

SOCIAL ENTREPRENEURSHIP

AP/ENTP 3950 3.0 – Section A
Fall 2026

Course Information

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Office Hours & Location: flexible by appointment at Atkinson 215A

Class Location: SLH B

Class time: Tuesday 11:30 (170 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.

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Course Overview

Required Course Materials

All required readings are available online, free of charge. They are adapted from open-source textbooks or are 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):

- Johnson, Pappi-Thornton, Stauch, [Student Guide to mapping a system](#). SAïD Business School, University of Oxford
- [Martin, R. and Osberg, S. \(2015\) *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.](#)
- Papers 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, socio-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 Sustainable 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 engage in discussions rather than cover the material. 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 (In class)	10%
Individual: Reflective Journal	Weekly (11:00)	20%
Individual: Social Change story	Nov 10 th (11:00)	20%
Individual: Poster	Dec 1 st (In class)	10%
Group: Social Problem briefing	Nov 3 rd (11:00)	15%
Group: Solution Proposal	Nov 24 th (In class)	0% (not a mistake)
Group: Solution report	Dec 8 th (11:00)	15%
Group: Solution Presentation	Dec 8 th (In class)	10%
		100%

Individual Grade Components (60%)

Individual: Class Participation

As a learner, you are responsible for preparing for and engaging in weekly 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. An absence from a session counts as zero for that session; however, your presence in class (without any engagement) will not automatically result in a full mark. I understand that you may have some strengths that would enable you to perform better in certain sessions, and you may also miss one or two classes. To account for unforeseen circumstances and varying performances, your grades will be based on the best 10 out of a possible 12 grades. Week 1 does not have participation points.

If you are absent from class for a week due to medical reasons, please notify me so I can arrange an alternative way for you to participate in your learning. If you anticipate being unable to attend the class for more than two weeks due to health reasons, don't hesitate to 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 are not considered acceptable reasons. You have two allowances to miss the class without penalty. 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 to discreetly accommodate you.

Individual: Reflective Journal

A reflective journal is a tool that enables learners to 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 begin writing your reflection; however, you have four days to complete the journal after finishing the readings.

A reflective journal is NOT a summary of the class or a summary of readings. A mere summary of what happened in class or in the reading would result in a low grade, or even

zero, depending on how superficial it is. 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 fewer 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 your observations outside of the class), and perhaps 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). What is important for me is to see ‘you’ in the reflection. What ‘you’ think, what things remind ‘you’ of, what ‘you’ feel. The content of the reflection should relate to the session we had to be considered for grading. (Writing about what social innovation is in the last week of the class, while valuable, is too late to be graded.)

The deadline for submitting reflection journals is Friday (11:00) after each class. This would leave you 3 days to finish readings and reflect. Anything submitted after Friday 11:00 will not be accepted. There will be 8 opportunities to submit your reflective journal throughout the semester (all specified in the course outline and on eClass deadlines), and the best **seven** 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. If you are losing more than one week due to medical reasons, you must contact me to plan for your condition.

Individual: Social Change Story

This is **NOT** a typical story. I want us to learn from other social innovators but to place them in the wider context of their ecosystems. So, to do this assignment successfully, you need to gather information, reflect on it, and follow a certain structure

The “stories” will be collected and shared anonymously on eClass. That would be a great source for finding social innovations, impacts, and the broader ecosystem of social enterprises, along with other resources available 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 served.

These are the components of the story:

- 1) Who is the social entrepreneur and the entrepreneurial team? What motivates 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 leading root causes of such issues? What root causes did the entrepreneur pick? 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:
 - a. Different impact levels of the solutions (20%) (How the solution addresses each level or if it fails to address), and;
 - b. Employ the 5R framework and show the change (25%).
(System mapping and impact identification 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. Instead, 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's Grading Schemes](#).

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

Technical requirement:

The story will be uploaded to eClass by the deadline. You must submit a **Word** document so I can consolidate the responses (anonymously) for other students' use. I have no requirement for font and size; use your judgment.

Any late submission will incur a 10% penalty per day. After a week, the assignment will be marked as zero. Any extension without penalty should have a clear and legitimate

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 together. This course introduces the poster for this purpose. You can create these posters using any tool, whether innovative or traditional. The posters summarize an academic paper from one of the following journals relevant to social innovation and social entrepreneurship, published in 2016 or later.

