



BUSI5905P
Special Topics (SEM) Entrepreneurship
Summer 2022

Instructor: Jasmin Manseau
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Office: In-class during the day & virtual otherwise
Office Hours: Upon Request

Class Meeting: Friday & Saturday 08:35-17:25
10-JUN-2022 – 11- JUN -2022
24-JUN-2022 – 25-JUN-2022

Location: **NI 4030**

Learning Modality: Each intensive day from 8:35 to 17:25, attending class for this course will normally require the following time commitment (excluding readings and assignments):

- 8 hours of preparation before each weekend (*i.e., readings, videos, fundamentals, assignments*)
- 8 hours in-person during the day

Course Calendar Description:

N/A

Course Description:

In today's fast-paced and uncertain business environments, launching a new business or innovating within an existing company can seem daunting. New opportunities abound for entrepreneurs who can harness uncertainty to create growth and new forms of value for themselves or their organizations. This course explores the critical components of the entrepreneurial process and focuses specifically on hands-on sessions. By focusing on proven entrepreneurial practices, you will gain knowledge and methods that you can apply to all your entrepreneurial initiatives, from launching a new business to developing innovative products and services in your current organization.

Course Learning Objectives:

The objectives of this course are primarily to provide the skills necessary for those who want to start a business; however, this course also applies to employees of larger organizations, as the concepts, ideas and methods are applicable to "intrapreneurial" activities and projects launched within an existing organization, whether for profit or not.

You will explore, learn and apply principles of entrepreneurial thought and action. Upon completion of this course, you will be able to:

1. Demonstrate an integrated understanding of entrepreneurship theory and practice and its importance to business and society (MBC5.1, MB5.2);

2. Explain and critically analyze current understandings of the entrepreneur and the entrepreneurial mindset (MB4.1, 4.2, 4.3);
3. Develop practical insights into conceiving and developing innovative new business ventures (MB3.1, MB3.2, MB3.3);
4. identify and critically analyze important strategic issues related to entrepreneurship (MB3.1, MB3.2, MB3.3);
5. Communicate entrepreneurial venture ideas and business models to demonstrate customer empathy and value propositions inherent to entrepreneurial venture creation (MB2.1, MB2.2);
6. Participate in developing innovative ideas for business venture generation that facilitate a practical understanding of how to lead and/or work as an effective member of an entrepreneurial team (MB1.1, MB1.2) and,
7. Apply practices of entrepreneurial thought, action and ethical reasoning to facilitate entrepreneurial venture creation and/or entrepreneurial activities in the workplace (MB4.1, MB4.2, MB6.1, MB6.2).

Course Prerequisites:

N/A

Required Materials:

While there are no compulsory readings, I have provided readings, videos and other resources to support your learning on Brightspace. Some of these readings are linked directly to graded deliverables for the course – I would encourage you to review the readings and videos provided as you will need these to participate in your in class and group sessions.

Books of interest:

1. Reis, E. (2011). *The lean startup*. New York: Crown Business, 27, 2016-2020.
2. Blank, S., & Dorf, B. (2020). *The startup owner's manual: The step-by-step guide for building a great company*. John Wiley & Sons.
3. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.
4. Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon and Schuster.
5. Gladwell, M. (2008). *Outliers: The story of success*. Little, Brown.
6. Carnegie, D. (1936). *How to Win Friends and Influence People by Dale Carnegie*. Simon & Schuster.
7. Duckworth, A. (2016). *Grit: The power of passion and perseverance* (Vol. 234). New York, NY: Scribner.

Articles of interest:

1. Osterwalder, A., Pigneur, Y., & Tucci, C. L. (2005). Clarifying business models: Origins, present, and future of the concept. *Communications of the association for Information Systems*, 16(1), 1.
2. Blank, S. (2013). Why the lean start-up changes everything. *Harvard business review*, 91(5), 63-72.
3. Onyemah, V., Pesquera, M. R., & Ali, A. (2013). *What Entrepreneurs Get Wrong*. *Harvard Business Review*, 91(5), 74-79.
4. Anderson, James C., James A. Narus, and Wouter Van Rossum (2006). *Customer Value*

- Propositions in Business Markets*. 84.3. Boston, MA: Harvard Business Review.
5. Brown, Tim, and Roger Martin. *Design for Action: How to Use Design Thinking to make Great Things Actually Happen*. HBR Reprint R15O9C. Boston, MA: Harvard Business Review.
 6. Garvin, D. A., & Levesque, L. C. (2006). *Meeting the Challenge of Corporate Entrepreneurship*. Harvard Business Review, 84(10), 102-12.
 7. May, M., & Antonelli, P.. (2013). *Observe First, Design Second: Taming the Traps of Traditional Thinking*. In R. Martin, R. Martin, & K. Christensen (Eds.), *Rotman on Design: The Best on Design Thinking from Rotman Magazine* (pp. 202–207). University of Toronto Press.
 8. Ratten, V. (2020). Communities, diversity and entrepreneurship: Future trends. In V. Ratten & L.-P. Dana(Eds.), *Diversity and Entrepreneurship* (pp. 163-169). Cheltenham, United Kingdom: Routledge.

