# Creative Industries
## at The Creative School

| Course Number | Course Title | Semester | Year |
|---|---|---|---|
| CRI400 | Creative Industries Entrepreneurship | Winter | 2022 |

| Section | Day of Week | Time | Classroom |
|---|---|---|---|
| 011, 021, 031, 041, 051, 061, 071, 081 | Wednesday | 12:00 - 3:00 p.m. | ONLINE until January 31 / DSQ03 from March 2, 2022 |

| Professor | Ryerson Email | Phone | Office & Office Hours |
|---|---|---|---|
| Dr. Lorena Escandón | lorena.escandon@ryerson.ca | emails preferred | Online / By appointment |
| **GA/TA** | **Ryerson Email** | **Phone** | **Office & Office Hours** |
| Chelsea Richards James | chelsea.richards@ryerson.ca | emails preferred | Online / By appointment |
| George Varvatsoulis | george.varvatsoulis@ryerson.ca | emails preferred | Online / By appointment |
| Alannah Taylor | alannah.taylor@ryerson.ca | emails preferred | Online / By appointment |

*Only Ryerson emails are to be used for communication between faculty, staff, and students.*
*All news (announcements) posted on class D2L.*

## Course Description

This course explores the theory and principles to the practice of entrepreneurship in Creative Industries. Entrepreneurs in Creative Industries drive the creation of new cultural products, firms, and markets, generating new wealth and new cultural value. They are visionary change agents who leverage cultural knowledge and talent to produce commercially viable, sustainable and socially desirable cultural products and services.

This course will critically review the key characteristics of successful enterprises, entrepreneurs and leaders within the cultural and more commercially focused Creative Industries, it will look at the range of business models that exist, review how best to build a financially sustainable firm, and provide models of entrepreneurial/business support relevant and useful for entrepreneurs in Creative Industries.

# Course Details

**Teaching Methods**

This course will be delivered through a combination of synchronous and asynchronous, pre-recorded and live sessions. Every week will follow this format:

| Time | Description | Led by |
|---|---|---|
| Before the live session - Class | Pre-recorded session (watch on your own) | Dr. Lorena Escandon |
| 12:00 - 1:00 pm | Live session (guest speakers OR collaborative activity) | Dr. Lorena Escandon |
| 1:00 - 2:00 pm | Professional skills development | Alex D'Arcy |
| After the class - Tutorials | Self-guided team activities with pre-recorded materials and templates, but you can request assistance from the teaching team (your professor and your TA). | Teaching team (professor and teaching assistants) |

Pre-recorded materials will be released on the **Friday** before each week (except for Week 1), for those of you who are working and/or prefer to watch in advance. You are expected to view/listen/read the materials and complete required assignments before attending the live session.

ACCESSIBILITY NOTICE: There is a mix of content formats to support all types of learning. If you need materials in a particular format, please let me know. If you need more control over the font size of the subtitles, please download the video file and SRT file, and play the video with your preferred player.

**Plagiarism Detection**

- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals, and other publications. Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Students who do not want their work submitted to this plagiarism detection service must, <u>by the end of the second week of class</u>, consult with their instructor to make alternate arrangements.

- Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

# Required Readings, Resources & Materials

**Required readings:**

Listed in the weekly schedule. Links to readings available on D2L and Library e-Reserve.

**Required resources:**

❑ Computer (desktop/laptop) with internet connection, microphone, speakers (earbuds or otherwise), and camera (optional) for check-ins and team meetings
❑ Internet Access with a minimum download speed of 5Mbps.
❑ Software
   o Web browser with audio and video player
   o Text editing software (e.g. MS Word, Google Docs, iWork Pages)
   o Spreadsheet manager software (e.g. MS Excel, Google Sheets, iWork Numbers)
   o Presentation program (e.g. MS PowerPoint, Google Slides, iWork Keynote)

The University has issued a minimum technology requirement for remote learning. Details can be found at: https://www.ryerson.ca/covid-19/students/minimum-technology-requirements-remote-learning/

