

**Department of Entrepreneurship & Strategy**

# **ENT524 The Practice of Entrepreneurship**

This course is only intended for those pursuing a Major in Entrepreneurship and Innovation.

Our mission is to immerse students in an unparalleled, experiential learning journey within a dynamic urban setting, transforming their approach to challenges and opportunities alike. Our curriculum is designed to instill a profound entrepreneurial mindset, characterized by innovative thinking, a deep-rooted passion, and a proactive stance. This philosophy is not limited to launching new ventures but extends to enriching students' personal lives, enhancing their professional careers, and making meaningful contributions to their communities.

We strive to ignite students' innate passions and equip them with the skills and confidence needed to achieve remarkable aspirations. Standing as Canada's premier and most extensive entrepreneurship program, we are committed to delivering cutting-edge educational programs that foster multi-disciplinary collaboration across the campus, producing local, national, and global impact. Our students gain access to unparalleled support and resources, including advanced analytical tools, mentorship from industry leaders, and connections to venture capital networks, ensuring they are well-prepared to turn their innovative ideas into successful, scalable ventures.

Embedded within our vibrant community, we offer a platform for our students to engage with real-world challenges, encouraging them to apply their entrepreneurial skills in diverse settings and drive meaningful change

**Prerequisites: ENT101; Anti-requisites: ENT526**

**Required for ENT527 and ENT601**

# ENT524

## The Practice of Entrepreneurship

### Fall 2025

#### Instructor Information

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- Instructor Name: Dr. Sean Wise, BA LLB MBA PhD
- Office Location: TRS 2-076
- Office Hours: By appointment
- Phone: Please use email, it's faster.
- Course Website: [my.TorontoMU.ca](http://my.TorontoMU.ca) (Course Shell)
- Email Address: [sean.wise@torontoMU.ca](mailto:sean.wise@torontoMU.ca)

#### Email Policy

Note: In accordance with the Policy on Ryerson Student E-mail Accounts (Policy 157), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty/contract lecturers or staff should be sent from their official university email account.

#### Course Description

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This course extends beyond the confines of traditional theory, offering a deep dive into the multifaceted world of starting and managing businesses across a broad spectrum of industries. From high-tech startups to social enterprises, and from family businesses to creative and cultural ventures, this course embraces the entire entrepreneurial

ecosystem. Through a combination of rigorous academic study, practical exercises, real-world case studies, and hands-on projects, students will begin to acquire the skills, knowledge, and experience necessary to navigate the complexities of entrepreneurship. This course is designed to empower students to identify opportunities, innovate, and implement strategies that lead to the creation and growth of successful and sustainable business ventures in any sector.

## **Learning Outcomes**

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Upon completion of this course, students will have achieved the following Learning Outcomes:  
*(Numbering refers to the Department of Entrepreneurship and Strategy's overall learning goals and outcomes)*

### **Entrepreneurship Knowledge and Skills**

- ENT1. Explain and apply theories of innovation, entrepreneurship, entrepreneurs and small business.
- ENT2. Apply current innovation and entrepreneurship methods and tools such as: Business models, lean start-up, lean canvas, agile methods and design thinking.
- ENT4. Identify, analyze and evaluate business opportunities.
- ENT5. Plan, design and test elements of business solutions.
- ENT6. Identify and leverage existing and new resources to develop start-ups.

### **Personal Entrepreneurial Skills**

- ENT8. Demonstrate proactive, self-driven and resilient behaviour.
- ENT9. Self-assess, reflect and plan personal activities.
- ENT10. Develop networks and contacts to support entrepreneurship projects.

### **Other Skills:**

- **Communication:** Students will be able to express ideas and information effectively and accurately using a range of media commonly used in business environments.
- **Group and Individual Dynamics:** Students will be able to effectively self-manage and perform effectively within heterogeneous teams.
- **Financial Literacy:** Identifying, selecting, storing and processing information from a variety of financial sources and media; developing a moderate level of financial acumen. An ability to read and understand financial statements.

- **Adaptability:** Learning from iteration, experimentation, lean methodologies, rapid prototyping, minimum viable products, dealing with ambiguity and uncertainty, design thinking, customer development, resiliency, grit.
- **Self-management:** Time management, goal setting, self-directed life-long learning, habit formation, and self-reflection.
- **Critical Thinking:** Identifying, analyzing, and evaluating information from diverse sources; recognizing bias, assumptions, and logical fallacies; developing reasoned arguments and informed judgments. An ability to question evidence, interpret data, and apply logic in problem-solving and decision-making.
- **Anti-Fragility:** Developing the capacity to grow stronger through stress, volatility, and challenge; cultivating adaptive responses to setbacks; embracing iterative learning and failure as part of long-term improvement. An ability to reframe adversity as opportunity for growth and innovation.
- **Internal Locus of Control:** Strengthening a sense of personal agency and responsibility; understanding the connection between actions and outcomes; resisting victimhood narratives and external blame. An ability to take initiative, persist through difficulty, and influence one's own future through intentional choices.

