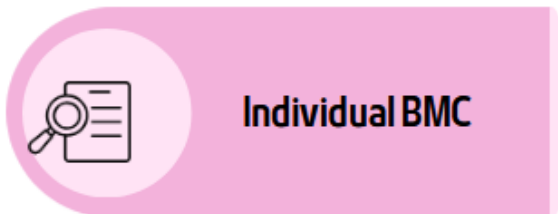


**Group How might we statement**



**Individual critique**

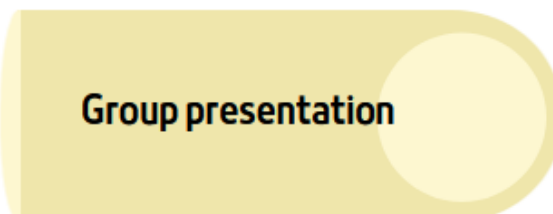
Two submissions:  
eClass  
Print of the document with no name should be brought to class



**Individual BMC**

One submission mandatory (BMC) on eClass, encouraged to submit one page improved problem statement on eClass

Presentation (in person) followed by individual peer-evaluation (eClass)



**Group presentation**

## Individual Grade Components (60%)

### Class Participation Expectations

Class and activity participation is worth 10% of your final grade and depends on your engagement in each class. Your class is a business meeting. In this course, the focus is on business meetings designed to develop ideas. Each student's participation will be evaluated after each session based on the quality of contributions and regular engagement in advancing discussions and activities. Regularly attending class and being punctual will earn participation grades; however, these elements alone are considered below-average participation. Average participation grades are gained by engaging verbally in class discussions and being attentive to classmates during in-class activities. **Above-average participation grades** are earned through repeated involvement in class discussions, taking on leadership roles during class activities, resolving challenges with the subject matter among classmates, or advancing the class's knowledge of the subject through outside-the-box thinking and questioning.

To make the participation point equitable for those who cannot attend a class for justified reasons, there are 10 opportunities for participation on eClass (beginning with session 2). Students who are unable to participate in class should email me about their online participation. **If you lose more than two sessions, for medical reasons, please get in touch with me as soon as possible to see if we can have a different arrangement.** To account for unforeseen circumstances in which students may need to miss sessions due to unexpected events, your participation in this component will be based on your best 8 sessions. You will receive two interim updates on your participation grade during the term to inform you of your progress.

### Reflection

Students who participate in class must deliver a brief note (less than 250 words) about their learning by Friday at 11:59 p.m. **This is NOT summarizing the class events or reading. Describe what you felt, learned, or associated your learning with a broader perspective.** This is a difficult task. I am not asking you to write about what you heard or read; I am asking you to think about what you learned (cognition on your cognition). This is a practice of observing your learning process, and it only gets better if you keep doing it.

If you cannot participate in the class, **you can still submit your reflections based on the reading of the week.** If a week does not have a reading (weeks 10 and 11), submissions from those who did not participate in the class will not be accepted (you should have listened to the presentations). The last week of the class is also evaluated through in-class participation. Therefore, you have 10 reflection opportunities, and your

best eight grades will be selected. The grades are available as I mark this assignment weekly. All late submissions will receive a grade of 0.

Criteria for evaluating reflection:

- 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, your aha! moment),
- 2) showing the key learning point(s) and connecting them to the context of the course (why does it matter?)
- 3) mapping the ideas and key points (discussed in the class or your observations outside of the class),
- and perhaps 4) identifying the gap in learning that you would like to know more about.

The text should have a **formal** tone and read fluently. Summary of events and readings will have minimal points. Feedback to form your reflection will be provided more extensively at the first few sessions. You can always ask for office hours to see how you can improve your reflective writing.

### Individual Problem Statement

The individual problem statement is worth 15% of your final grade. **The problem statement is due on February 4<sup>th</sup>, 11:00 am.**

Your task is to develop and refine a problem that you or someone from the community you have access to, or the organization that you are working in, is experiencing. The issue should be significant. You should have access to the problem's settings.