Course Philosophy:

To help orient you, here are the underlying values and assumptions that guide my approach to teaching and learning entrepreneurship:

- **Practitioner-oriented** - This course will place a high priority on the development of practical knowledge and understanding. It will focus on the values necessary to make entrepreneurial choices and the skills and competences necessary to transform this choice into a business or successful business innovation.
- **Action-oriented** – This course will ask you to take an entrepreneur's perspective in developing a sustainable business model and plan for the execution of that model.
- **Entrepreneurship is integrative** - This course will bring all the conceptual and analytical tools you have learned from marketing, finance, strategy, human resource management, operations management to make business plans and take effective actions. Entrepreneurship offers you a valuable opportunity to balance and integrate these different perspectives in order to develop entrepreneurial skills and ideas.

Additional References:

Organizations

1. Futurpreneur <https://www.futurpreneur.ca/en/>
2. Invest Ottawa (Canada) <https://www.angelinvestorsontario.ca/resources/for-entrepreneurs>
3. Carleton Innovation Hub <https://carleton.ca/innovationhub/>
4. Start Up Canada <https://www.startupcan.ca/creativecanada/>
5. BDC (Canada) https://www.bdc.ca/en/about/sme_research/pages/default.aspx

Magazines

1. Fast Company (USA) <https://www.fastcompany.com/>
2. Inc. (USA) <https://www.inc.com/>
3. Canadian Business (Canada) <https://www.canadianbusiness.com/>
4. Bloomberg Business (USA): <https://www.bloomberg.com/canada>

Academic Journals

1. Journal of Entrepreneurship Theory and Practice <https://journals.sagepub.com/home/etp>

2. Journal of Small Business and Entrepreneurship
<https://www.tandfonline.com/toc/rsbe20/current>
3. International Journal of Entrepreneurship and Innovation
<https://journals.sagepub.com/home/iei>

Drop Course Policy: The deadline for academic withdrawal is the last day of classes (each term).

Course Procedure and Grading Scheme:

Evaluation in the course will be based on a combination of group and individual work.

Personal Reflection Video	20%
Individual Assignments – Business Canvas	20%
Initial New Venture Idea Presentation (Business Idea)	10%
Final New Venture Presentation (Business Plan)	20%
New Venture Prototype Business Plan Written Report	30%
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TOTAL	100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

Individual: Video: Personal Reflection

You will produce a 5-minute video (maximum 5 min) reflection on what entrepreneurship means to you. You are encouraged to draw upon your life experiences in doing so while also reflecting on the course materials.

Videos may be shot on a smart phone or tablet that has reasonable video capacity, or on any camera that has videocapability.

I will schedule a meeting 2-3 weeks before classes to discuss the reflective video and will be available during office hours if you have any questions.

Your video will be graded on:

1. the quality and creativeness of your personal reflection with respect to use of the course materials, your own critical thinking, and your own life experiences or those of others **(80% of the grade)**
2. creative use of narration and imagery you use to represent and illustrate the points made in the video and overall clarity and impact of the video will be important **(20% of the grade)**

You are not expected to produce a professional level video. The use of images and narratives will enhance the video experience and clarity of audio will contribute to a better mark. The purpose is to communicate your insights clearly in a compelling way that commands attention from the audience.

Due on prior to the start of classes of day 1. Upload your video as unlisted to YouTube by the start of the session due date and post to Brightspace.

Individual: Value Proposition Canvas

The Value (Proposition) canvas helps entrepreneurs explore their proposed opportunity in finer detail. Using this tool, the understanding of the customer and the understanding of the potential business model can be tied together to determine whether this opportunity is likely to create value. See readings, details and Value Proposition Canvas template on Brightspace for your reference.

In this exercise, you will reflect on the creativity and idea generation exercise and choose one business idea based on your understanding of the customer/client/end user and the value proposition related to the business idea. You should use the Business Generation Canvas to support this analysis.

Create a value proposition canvas and write brief descriptive overview of the business and the value proposition to the client/customer/end-user. Everyone will create an individual value proposition canvas as this is an individual exercise. The format is maximum 3 pages describing the core component of the business canvas including a fourth page as the actual value canvas

The individual assignment will create multiple ideas within your group which may help your group refine and pivot towards a specific idea for the New Venture Business Plan.