Through these objectives, the course aims to not only inspire entrepreneurial thinking and action but also to equip students with the sophisticated analytical tools and strategic acumen necessary to navigate and succeed in the complex world of entrepreneurship.

## Course Details

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### Course Overview

This course is structured to foster analytical skills within entrepreneurial contexts, elevating students' abilities to employ quantitative analysis and critical thinking. By mastering financial modeling, market analysis, and data-driven decision-making techniques, participants will adeptly assess venture viability and scalability.

Through case studies, and various experiential exercises, students will learn to navigate the complexities of starting and managing a business. Strategic decision-making is another cornerstone of our program, and explored herein. Innovation and product development are propelled by data-driven insights in this course. Students will explore tools and frameworks for uncovering market needs, segmenting customers, and crafting market entry strategies. Students will be introduced to various aspects of entrepreneurial finance, including valuation, dilution and ROI.

## **Teaching Methods**

This course will have a weekly in-person gathering, at the time listed in the course calendar. The format each week may differ slightly but will consist of time to review course content (which may include live presentations from the faculty/contract lecturer) and time for group activities and discussions that are related to the presented content. The exercises presented assume students have read the listed readings prior to the scheduled class-time.

One of the goals of any course is to encourage the development of free thinking, rational people. One of the best methods of education is a directed readings course wherein the faculty/contract lecturer selects important reading material and then students and the faculty/contract lecturer converse with one another and actively participate in the discussion of the important issues contained in the readings. As in all courses, what a student gains from having taken the course will, in large measure, depend on what the student puts into the course.

Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the faculty/contract lecturer. If so, such alterations will be announced prior to implementation.

Sample Lecture Format:

- A review, reflection and discussion of last week's material.
- Followed by an introduction to current week's material.
- A short break.
- Exercise in small groups.
- In-class discussion of exercise results.

## **Course Materials**

Required:

- Wise, S., Bygrave, W.D. & Zacharakis, A. (2024). Entrepreneurship (2nd CDN. edition). John Wiley & Sons. Digital copies start at CAD \$28.00. Print copies start at CAD \$98.95. Used copies are available. **PLEASE DO NOT ACQUIRE THE 1st (2012) EDITION as it is now out of date and missing needed chapters and material.**

From time to time, the faculty/contract lecturer may make additional material available to students including informal notes, slide decks and other guides that may assist students in succeeding in the course. Unless explicitly stated to the contrary, these are provided only for use by students while taking the course and no rights are given for reproduction or sharing with

others outside of the class.

## Topics and Course Schedule (subject to change without notice)

Please read or review each week's material prior to coming to class.

- Text: Wise, S., Bygrave, W.D. & Zacharakis, A. (2024). Entrepreneurship (2nd CDN. edition). John Wiley & Sons.
- D2L: Available in the 'Content' section of D2L.
- Online: Refers to publicly available information found online.

Week	Topic & Exercise	Required Readings	Resources
1	<b>Introduction to the Practice of Entrepreneurship</b> <i>Who is an Entrepreneur and Why is that Important?</i>  <b>Topics:</b> <ul style="list-style-type: none"> <li>• Entrepreneurship &amp; Small Business in Canada</li> <li>• Creative Destruction</li> <li>• SMEs vs. Startups</li> <li>• History's Greatest Entrepreneurs</li> </ul> <b>Exercise:</b> How do we know that Richard Branson is an Entrepreneur?	Text: Chapter 1  D2L: <ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Template and guideline files</li> <li>• <a href="#">Why Canadian Entrepreneurship is in Decline and How to Revive It</a></li> </ul>	<b>Online:</b> Biography.com Editors (2020, Jun.17). <a href="#">Richard Branson Biography</a> . Biography  <b>Video:</b> <a href="#">Sir Richard Branson: how to start a business</a> [31:58]
2	<b>Finding and Evaluating Opportunities</b> <i>How to find and recognize good business ideas.</i>  <b>Topics:</b> <ul style="list-style-type: none"> <li>• The Timmons Model</li> <li>• Critical Factors for Starting a New Business</li> <li>• Evaluating Opportunities for New Businesses</li> <li>• Being your own Customer</li> <li>• Idea Extraction &amp; Customer Discovery</li> </ul>	Text: Chapter 2 & 3  <ul style="list-style-type: none"> <li>• John Sleeman – Case Study: pg. 76-81</li> </ul> Online: <ul style="list-style-type: none"> <li>• <a href="#">Generating startup ideas</a></li> <li>• <a href="#">A process to generate startup ideas</a></li> <li>• <a href="#">How to come up with startup ideas</a></li> </ul>	<b>Online:</b> <a href="#">Customer Discovery</a> Fishbein, M. (2020).  <a href="#">The Ultimate List of Customer Development Questions.</a>  <b>Video:</b>