In your problem statement, clearly explain what percentage of the community is being affected by the problem or what its long-term social impacts are. You are expected to be specific in understanding the problem you identify; therefore, it is highly recommended that you scale down your chosen problem.

For example, if you don't find time to eat breakfast, it's not a significant problem, as it only affects you. However, if you can objectively demonstrate that the children in your local area lack access to healthy breakfast options, that would constitute a significant problem. My experience shows that in such a case, the situation would be very complicated, and you would be unable to present all aspects thoroughly. In line with the previous example, solving malnutrition among all school children in Canada is too large and too vague. Avoid choosing very large-scale problems. Avoid issues that you cannot study well: lack of access to breakfast for children in a remote area where you cannot study or visit is not a good choice.

Your grade will be determined using the following components: (1) your depth in understanding the background of the problem and the degree to which you can identify

the problem at a local level (40%), (2) your ability to refine your problem into root causes without proposing a solution (40%), (3) your ability to articulate your thoughts with clear grammar and presentation (10%), and (4) your creative use of technologies or personal experiences to support your statement (10%).

Remember that the criteria for this assignment are set loose, so they do not constrain your creativity. It is challenging to write a concise problem statement. I will discuss some examples in class, but the earlier you start, the greater your chances are of narrowing it down or scaling it up (although my observations show that most students struggle to narrow the problem down).

Statements must fit on 1 page, using 12-point font and 1" margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your problem statements after the due date will result in a 10% grade penalty for each day the assignment is late (i.e. problem statements that are two days late will be penalized 20%, problem statements submitted on Feb 6th, 11:00 will be subjected to a 10% penalty). Assignments are to be uploaded to eClass.

### **Individual Critique**

The individual critique is a platform for you to provide official feedback on your classmate's work. I will assign a group "how might we statement" to you individually and anonymously. Your job is to write insights about the "How Might We Statement" assigned to you. The insights should provide constructive feedback to improve the work of the other group. While it is expected to highlight the strength of their work, you must also acknowledge potential shortcomings and setbacks. Remember, you are NOT grading the "HMW" statement. That is my job. Do not point out where they might miss a grade; focus on ideas.

The submission for this assignment has two parts. You will upload a version of the critique to eClass for my grading and bring a copy (without any identifying information) to class. Please leave the physical copy on my table before taking a seat. I will redistribute the critiques to the groups along with my feedback.

Your grade will be determined using the following components: (1) your depth in understanding the broader system in which the problem is situated and the solutions are presented (20%), (2) your ability to refine the how might we statement with proper explanation (30%), (3) Your ability to suggest and improve Business Model in which the solution should be incorporated (30%), (4) your suggestions for enhancing creativity in

proposed solution (10%), and 5) your ability to articulate your thoughts with clear grammar and presentation (10%).

The deadline for submitting on eClass is March 4<sup>th</sup> (11:00 am), and you should bring the physical copy to class on March 4<sup>th</sup>. I will not print any assignments. If you are unable to attend the class, you may ask a classmate to obtain your copy. Critics must fit on 1 page, using 12-point font and 1" margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, handing in your problem statements after the due date will result in a 10% grade penalty for each day the assignment is late (i.e. problem statements that are two days late will be penalized 20%).

### **Individual Business Model**

The individual business model is worth 15% of your final grade and is due **March 11<sup>th</sup>** before 11:00 a.m., after covering the Business Model Canvas and barriers to innovation. You will be tasked with completing a business model canvas (The Canvas is one page) based on your chosen individual problem statement. You are permitted to modify your problem statement based on the feedback you received (You can resubmit your problem statement if it helps me to understand the business model canvas, but I will not regrade the statement). I strongly advise you to write a short note explaining the problem and what you are trying to achieve with the solution (maximum one page), although this part is not for grading. The objective of this assignment is to address your problem with a **viable and innovative solution rooted in a business model.**

You are the entrepreneur who is proposing the business model canvas. You are in charge of driving the change. Do not assume someone else will undertake the business for you.