There will be time in class to work on your individual assignment on June 11th and the assignment will inform your group presentation at the end of the day on June 11th. However, the assignment will be due on June 18th to give you enough time to submit a quality deliverable.

Value Proposition Canvas Rubric

	50% and below	50%-69%	70% – 89%	90% – 100%
<p>Reflection:</p> <p>Ability to integrate your learning to investigate a business idea that is novel and addressable, and critically analyse, relate to course activities, concepts, and other materials.</p>	<p>1 - Uses brief, simplistic descriptions of previous experience, course concepts, materials and activities.</p> <p>2 – Demonstrates no reflective ability and no critical analysis of learning experience.</p> <p>3 – Demonstrates lack of reflection beyond simple descriptions of course content.</p>	<p>1 - Includes only description of the idea and very little reflection on previous experience, course concepts, materials and activities that are related.</p> <p>2 – Demonstrates limited reflexion on the idea and some critical analysis of learning.</p> <p>3 - No evidence of using multiple perspectives in reflecting on the course content to discuss the idea.</p>	<p>1 – Includes description of and reflection on course learning based on previous experiences, course materials and content.</p> <p>2 – Demonstrates reflective ability and critical analysis of learning.</p> <p>3 – Evidence of attempts to reflect on some learning from a limited number of different perspectives.</p>	<p>1 - Demonstrates strong reflection and deep thinking about idea and links to course concepts, materials and activities.</p> <p>2 - Integrates thoughts with a range of issues, challenges and perspectives for the idea (e.g., different contexts, cultures, disciplines etc.)</p> <p>3 – Demonstrates creativity and critical thinking skills through combination of writing and use of an array of visual elements (clear canvas)</p>

<p>Presentation (writing and canvas logic):</p> <p>Articulation and organization of your ideas and perspectives.</p>	<p>1 – Writing has many errors and demonstrates no reflection and analysis.</p> <p>2 - Reflection, arguments or perspectives are absent does not demonstrate any original thinking or perspectives.</p> <p>3 – Writing is disconnected, unorganized and superficial in the presentation of ideas.</p> <p>4 – Lacks any appropriate use of visual supporting materials.</p>	<p>1 – Writing has some errors and demonstrates limited focus on reflection and analysis.</p> <p>2 – Reflection, arguments or perspectives are vaguely stated.</p> <p>3 - Writing lacks an organized flow and ideas are difficult to follow.</p> <p>4 – Some limited use of visual supporting materials.</p>	<p>1 – Writing is free of errors and demonstrates a strong and focused reflection and analysis.</p> <p>2 - Reflection, arguments or perspectives are clearly stated.</p> <p>3 - Organized flow in writing but not deep enough to be very insightful.</p> <p>4 – Good use of visual supporting materials.</p>	<p>1 - Writing is free of errors and demonstrates an exceptionally well-focused reflection and analysis.</p> <p>2 – Reflection, arguments or perspectives are well defined and articulated.</p> <p>3 - Coherent flow in developing insightful personal learning reflections.</p> <p>4 – Exceptional use of visual supporting materials.</p>
<p>Completeness:</p> <p>Incorporation of key business canvas elements into a holistic demonstration of the business idea. – Note that not all business canvas elements must be present (key ones)</p>	<p>1 - Assignment makes no connections between course concepts, materials, activities and learning.</p> <p>2 – Demonstrates no insight or reflective understanding of the relationship of the elements within the business canvas.</p> <p>3 - Visual supporting materials are absent or add no value to the idea. (Canvas is unreadable and illogical.)</p>	<p>1 - Assignment make weak connections between course concepts, materials, activities and personal learning.</p> <p>2 – Demonstrates limited insight and reflective understanding of the relationship of the elements within the business canvas.</p> <p>3 - Visual supporting materials add limited to no value in articulating the idea.</p>	<p>1 - Assignment makes some connections between course concepts, materials and activities and learning into a finished work.</p> <p>– Demonstrates some insight and reflective understanding of the relationship of the elements within the business canvas.</p> <p>3 - Visual supporting materials add some value to articulating the idea</p>	<p>1 – Assignment makes concrete connections between course concepts, materials and activities and learning into a whole and complete work.</p> <p>– Demonstrates clear insights and reflective understandings of the elements within the business canvas.</p> <p>3 – Visual supporting materials add significant value to articulating the idea.</p>

Initial New Venture Idea Presentation (Business Idea) – End of Weekend 1: business model definition, model validation and related learning

Iteration in entrepreneurship is a key component to master when creating a new venture. In this course, you will perform **two group presentations** to iterate around the business idea proposed.