	<ul style="list-style-type: none"> <li>How Customer Discovery makes better Opportunities</li> <li>Idea Multiplication &amp; the Purple Cow</li> <li>The Opportunity Checklist</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>The Purple Cow Exercise</li> <li>My Opportunity Exercise</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Benefits of being your own first customer</a></li> </ul>	<a href="#">The Naked Entrepreneur: John Sleeman</a> [41:28]
3	<p><b>Understanding the Business Model</b> <i>How to put the pieces together for the business opportunity.</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Customer Development</li> <li>Business Model vs Business Plan</li> <li>Business Model Canvas vs Lean Canvas</li> <li>Using the Lean Canvas</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>Draft a Lean Canvas for a famous startup</li> </ul>	<p>Text: Chapter 4 &amp; 8</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>Customer Discovery Articles</li> <li>Business Model Canvas Poster</li> <li>Lean Canvas Poster</li> </ul>	<p><b>Videos:</b></p> <p><a href="#">The Explainer: What is a Business Model?</a></p> <p><a href="#">The Business Model Canvas Explained</a> [2:19]</p> <p><a href="#">Tools for Business Model Generation</a> [53:20]</p> <p><a href="#">Making a Canvas</a> [5:08]</p> <p><a href="#">Storyboard of The Lean Startup Introduction</a> [7:08]</p> <p><a href="#">Steve Blank, 2 minute lessons</a> [4:03]</p> <p><a href="#">Eric Reis, The Lean Startup</a> [28:30]</p>

4	<p><b>21<sup>st</sup> Century Entrepreneurship, Lean Startup</b> <i>How do you actually start building a business in 2025?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Lean Startup Methodology</li> <li>• Customer discovery interviews</li> <li>• The Startup Life Cycle</li> <li>• The S Curve: Problem/Solution fit, Product/Market Fit, Scale</li> <li>• Lean Canvas Falsifiable Hypotheses</li> <li>• A/B Testing</li> <li>• Using AI to start your startup</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• Writing hypotheses &amp; how to test them</li> <li>• Customer Discovery Exercise</li> </ul>	<p>Text: Chapter 8</p> <p>Online:</p> <ul style="list-style-type: none"> <li>• <a href="#">Why the Lean Start-Up Changes Everything</a></li> <li>• <a href="#">How to Structure Good Hypotheses for Your Lean Startup</a></li> <li>• <a href="#">The Heart and Soul of Lean Impact: A/B Testing Experiments and Validated Learning</a></li> <li>• <a href="#">Steve Blank: How to Build a Billion Dollar Company</a></li> <li>• <a href="#">How to Use AI as a 'force multiplier' to Start a Business</a></li> </ul>	<p><b>Videos:</b></p> <p><a href="#">Steve Blank: How to Build a Great Company</a> [1:07:28]</p> <p><a href="#">Steve Blank, Evidence-based Entrepreneurship</a> [25:12]</p> <p><a href="#">The Rules for Customer Interviews</a> [7:01]</p> <p><a href="#">Good and Bad Customer Interview Examples</a> [6:57]</p>
5	<p><b>Introduction to Financial Literacy</b> <i>How the numbers fit together for the business opportunity.</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• From business model to financial model</li> <li>• Financial Statements <ul style="list-style-type: none"> <li>○ Understanding financial statements</li> <li>○ building a financial model</li> <li>○ Generating financial statements</li> </ul> </li> <li>• Unit Economics</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Financial Modeling Showdown</a></li> <li>• <a href="#">Financial Literacy Quiz</a></li> </ul>	<p>Text: Chapter 9</p> <p>Online:</p> <ul style="list-style-type: none"> <li>• <a href="#">Financial Literacy Report:</a></li> <li>• <a href="#">Financial literacy for entrepreneurs – key concepts</a></li> <li>• <a href="#">EY Ultimate Guide to Financial Models</a></li> <li>• <a href="#">The entrepreneur's guide to financial statements</a></li> <li>• <a href="#">Introduction to Unit Economics</a></li> <li>• <a href="#">Unit Economics Handbook</a></li> <li>• <a href="#">Why unit economics matter for startups</a></li> </ul>	<p><b>Videos:</b></p> <p><a href="#">Financial Literacy - A Beginners Guide</a> [17:50]</p> <p><a href="#">Unit Economics</a> [18:05]</p>