Your grade will be determined using the following components: (1) a clear value proposition that offers an innovative solution to a clear problem for a specific group of people/customers (40%), (2) an ability to logically link partners, activities, resources, relationships, and channels (40%), (3) an ability to recognize major costs and revenues for your business model (10%), (4) and your ability to articulate your thoughts with clear grammar and presentation (10%).

Handing in your business models after the due date will result in a 10% grade penalty for each day that the assignment is late (i.e. business models that are two days late will be penalized 20%). Assignments are to be submitted on eClass.

### Group Grade Components (40%)

This course puts great emphasis on group work as an essential component in the contemporary business world. The group grading components are worth 40% of your final grade. Students are expected to form a group of approximately **4-5 members**, depending on the class size- This is to be confirmed with me after registration is finalized. Individuals may self-select their groups, with names of group members to be submitted to eClass no later than **January 28<sup>th</sup> (4<sup>th</sup> class)**. Students who have not found a group by that point will be assigned to one by me. Once groups have been formed, switching group members will not be permitted until the end of first submission (so choose wisely!). Please be advised that each group member is responsible for the overall performance and dynamics of the group. I will not adjudicate group-related issues. You have several opportunities to work with your classmates and see how well you get along with them.

Group assignment will be based on developing innovative ideas to solve sufficiently scaled-down problems rooted in a UN Sustainable Development Goal. Groups may choose the sustainable development goal of their choice on eClass by February 4<sup>th</sup> (5<sup>th</sup> class). Only one sustainable development goal will be assigned to a single group. You will not be permitted to change your selection.

### Group “How Might We” Statement (20%)

This assignment has two parts: a how-might-we statement and roles and responsibilities.

Your Group “How Might We” statement is due on February 25<sup>th</sup> 11:00 a.m., after the Idea Generation module and reading week.

The “HMW” statement includes 1) a concise problem statement, 2) your chosen How might we statement, and 3) two leading potential solutions corresponding to the statement. You are expected to be specific in understanding the problem you identify; therefore, it is highly recommended to scale down your chosen UN SDG to a local area. The objective of this assignment is to expand your creative thinking.

Your grade will be determined using the following components: (1) clearly articulating your problem while specifically identifying root causes (15%), (2) clearly articulating how might be statement (15%); (3) articulating potential solutions corresponding to the HMW statement (20%) 4) identifying resources at your disposal and linking resources to 2 ideas to your how might we statement (20%), (4) demonstrating creativity in your

leading ideas and use of technologies and personal experiences (20%), (5) articulating your thoughts with clear grammar and presentation (10%).

The report must fit on 1 page, using 12-point font and 1" margins—no exceptions. Exceeding the 1-page limit will result in a 10% grade penalty. In addition, submitting your statements after the due date will result in a 10% grade penalty for each day the assignment is late (i.e., assignments that are two days late will be penalized 20%). Assignments are to be submitted on eClass.

You are responsible for uploading one submission per group.

### **Group Presentation (20%)**

Sessions 10 and 11 are designated for group presentations. The purpose of the group presentation is to help students develop their oral communication and presentation skills when articulating ideas. Presentations are expected to be **no longer than 15 minutes** (you will be cut off at the 15-minute mark). There is no required format for the presentations. Clarity and creativity are crucial. This is a creativity class!

Since your presentation is based on your chosen sustainable development goal (and associated virtual environment) from session 3, you will be expected to build on your group's "how might we" statement and develop a refined proposal that addresses your problem. Although submitting the Business Model Canvas is not required, you are encouraged to create one and bring it to class each week if you have any questions or would like a second opinion.

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

You do not have to submit any file for your presentation; however, a space on eClass will be assigned to you in case you need it.

You should upload a document for roles and responsibilities. In a Word document, you write down the names of your group mates and assume responsibility for them in a hypothetical enterprise. For example, a finance manager or a public relations manager. You may take on more than one role, but everyone in the group should have a role that aligns with their personality. I will not grade this document; however, failure to submit one before the presentation will result in a 10% penalty. There is no required format.