**Your privacy and access to technology will be considered before asking you to turn on your webcam video.**

# Weekly Schedule

| WEEK ONE | *Wednesday, January 19, 2021* |
|---|---|
| TOPICS | ● Overview<br>   ○ Course outline<br>   ○ Assignments<br>   ○ Important dates<br>● Introduction<br>   ○ Entrepreneurship in the Creative industries |
| PROFESSIONAL SKILLS | ● Introduction to the series, with Alex D'Arcy |
| READINGS | ● Howe, N. (2016). The New Rules Of The Creative Economy. Forbes. Available at: https://www.forbes.com/sites/neilhowe/2016/08/31/the-new-rules-of-the-creative-economy/#799bb80f644b |
| TUTORIAL | ● Personal introductions<br>● What's your passion? What are your priorities?<br>● Team charter |
| DUE | **Before first class:** Welcome survey and personal introduction |

| WEEK TWO | *Wednesday,  January 26, 2021* |
|---|---|
| TOPICS | ● Think like an entrepreneur<br>   ○ Causation & effectuation / Effectuation principles<br>   ○ Opportunity identification (external & internal factors) |

| | PROFESSIONAL SKILLS | ● Your Digital Brand, with Cher Jones |
|---|---|---|
| | READINGS | ● University of Virginia. *What is effectuation?* Available here: http://www.effectuation.org/sites/default/files/documents/effectuation-3-pager.pdf<br>● Interaction design.org. *The basic principles of effectuation: how to use what you already have to become more innovative*. Available here: https://www.interaction-design.org/literature/article/the-basic-principles-of-effectuation-how-to-use-what-you-already-have-to-become-more-innovative |
| | TUTORIAL | *Present two entrepreneurs in your team's industry of choice, discuss with your team their entrepreneurial path* |
| | DUE | ● **Before class:** Quiz on readings from Week 1 and Week 2 |

| **WEEK THREE** | *Wednesday, February 2, 2021* | |
|---|---|---|
| | TOPICS | ● Knowing your customer<br>  ○ Consumer life-stages (Persona)<br>  ○ Customer journey map (CJM) |
| | PROFESSIONAL SKILLS | ● Your Resume: Your Professional Cornerstone. Speaker: Emma Hartley |
| | READINGS | ● Smilansky, O. (2015, 06). What you need to know about customer experience maps. *Customer Relationship Management, 19*, 26-29. Available here: http://ezproxy.lib.ryerson.ca/login?url=https://search-proquest-com.ezproxy.lib.ryerson.ca/docview/1702885735?accountid=13631 |
| | TUTORIAL | *Make a customer journey map of a budding entrepreneur in your chosen industry (reader)* |
| | DUE | **Before class:** Quiz on readings |

| **WEEK FOUR** | *Wednesday, February 9, 2021* | |
|---|---|---|
| | TOPICS | ● Business models |
| | PROFESSIONAL SKILLS | ● Meet the interns: CI 4th year students talk about their Internships |
| | READINGS | ● Lyubareva, I., Benghozi, P. J., & Fidele, T. (2014). Online Business Models in Creative Industries: Diversity and Structure. *International Studies of Management & Organization*, 44(4), 43-62.<br>● Sheehan, N. T., & Bruni-Bossio, V. (2015). Strategic value curve analysis: Diagnosing and improving customer value propositions. *Business Horizons*, doi:10.1016/j.bushor.2015.01.005 |
| | TUTORIAL | *Find 3-5 different business models for the industry of your choice* |
| | DUE | **Before class:** Quiz on readings |

| **WEEK FIVE** | *Wednesday, February 16, 2021* | |
|---|---|---|
| | TOPICS | ● Opportunity evaluation<br>  ○ Entrepreneur sweet spot<br>  ○ VRIO matrix |