During the first two days of the course, each individual will work on an individual business idea. On the second day of the first weekend, your group will reflect on all the ideas and select an idea to present at the end of weekend 1.

Each team will make a presentation on the business idea including the business model definition, initial model validation and related learning of their idea at the end of the first weekend. Each team will make a 5-8 minute presentation which includes a summary of the industry, the problem addressed, the business idea, the business and the presentation of a definite plan to move forward. There will be a short question period during the initial oral presentation, and I will provide feedback to each team.

You should have a PowerPoint presentation that includes the following

- Name of business/idea
- Introduction to the industry
- The problem to be solved or the lack in the market and the first version of a solution
- First version of the business model – including a summary of the key elements
- Validation efforts and results, if any (survey’s, expert feedback, etc.)

Your team will have to decide after the presentation if the idea should be pursued. It is possible to pivot towards a different idea based on the feedback received. Entrepreneurs often pivot between ideas at the idea generation stage. The fact that your individual business canvas assignment is due the following weekend after the first presentation is intended to provide your team with additional reflection time on the idea to select.

Final New Venture Presentation (Business Plan) – End of Weekend 2

The course will culminate with a final idea that your team will have selected to present to the course. Please remember that intellectual property should be considered when making your presentations. Ideas are rarely taken by others, but when it happens, it happens very quickly.

A group presentation (15-minute max) of the business plan that can include videos, demos and other creative elements to capture the attention of the audience will be required. The presentation should cover the main sections of a typical business plan. The presentation will be followed by a question-and-answer period of 5-10 minutes. The presentation will consist of navigating the audience through the plan in a concise, coherent and convincing way. Each member must present.

New Venture Prototype Business Plan Written Report – One week after last class (July 2nd)

The business plan should follow the framework proposed in the course including a 1-2-page executive summary and should be as realistic and practical as possible. The plan must include a detailed description of the business opportunity, as well as detailed information on: 1) the marketing strategy; 2) the operational plan; and 3) the financial and capitalization plan as well as two years of cash flow. The plan should be short and to the point, but have enough depth to convince the reader of the viability of the business idea. The business plan (excluding appendix, title page, table of contents) must not exceed 15 pages (Time New Roman 12 points, single-spaced with 2.5 cm margins). All secondary data sources and information used in the development of the business plan should be properly referenced. The business plan should be appealing, creative and attract the attention of the reader and this will be evaluated.

New Venture Prototype Business Plan Marking Rubric

Mark %	Breadth of Knowledge	Critical Analysis	Coherent Argument	Contextual Relevance	Language Proficiency	Documentation, Appeal & Presentation
90 – 100	Displays special initiative, includes surprising or overwhelming information.	Exhibits special, distinctive, or powerful insight into the material and its significance.	Exhibits such characteristics as: independence, cogency, nuance, subtlety, sophistication, powerful grasp of methodology.	Keeps an unusually clear and confident focus and shows a fine grasp of issues and of their nuances.	Exhibits excellence and sophistication across the constituent elements of language proficiency.	Displays exceptionally full and appropriate documentation and especially effective presentation. Very appealing and catches attention throughout.
70 - 89	Displays original thinking and advanced knowledge of material.	Displays strong understanding of the material and insight into its significance.	Argues in an advanced and coherent way with advanced development and understanding of material.	Displays an advanced understanding of relevance of a range of material to the argument.	Exhibits an advanced level of competence across the constituent elements of language proficiency.	Displays an advanced grasp of documentation and presentation. Very appealing and mostly catches attention.
60-69	Provides substantial information, displays a solid knowledge of mainstream material.	Has a clear understanding of the material and its significance.	Argues in an assured and orderly way, with clear development. Shows some understanding of methodology.	Displays a secure understanding of relevance of the material to the chosen method of argument.	Exhibits a high level of competence across the constituent elements but may contain a significant number of errors, while not seriously impairing communication.	Displays a thorough grasp of appropriate principles of documentation and presentation. Somewhat appealing.