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 without training. Some publications are not peer-reviewed, and some journals are predatory. I want you to avoid untrustworthy publications, so I'll give you a limited list. However, if you are interested in a specific academic paper not on the list above, you can bring it 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 operations management. These are both accepted subjects if 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 you are connected to the University Wi-Fi using YorkU credentials. If not, you need to enter your YorkU credentials in your browser. Limit the search to documents published **since 2016**.

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. I will walk around and ask you to explain what you have learned. You need to summarize the article (background, method, findings, research context), identify the key learning insights, and introduce the practical implications with a real-world example. You will be asked to explain your poster in class.

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, so that we can still read it without zooming in (bullet points). Remember, if you were to present the key learnings, you had only 2 minutes. So, do not write everything.

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 adherence to the size of the poster (20%) iii. Summarizing background, method, and findings (30%), iv. and presenting key learning insights with real-world implications (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 you.

I will invite 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 my colleagues have determined, you will receive three bonus points. If you identify the two runners-up, you will receive one bonus point. My colleague's "best" poster will receive 3 bonus points, and the two runners-up will receive 1 bonus point each.

If you are unable to be present in class with your poster for the exhibition, you can still submit it on eClass by the end of the day (23:59) with a 30% late penalty. If you have a medical reason for not attending this session, inform me by 8 p.m. the night before and get a confirmation from me. Please be advised that email confirmation may be delayed due to 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. If you cannot attend the class for a valid reason and have my confirmation, your late submission penalty will drop to 10% (in the same scenario). No submission is accepted after Dec 8th.

If you have accommodations with Student Services and cannot participate in the class because of them (for example, you need frequent medical appointments that may fall on class days), still email me about your absence on Dec 1st. I will consult with your student accommodation service and waive the late submission penalty as outlined. No submission will be accepted after Dec 8th.

Group Grade Components (40%)

In week 3, a guest speaker will visit our class and discuss their enterprises. In weeks 2 and 3, we will review elements of design thinking and start system thinking. The entrepreneur will give you a challenge to respond to. Your task is to respond to the challenge that the social entrepreneur will introduce after the presentation. Once the presentation is over, you can ask her more questions to better understand the broader picture of social change she/he is making. I advise you to ask questions to help you identify all stakeholders, their motivations, and their emotions.

You need to narrow down the challenge to something you want to solve. For example, the first time the course was taught, the challenge was to solve the problem of unemployment for persons with disabilities through a business. Students chose the type of disability, identified the root causes of unemployment, focused on one specific situation that would lead to unemployment (such as lack of accommodation, stigma, or anxiety), and then selected a location. Then, they provided a range of solutions to solve the problem they defined. Your challenge is something else. I advise you to participate in session 3 and be active.

Your response to this challenge should be delivered in 4 sections, as explained below:

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. Focus on the problem space you have chosen.

This submission (maximum 700 words excluding references and appendix) contains the following items:

- 1) The social challenge and its significance within the community you choose? (10%)
- 2) The leading root causes and symptoms of the problems and how the symptoms may reinforce the root cause (30%)
- 3) A 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 to reinforcing stakeholder relationships. No weight is 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 class. The deadline for submitting this part is Nov 2nd, and each day of delay has a 10% penalty. After a week, the submission will be marked as zero.

Group Confirmation: After submitting this assignment, groups have 1 day to submit group confirmation. You may decide to leave a group or to fire someone from it. The group confirmation is a document that outlines proposed changes to group membership and is signed by all group members. If a group does not submit any documents, I will assume they are happy with their current membership until the solution proposal phase. Those who leave a group or are dismissed from it will be placed in a new group to continue their studies. However, the grade of the 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 incur a 3-point penalty. The deadline is Nov 24th. I will pair groups to discuss their solution proposals so far and listen to them. This exercise aims to ensure that you have considered some solutions, and you will receive 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 each group member.

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 that outlines proposed changes to group membership, signed by all group members. If a group does not submit any documents, I will assume they are happy with their current membership until the end of the class. Those who leave a group or are dismissed from it will not be placed in a new group and will receive an individual assignment that accounts for 25% of their final grade. The deadline for this individual assignment, in lieu of group work, is week 12 (presentation day); however, these individuals will submit a report.

Be mindful that you (a group of students from York University) should be able to undertake such solutions. Solutions should be business solutions. Solutions that ask other community members, such as prime ministers, premiers, municipalities, or public

organizations, to solve problems are not acceptable. The business cannot rely on donations to survive. The solution cannot be social activism.