| <br>📇 | PROFESSIONAL SKILLS | ● Course Selection & other academic planning. Paula Rayson/CRI Advising Team - Strengthsfinder survey. |
|---|---|---|
| 📖 | READINGS | ● Jurevicius, O. (2013, October 21). *Is the VRIO Framework a Key to Competitive Advantage?* Available here: https://www.strategicmanagementinsight.com/tools/vrio.html<br>● Watch: Alexa Chung: How to Set up an Agency \| S2, E3 \| Future of Fashion \| British Vogue. Link: https://www.youtube.com/watch?v=3GR43yWIYG0<br>● Watch: How to Run a Fashion Business with Alexa Chung \| S2, E1 \| Future of Fashion \| British Vogue. Link: https://www.youtube.com/watch?v=AiyEvGrf69Y |
| 🛠 | TUTORIAL | *Based on your passions, interests and business models seen previously, brainstorm new opportunities & assess 5 of those opportunities using the VRIO matrix* |
| ⏰ | DUE | **Before class:** Quiz on readings |

| **READING WEEK** | *Week of Wednesday, February 23, 2021* |
|---|---|
| ⚠️ | **No classes** |

| **WEEK SIX** | *Wednesday, March 2, 2021* |
|---|---|
| 📄 TOPICS | ● Pivoting and minimum viable products |
| 📇 PROFESSIONAL SKILLS | ● How to increase your Professional Likability Score: Dr. Chris Gibbs |
| 📖 READINGS | ● Watch: Lean Startup, Story board. Link: https://www.youtube.com/watch?v=3575KiKEDDY<br>● *Making sense of MVP (Minimum Viable Product).*<br>  ○ Read this: https://blog.crisp.se/2016/01/25/henrikkniberg/making-sense-of-mvp<br>  ○ OR watch this: https://www.youtube.com/watch?v=0P7nCmln7PM<br>● Read ONE of these:<br>  ○ Tencer, K. (2018, May 13). *'Fail fast, fail often' may be the stupidest business mantra of all time*. Retrieved from https://www.theglobeandmail.com/report-on-business/small-business/sb-growth/fail-fast-fail-often-may-be-the-stupidest-business-mantra-of-all-time/article23407206/<br>  ○ White, D., & White, P. (2017, May 24). 4 Times 'Fail Fast, Fail Cheap' Is the Wrong Advice. Retrieved from https://www.entrepreneur.com/article/294308 |
| 🛠 TUTORIAL | *Identify 2-3 MVPs for 3 of the opportunities identified in Week 5* |

| **WEEK SEVEN** | *Wednesday, March 9, 2021* |
|---|---|
| 📄 TOPICS | ● Intrapreneurship & Social entrepreneurship |
| 📇 PROFESSIONAL SKILLS | ● Cover Letter, Job Searching, International roles, and Cold Calling - Alexandra D'Arcy |
| 📖 READINGS | ● Luchsinger, V., & Bagby, D. R. (1987). Entrepreneurship and intrapreneurship: Behaviors, comparisons, and contrasts. *S.A.M.Advanced Management Journal,* |

| | |
|---|---|
| | *52*(3), 10.<br>● Camelo-Ordaz, C., Fernández-Alles, M., Ruiz-Navarro, J., & Sousa-Ginel, E. (2012). The intrapreneur and innovation in creative firms. *International Small Business Journal*, *30*(5), 513-535.<br>● Mihajlović, L. S., & Nikolić, M. (2017). SOCIAL ENTREPRENEURSHIP SUPPORTED BY CREATIVE ECONOMY. *Ekonomika, 63*(4), 75-88. doi:http://dx.doi.org.ezproxy.lib.ryerson.ca/10.5937/ekonomika1704075S |
| ⚒ TUTORIAL | Find examples of social ventures in your industry. |
| ⏰ DUE | **Before class:** Creative project on "Entrepreneurship in the Creative industries" |

| WEEK EIGHT | *Wednesday, March 16, 2021* |
|---|---|
| 📄 TOPICS | ● Financing your venture & finding support |
| 🔍 PROFESSIONAL SKILLS | ● Strengthsfinder: How to Apply your Assessment! - Wincy Li |
| 📖 READINGS | ● Baskaran, A., Chandran, V., & Ng, B.-K. (2019). Inclusive Entrepreneurship, Innovation and Sustainable Growth: Role of Business Incubators, Academia and Social Enterprises in Asia. Science, Technology and Society, 24(3), 385–400. https://doi.org/10.1177/0971721819873178<br>● Kaschuta, A. (2020). The Complete Guide to Startup Funding Canada (A 2019 Guide!). Retrieved 6 January 2020, from https://fundsquire.ca/the-complete-guide-to-startup-scaleup-funding-in-canada/ |
| ⚒ TUTORIAL | *Find grants and programs that support the industry of your choice, share findings with your team* |
| ⏰ DUE | **Before class:** Quiz on readings Weeks 7 & 8 |