## Guidance for the Presenting Groups

Your presentation can be as creative as you wish, but should cover the following areas:

1. Problem Definition
2. Idea Selection
3. Feasibility

## Use of Creative Tools

Each group will be trained on the use of virtual reality headsets and will have a headset reserved through the Media Creation Lab at the Scott Library. Headsets can be checked out for 1 week where each group will be *guided* with pre-selected virtual environments to explore; however, you are permitted to go beyond the guidance. One group member will be responsible for checking out a headset under the library's terms. Collectively, your team is expected to share the headset and explore the virtual environment. Virtual environments are meant to add inspiration to expand upon the possible ways in which a specific problem can be solved. The goal is not to identify a single solution but many possible solutions.

## Teamwork

Empirical evidence suggests that high-level group performance requires effective teamwork and input from all individual group members. However, experience tells us that groups are subject to 'free riders.' Accordingly, your individual grade for this component will be partly based on 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 I assign. In contrast, 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

Since peer evaluation significantly contributes to your grade, you should take it seriously. You are required to submit your assessment **1 day after your group presentation** (by midnight). It is essential to submit your evaluation on time, as individual grades will be calculated two days after your presentation. Late submissions are not permitted. **You will receive a 3-point penalty if you fail to submit your evaluation on time.**

In an extenuating situation, when a student does not respond to any email from their group mates or does not participate in the class to contribute to the project, I may place the student in a different group to change the group dynamics. This change may happen only in week 7 after submission of the HMW statement. The composition of the groups will remain the same if I do not talk with all group members and receive an **official written** document in the class on February 25<sup>th</sup>. All the present students should sign the document. No Email or screenshots from WhatsApp chats are accepted.

### **Guidance for the Audience**

To be a good audience member, you need to listen to the presentation closely to understand the context. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions you may have during the question-and-answer portion (10 minutes after the group presentation). Your participation will be graded based on your involvement in the question-and-answer period and your ability to offer constructive feedback in online forums if you don't get a chance to ask questions in class.

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

When you submit a document, you are permitted and encouraged to use Large Language Models (e.g., ChatGPT). Suppose you choose to use a large language model. In that case, 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 extend responses produced by the large-language model creatively. 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.

## Course Schedule: Weekly Readings and Activities

Session Dates	Session Topic	Readings & Preparation
<b>Session 1</b> January 7 <sup>th</sup>	<b>Introduction</b> <i>Course Expectations</i>  <i>What is Creativity?</i> <i>What is Innovation?</i> <i>Why are these important?</i>	<b>Reading:</b> <a href="#">Creativity &amp; Innovation in Organizations</a>  <b>Video:</b> What is Creativity? How is Creativity Linked to Innovation?  <b>Activity:</b> <ul style="list-style-type: none"> <li>Opening challenge!</li> </ul>
<b>Session 2</b> January 14 <sup>th</sup>	<b>Module 1:1</b> <b>Problem Exploration</b> <i>What's the Problem?</i>  <i>The Design Thinking Approach</i>	<b>Reading:</b> <a href="#">Harnessing Deliberate Creativity (1)</a> <a href="#">Harnessing Deliberate Creativity (2)</a> <a href="#">Harnessing Deliberate Creativity (3)</a> <a href="#">Design thinking: an effective tool for innovation (YU library)</a>  <b>Video:</b> How to Innovate: Intro to the Creative Problem-Solving Process  <b>Activities:</b> Backpack Design
<b>Session 3</b> January 21 <sup>st</sup>	<b>Technology in Practice Workshop (TIP)</b> Media Creation Lab will support the assignment with a session outlining the use of virtual reality, exploration spaces and ideas, and application of problem scoping and problem definition.	