Group: Solution Presentation

In week 12, 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 as you articulate ideas. Your presentations are expected to be no longer than 5 minutes, followed by 5 minutes of Q&A. (Depending on class size, I may adjust this time; please refer to the slides.) 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%).

When preparing your solution proposal, utilize all the tools we provide to scan the scope of the problems, understand the 5Rs, and apply the design and systems thinking process 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 associated risks and rewards, not an 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 refined “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 clarity and good grammar.

You may have noticed that some components of the solution report are like problem briefings. This is a space to display your revised work and the changes you would like 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 the 1500th word. I believe 1500 is generous, and you can convey all the critical information you need.

The deadline for submitting the group solution report is Dec 8th, before the start of the class (11:00). This way, you can implement all your ideas for writing this report in your presentation and relax in class to enjoy the presentations! Any submission after the class starts will incur a 10% penalty per day. Reports submitted after Nov 28th 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 the material through discussion and problem-solving. Additionally, group tasks mirror real-world team dynamics, helping develop skills such as 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 free-riding! 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 rate 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, given that you acknowledged your performance is 1 standard deviation below the group average.

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 generated 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 September 15	<i>Defining Social Entrepreneurship and Innovation</i> <i>Motivation for social entrepreneurship</i> <i>The nature of social transformation</i>	Social Entrepreneurship: The Case for Definition Getting beyond better (Chapter 2) Mulgan (2006) The process of social innovation Watch: Reclaiming Social Entrepreneurship
Week 2 September 22	<i>Design thinking for social Innovation</i> <i>Introduction to System thinking</i>	What is Design thinking? Design Thinking for Social Innovation Watch: The first secret of great design Deadline! Reflective journal
Week 3 September 29	<i>Guest speaker and social challenge</i> <i>Problem and how might we statement (a review)</i>	Inclusive Business Models as a Key Driver for Social Innovation from Social Innovation: Solution for sustainable future.
Week 4 Oct 6th	<i>A systematic problem needs a systematic solution.</i>	Reading: <i>Student guide to mapping a system (Chapters 1 and 2)</i> The dawn of system leadership Deadline! Reflective journal

Week 5 October 20	<i>Design for society: Understanding the challenge</i> <i>The 5 R model</i>	<i>Reading:</i> <i>Student guide to mapping a system (Chapters 5 and 6)</i> <i>Watch:</i> <i>Why business can be good at solving social problems</i> <i>Deadline!</i> Reflective journal
Week 6 October 27	<i>Measuring impact and impact gap</i> <i>The 5 R model (Cont.)</i> <i>Understanding system dynamics and relationships</i>	<i>Reading:</i> <i>Student guide to mapping a system (Chapters 7,8 and 9)</i> <i>Understanding social innovation as an innovation process: Applying the innovation journey model</i> <i>Deadline!</i> <i>Group Submission: Social problem briefing</i> Reflective journal
Week 7 Nov 3	<i>Team and Leadership The structure of social firms</i> <i>Business Model Canvas</i>	<i>Reading:</i> <i>Social Innovation is a team Sport.</i> <i>Emerging needs of social innovators and social innovation ecosystems</i> <i>Deadline!</i> <i>Group Submission: Social problem briefing</i> Reflective journal
Week 8 Nov 10	<i>Operation and Marketing</i>	<i>Reading:</i> The Importance of Marketing for Social Innovation by Bhattacharya <i>Social Innovation: Solution for sustainable future.</i> <i>Deadline!</i> <i>Individual submission: The social Story</i> Reflective journal

Week 9 Nov 17	<i>Scaling solution</i> <i>Financial plans for social venture</i>	<i>Reading:</i> The life cycle of social innovation from Social Innovation: Solution for sustainable future . Page 16 to 31 of Scaling up by Hartman and Lin (2008) The Impact Compass <i>Deadline!</i> Reflective journal
Week 10 Nov 24	<i>Tell Story</i> <i>Pitching social values</i>	<i>Reading:</i> 5 tips for the perfect social impact pitch Stop raising awareness already <i>Deadline!</i> Group submission: solution proposal Reflective journal
Week 11 Dec 1st	<i>Poster session</i>	<i>Deadline!</i> <i>Poster session and one-to-one talk</i>
Week 12 Dec 8		<i>Deadline!</i> Group Presentation Group final solution report

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](#).