| WEEK NINE | *Wednesday, March 23, 2021* |
|---|---|
| 📄 TOPICS | ● Intellectual property considerations |
| 🔍 PROFESSIONAL SKILLS | ● Networking and Interviews: Tell me About Yourself |
| 📖 READINGS | ● Greffe, X. (2006). *Managing creative enterprises*. Geneva, Switzerland New York, N.Y: World Intellectual Property Organization. Chapter 7 (pages 112-134). Link: https://www.wipo.int/freepublications/en/copyright/938/wipo_pub_938.pdf |
| ⚒ TUTORIAL | *Look for cases in your selected industry where intellectual property considerations made the company a success or a failure (at least one example of each)* |
| ⏰ DUE | **Before class:** Quiz on readings |

| WEEK TEN | *Wednesday, March 30, 2021* |
|---|---|
| 📄 TOPICS | ● Common mistakes in creative start-ups |
| 🔍 PROFESSIONAL SKILLS | ● HR Speaker: "Through the eyes of a Hiring Manager" |
| 📖 READINGS | ● Hooker, L. (2015). Creative Entrepreneurs: Don't Make These 15 Common Business Mistakes. *Elle & Co.*<br>● Hunckler, M. (2017). 12 Challenges Startup Culture Must Overcome In Order To |

| | | Thrive in 2017. *Forbes*. Link: https://www.forbes.com/sites/matthunckler/2017/03/22/12-challenges-startup-culture-must-overcome-in-order-to-thrive-in-2017/ <br> ● CB Insights (November 6, 2019). Why Startups Fail: Top 20 Reasons \| CB Insights <br> ● Optional: Failory.com (2021). Startup Failure Rate: Ultimate Report + Infographic [2021] |
|---|---|---|
| ⚒ | TUTORIAL | *Based on common mistakes and lessons learned in class, discuss tips for success for your selected industry* |
| ⏰ | DUE | **Before class:** Quiz on readings |

| **WEEK ELEVEN** | *Wednesday, April 6, 2021* | |
|---|---|---|
| 📑 | TOPICS | ● Trends in the creative industries |
| 🔍 | PROFESSIONAL SKILLS | ● Alumni speakers; Wrap-Up |
| 📖 | READINGS | Define your own! Find three relevant articles (academic or non-academic) covering trends in the industry of your choice. Each team member must have different readings (cannot overlap). |
| ⚒ | TUTORIAL | *Discuss readings with your team, summarize trends in the industry of your choice.* |

| **WEEK TWELVE** | *Wednesday, April 13, 2021* | |
|---|---|---|
| 🧑‍🏫 | PRESENT | Creative entrepreneur start-up guide poster gallery |

| **Final Assignment** | *April 20* |
|---|---|

# Assignments, Evaluation, Marking

| Assignment | Final Grade % | Due Date | Difficulty level | Delivery method | Category | Modality |
|---|---|---|---|---|---|---|
| Welcome survey | 3 | Week 1 | Low | Google Survey | Participation | Individual |
| Personal introduction | 2 | Week 1 | Low | D2L Discussion board | Participation | Individual |
| Class participation | 10 | Every class | Varies | | Participation | Individual |
| Professional skills participation | 10 | Every class | Varies | Varies | Participation | Individual |
| Tutorial activities | 10 | Every week, except when noted | Varies | | Participation | Team |
| Quizzes on readings | 10 | | Medium | D2L Quiz | Quizzes | Individual |
| Individual OR Small team project - Entrepreneurship in C.I. | 10 | Week 6 | High | D2L Dropbox | Project | Individual |
| Team agreement | 5 | Week 2 | Low | D2L Dropbox | Project | Team |

| | | | | | | |
|---|---|---|---|---|---|---|
| Start-up guide - C.I. industry Post / Poster | 10 | Week 12 | Medium | D2L Discussion board | Project | Team |
| Start-up guide - C.I. industry | 20 | April 20 | High | D2L Dropbox | Project | Team/ Individual |
| Peer evaluation | 10 | April 22 | Low | Google Survey | Project/ Participation | Individual |
| **Total** | **100** | | | | | |

**BONUS MARKS:** There will be bonus marks opportunities throughout the term, they will be announced in class and posted on D2L. Bonus marks are cumulative, you can accrue **up to 4 points**.

# Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

## Participation

*Welcome survey*
- Individual assignment
- *Estimated completion time:* 10 minutes

*Class participation / Professional skills*
- Every week there will be activities during the live sessions (one question quiz, break-out room activity, publication on forum, etc.). In the event that you cannot attend the live session, please contact your professor to make arrangements for a make-up activity.

*Tutorial activities*
- Every week there will be a self-guided activity for you to complete with your team. All activities build towards your final project (are "sections" of your Start-up guide).
- *Estimated completion time:* 40 minutes (each)

## Quizzes

- Individual assignment
- A Quiz on assigned readings will be available on D2L every week (except when noted).
- The purpose of this activity is to make sure you understand the theory covered in the course. You can make three attempts, and you will receive the highest grade.
- *Estimated completion time:* 10 minutes (each)

## Projects

*Creative project on Entrepreneurship in the Creative industries*
- Individual assignment OR Small team.
- Come up with a creative project in which you can discuss/include at least three topics covered in class. Examples of creative projects are: podcasts (can be informative, interview, exploratory,

etc.), blogs, zines, infographics, etc. Submit your idea for the project, and whether you'll complete this individually or in a team **by Week 4 (you'll receive a reminder on Week 3)**. Your project must be approved by your professor.

- *How will this assignment be graded?* Because projects can vary, the teaching team will look at creativity, quality, and understanding of the topics selected.
- *Estimated completion time:* 7-8 hours (including planning, execution and editing)

*Team agreement*

- Use the team template to discuss with your team, and submit your agreement on expected behaviours in the course.
- *How will this assignment be graded?* The teaching team will look for completion of all fields, and evidence that the team discussed the questions in the template (e.g. there's a rationale for the answer, the answer is longer than one sentence)
- *Estimated completion time:* 30 minutes

*Start-up guide poster*

- Prepare a social media post (30-second clip or up to 5 images) or poster (1 slide or page) to "sell" your start-up guide to your peers. Share it on the Posters forum. In the submission, please include a 250-word "pitch" for your start-up guide.
- How will this be graded?
    - 60% of this grade will be awarded to the team based on the post or poster for the Start-Up Guide (creativity, targeting your audience, including all relevant information)
    - 40% of this grade will be individual - You must comment on at least 3 other teams' posts.

*Start-up guide*

- In teams, you will write a start-up guide for entrepreneurs interested in the Creative industry of your choice (defined by the team). This report should be written/spoken in your own vernacular to attract readers. The guide must include at LEAST 6 of the following elements, in addition to the ones marked with an asterisk (recommended bookends of the guide):
    - Introduction*
    - Common business models
    - The ecosystem of the industry in Toronto, Ontario and/or Canada (incubators, key players, key supporters, other stakeholders)
    - Financing (government programs, grants, competitions, etc.)
    - Ideas for minimum viable products
    - Intellectual property considerations
    - Learning from failure (what didn't work? why? how do you avoid that?)
    - Success stories (try to include one lifestyle entrepreneur, one intrapreneur and one multinational entrepreneur)
    - Tips for success (lessons learned in class)
    - Trends in the industry (what will the future bring?)
    - What you need to understand about the market
    - Definitions / Glossary*
    - Links & References*
- The length will vary from team to team, depending on the sections selected and how you are choosing to represent the knowledge (storytelling vs. charts). A rough estimate would be around 5 pages per section, totaling around 35 pages.

*Peer evaluation*

- In the peer evaluation form, students will assess their teammates on their contributions to the team (i.e. promptness, problem-solving, quality of their work). The evaluation will use a Likert scale from 1 ("Very low") to 5 ("Very high"). Students will be given a grade based on their peer's answers. There will be two peer evaluations - one after 5 tutorial submissions, and one at the end of the semester.