<p>Session 4 January 28<sup>th</sup></p>	<p><b>Module 1:2</b> <b>Problem Refinement</b> <i>How do you refine a problem to something more specific?</i></p> <p><i>Business Model and Canvas</i></p>	<p><b>Reading:</b> <a href="#">The Most Underrated Skill in Management</a> (YU Library)</p> <p><b>Video:</b> Frameworks to Identify the Problem How to Develop Initial Problems How to Validate a Problem Statement Business Model Canvas</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• The team developed 5 Whys exercises</li> <li>• Team developed statement-restatement</li> </ul>
<p>Session 5 February 4<sup>th</sup></p>	<p><b>Module 2:1</b> <b>“How Might We”</b> <b>Exploration</b> <i>The role of expertise and cognition in ideation</i></p>	<p><b>Reading:</b> <a href="#">To Innovate Better, Find Divergent Thinkers</a> (YU Library) <a href="#">How to Kill Creativity</a> (YU Library)</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Creating the future through uncertainty</li> </ul> <p><b>Deadline: Individual Problem Statement</b></p>
<p>Session 6 February 11<sup>th</sup></p>	<p><b>Module 2:2</b> <b>Innovation Refinement</b> <i>What are you solving for?</i></p> <p><i>Business Model Environment</i></p> <p><i>Theories of Innovation (Radical, Architectural, and Disruptive)</i></p>	<p><b>Reading:</b> <a href="#">What is Disruptive Innovation?</a> (HBR, open access to York U communities)</p> <p><b>Video:</b> What are the Different Types of Innovation</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Speed dating</li> </ul>

<p>Session 7 February 25<sup>th</sup></p>	<p><b>Module 3:1</b> <b>Problem Embodiment</b> <i>How do we know if we're solving a problem?</i></p> <p><i>Bricolage and Effectuation in Innovation</i></p>	<p><b>Reading:</b> <a href="#">Questions worth asking for futures worth making: an effectual approach</a> (YU library)</p> <p><b>Video:</b> How to Develop Solutions</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Means at hand</li> </ul> <p><b>Deadline: Group How Might We statement</b></p>
<p>Session 8 March 4<sup>th</sup></p>	<p><b>Module 3:2</b> <b>Constraints in Innovation</b> <i>Refining &amp; understanding resource and institutional barriers</i> <i>Diffusion of Innovation</i></p>	<p><b>Reading:</b> <a href="#">Power Play</a> (YU Library)</p> <p><b>Video:</b> How to Overcome Barriers to Adoption How to Determine Desirability, Feasibility &amp; Viability</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Power mapping</li> </ul> <p><b>Deadline: Individual Critique</b></p>
<p>Session 9 March 11<sup>th</sup></p>	<p><b>Module 3:3</b> <b>Proposal Matching</b> <i>What is a good creative idea?</i></p> <p><i>Solutions chasing problems</i></p>	<p><b>Reading:</b> <a href="#">Ideas as Art</a> (YU Library) <a href="#">The Adjacent Possible</a> (YU Library)</p> <p><b>Video:</b> How to Solve Problems Creatively First Pitch The secret structure of great talk</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Pitching with 4H</li> </ul> <p><b>Deadline: Individual Business Model Canvas</b></p>

Session 10 March 18 <sup>th</sup>	<i>Presentation</i>	In-Person & Online Feedback <b>Deadline: presentation</b>
Session 11 March 25 <sup>th</sup>	<i>Presentations</i>	In-Person & Online Feedback <b>Deadline: presentation</b>
Session 12 April 1 <sup>st</sup>	<b>Creativity and Innovation in Practice</b> <i>Bringing it all together</i>	Only in-person feedback will be considered for class participation.

### Campus Entrepreneurial Resources @ YSpace

The York University campus offers several resources to 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, scaling agri-food businesses into mass retail, and diversity-focused initiatives like ELLA, powered by Desjardins, for women-led businesses and the Black Entrepreneurship Alliance (BEA) for black-led firms. 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:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- 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.

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](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to [askit@yorku.ca](mailto:askit@yorku.ca).

## 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](#).