50-59	Provides a reasonable quantity of accurate information.	Has a competent (if dependent or incomplete) understanding of the material and its significance.	Presents the general outline of an appropriate argument.	Displays a sound general understanding of relevance though sometimes wavering and unreflective.	Demonstrates a general competence across the constituent elements but may contain wide range errors which have a significant impact on communication.	Displays a general grasp of appropriate principles of documentation and presentation. Somewhat appealing, but mainly
40-49	Provides a limited quantity of information with some accuracy.	Has some limited understanding of the material and its significance?	Presents some elements of an appropriate argument.	Displays some limited understanding of relevance.	Achieves limited communication despite numerous and varied errors in the constituent elements, particularly in morphology and syntax.	Displays some limited care and competence in documentation and presentation. Lacks appeal.
0-39	Is incompetent in quantity or accuracy.	Has no real understanding of what the material means.	Presents practically no appropriate argument.	Displays an inadequate understanding of relevance.	Unable to achieve communication due to wide-ranging error in the constituent elements.	Displays an inadequate grasp of appropriate principles of documentation and presentation and lacks complete appeal.

Summary of Deliverables

Deliverable		Submit to	Due Date	% of Grade
Individual	Video: Personal Reflection	Brightspace	By 8:00 AM on June 10 th	20
	Value Proposition Canvas	Brightspace	By 11:59PM on June 18 th (one week after weekend 1)	20
Group	Initial Business Idea Presentation	In-class	June 11 th at 3PM	10
	Final New Venture Presentation	In-class	June 25 th at 3PM	20
	New Venture Prototype Business Plan	Brightspace	July 2 nd at 11:59PM	30
Total				100

Late Assignments:

All assignments must be submitted by the deadline announced in class or published in the syllabus. To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on.

Preparation and Participation:

Contribution to class discussions consists of the ability to contribute actively during class and your presence is mandatory. Each student should prepare before class by reading the assigned material and participate frequently during classes. Students will also be expected to discuss with peers group activities and bring key concepts and elements back to the general discussions.

Course and Reading Schedule:

Session	Topic	Due
Pre- Session	Intro to Entrepreneurship Diversity and Entrepreneurship Personal Video	<ul style="list-style-type: none"> • Personal Video to be submitted on Brightspace before Friday, June 10th at 8AM • Personal Assessment of entrepreneurial profile online (not graded)
Weekend 1	Entrepreneurship and Design Thinking Methodologies Part 1 Friday morning: <ul style="list-style-type: none"> • Introduction • Defining entrepreneurship • An entrepreneurship journey Friday afternoon: <ul style="list-style-type: none"> • Idea generation & opportunity evaluation Saturday morning: <ul style="list-style-type: none"> • Idea validation • Value proposition & canvas Saturday afternoon: <ul style="list-style-type: none"> • Preparation • Group: Presentation 1 – idea • Feedback 	<ul style="list-style-type: none"> • Presentation 1: Business Idea
Between Sessions	Readings & assigned videos	<ul style="list-style-type: none"> • Assignment 1 – business canvas (submitted by June 18th)
Weekend 2	Entrepreneurship and Design Thinking Methodologies Part 2 Friday morning: <ul style="list-style-type: none"> • Business plan and value proposition Friday afternoon: <ul style="list-style-type: none"> • Financial 101 – The startup Saturday morning: <ul style="list-style-type: none"> • Prototyping and tests Saturday afternoon: <ul style="list-style-type: none"> • Preparation • Group: New Venture Business Idea Pitch 	<ul style="list-style-type: none"> • Final Presentation Venture Pitch
Post- Session	Group: New Venture Prototype Report	July 2nd, 2022

*Note – as teaching and learning is an adaptive process sometimes the course schedule will be subject to change.

Contribution to Program Learning Goals (MBA):

Program Learning Goals		CTA	CT NA	CI	CNT
MB1 Leadership and Collaboration	Graduates will be equipped for leadership and effective collaboration.	1.1	X		
		1.2	X		
MB2 Communication	Graduates will be effective communicators.	2.1	X		
		2.2	X		
MB3 Critical Thinking and Problem Solving	Graduates will be skilled in critical thinking and problem solving.	3.1	X		
		3.2	X		
		3.3	X		
MB4 Functional Knowledge	Graduates will have functional knowledge of all of the areas of business and apply that knowledge to address business issues and opportunities.	4.1		X	
		4.2		X	
MB5 Global Business	Graduates will have an appreciation of the global environment of business.	5.1			X
		5.2			X
MB6 Ethical Reasoning	Graduates will be skilled in ethical reasoning and decision-making.	6.1		X	
		6.2		X	

* Competencies Taught (assessed) = CTA, Competencies Taught (not assessed) = CTNA, Competencies Introduced (only) = CI, Competencies (not taught) = CNT

ADDITIONAL INFORMATION

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p. 34), the letter grades assigned in this course will have the following percentage equivalents:

- | | | | | |
|-------------|------------|------------|------------|--------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 | F = Below 50 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 | |

A - = 80-84

B - = 70-72

C - = 60-62

D - = 50-52

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable

accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>