# Handing in Papers / Late Policy /Other Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by a properly completed documentation such as a Ryerson University PDF fileStudent Health Certificate.

  Note: Part of the Ryerson University Student Health Certificate must be completed by a Regulated Health Professional (RHP).

  The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted.

  Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline.

  https://www.ryerson.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/

- Religious or cultural observations accommodations must be requested by the end of the second week of the term. https://www.ryerson.ca/humanrights/religious-cultural-observances/

- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy* #61.

- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.

- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;

- Check with your individual professor to see if they require hard copies or not of the assignments.

- Students are <u>required</u> to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.

- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.

- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.

- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.

- **Students are expected to show respect for their fellow students:**

  o   Arrive on time; be ready to start.

  o   Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if they interfere with their colleagues' learning.

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**Technology Statement**

At the discretion of the instructor, computers, tablets, and other electronic devices are allowed in class to take notes, annotate lecture slides, and do quick internet searches of relevant materials only. All devices should be on silent/mute. Computers and tablets should not be used to email or message during class. Phones are not to be used, including for texting and messaging. Students on Facebook or Youtube, watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

It is expected that assistive technologies as detailed in Ryerson Senate Policy 159 (Academic Accommodation of Students) are to be used in keeping with this technology statement.

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*This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them.  Students should refer online to for specific information with respect to the following policies:*

- *Policy #60:    Academic Integrity*
- *Policy #61:    Student Code of Non-Academic Conduct*
- *Policy #135:   Final Examinations*
- *Policy #157:   Ryerson's E-mail Accounts for Official Communication*
- *Policy #159:   Academic Accommodation of Students with Disabilities*
- *Policy #166:   Course Management*
- *Policy #167: Academic Consideration*
- *And all other course outline policies: https://www.ryerson.ca/senate/course-outline-policies/*

## Important Resources Available at Ryerson

- **The Library** provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to **Workshops**.

- **Student Learning Support** offers group-based and individual help with writing, math, study skills, and transition support, as well as **resources and checklists to support students as online learners.**

- You can submit an **Academic Consideration Request** when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

- Please note that the Interim Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2020/Winter 2021 related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the Senate website (www.ryerson.ca/senate):

- **Ryerson COVID-19 Information and Updates for Student**s summarizes the variety of resources available to students during the pandemic.

- Familiarize yourself with the tools you will need to use for remote learning. The **Continuity of Learning Guide** for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

- Information on Copyright for Faculty and students.

- *At Ryerson, we recognize that things can come up throughout the term that student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. https://www.ryerson.ca/mental-health-wellbeing*

    **If support is needed immediately, you can access these outside resources at anytime:**
    **Distress Line** — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416–408–4357)
    **Good2Talk**- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see:
https://www.ryerson.ca/creativeindustries/academic-advising/

# Course Objectives & Learning Outcomes

| By the end of this course, students will be able to: | And in doing so will fulfill the following program learning outcome (at least in part): | Introduction (I) Reinforcement (R) Proficiency (P) |
|---|---|---|
| | **Contribute productively to the Creative Industries** | |
| Understand and describe the nature and diverse range of entrepreneurial activity in the creative industries. | LO 1a- critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function, | I |
| Understand and critique the various approaches to entrepreneurship. | LO 1b- recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts; | R |
| Use entrepreneurial | **Demonstrate an entrepreneurial capacity** | |

| | | |
|---|---|---|
| thinking processes to solve problems and identify opportunities for themselves and the organizations they work with. | LO 2b- transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production. | **R** |
| Effectively communicate a new business opportunity in pitch format. | **Communicate** | |
| | LO 4a- verbally communicate within and to creative enterprises, academia and industry effectively and persuasively | **R** |
| Find and exploit his/her/their own knowledge, expertise, network and resources in entrepreneurial endeavors. | **Apply skills and knowledge** | |
| | LO 7b- apply fundamental business and management skills within organizations and as entrepreneurs, | **R** |

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