	<ul style="list-style-type: none"> <li>Unit Economics Exercise</li> <li><a href="#">Financial Literacy Workbook</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to calculate Unit Economics for your startup</a></li> </ul> <p>After class:</p> <ul style="list-style-type: none"> <li><a href="#">How to build a financial model for your startup</a></li> <li><a href="#">3 Statement Financial Model   Building From Scratch</a></li> </ul>	
<b>Week 6 – Study Week Period (NO CLASS)</b>			
<b>7</b>	<b>In-Class Midterm Exam</b>		
<b>8</b>	<p><b>Elevator Pitches, Executive Summaries, Business Plans &amp; Investor Decks</b> <i>Convincing an audience of the greatness of your business idea</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>The Elevator Pitch</li> <li>The Executive Summary</li> <li>The Business Plan</li> <li>Investor Decks</li> <li>KPIs &amp; Pirate Metrics</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>Crafting Elevator Pitches for <b>all</b> of the following: Netflix, Google &amp; Wikipedia</li> <li>Create an investor deck for <b>one</b> of the following: Uber, Tinder, ada, Netflix, Google &amp; Wikipedia</li> </ul>	<p>Text: Chapter 11</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>Kawasaki, G. (2004). The Art of the Start. Chapter 3: The Art of the Pitch</li> <li>The Executive Summary</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li><a href="#">How to create a pitch deck for investors</a></li> <li><a href="#">The investor presentation we used to raise \$2 million</a></li> <li><a href="#">The 10/20/30 Rule of PowerPoint</a></li> </ul>	<p><b>Videos:</b></p> <p><a href="#">Elevator Pitch</a> [1:55]</p> <p><a href="#">How to Pitch to Investors with 13 Slides in Under 10 Minutes</a> [27:37]</p>

9	<p><b>Funding your Venture: Angels, Venture Capital, Crowdfunding &amp; Debt</b> <i>Where and how to get money to start the business?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Bootstrapping &amp; Crowdfunding</li> <li>• The Spectrum of Financing</li> <li>• Angels vs VCs</li> <li>• Accelerators &amp; Incubators</li> <li>• Valuation</li> <li>• Debt vs Equity</li> <li>• Government Support (IRAP, SRED, grants)</li> </ul> <p><b>Exercises:</b> Pre &amp; Post Money Valuations</p>	<p>Text: Chapter 10 D2L:</p> <ul style="list-style-type: none"> <li>• <a href="#">Storytelling &amp; Startups</a></li> <li>• <a href="#">Investor First Date Questions</a></li> <li>• The <a href="#">Art of the Pitch</a></li> <li>• eCORNER podcast - Rob Conway “<a href="#">Angel Investing Revealed</a>” [60:13]</li> </ul>	<p><b>Videos:</b></p> <p><a href="#">David S. Rose: How to pitch to a VC</a> [14:39]</p> <p>Watch any of these <a href="#">Dragons' Den</a> episodes</p>
<b>Financial Model Exercise due next week</b>			
10	<p><b>Founders &amp; Founding Teams</b> <i>Who are the right people to start the business?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The Talent Triangle</li> <li>• Building a Founding Team</li> <li>• Bottom up vs Top down hiring</li> <li>• Boards of Advisors &amp; Boards of Directors</li> <li>• Founder Compensation</li> <li>• The Impact of Corporate Culture</li> <li>• Jack Welch’s 6 vs 9 Theory</li> <li>• Critical Thinking</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking quiz</li> <li>• Critical Thinking workbook</li> </ul>	<p>Text: Chapter 7 D2L:</p> <ul style="list-style-type: none"> <li>• Budman, G. (2013, Oct. 10). <a href="#">How many cofounders should your startup have?</a> TNW News.</li> <li>• Wise, S. (2006, May 17). <a href="#">The talent triangle</a>. <i>The Globe and Mail</i>.Online</li> <li>• Ervin, A. (2014, Feb. 7). <a href="#">Startups are a Team Sport</a>. Startup Exchange.</li> <li>• Marks, D. (2010, Jun. 6). <a href="#">What are the advantages and disadvantages of having a cofounder for a startup?</a> Quora.</li> </ul>	<p><b>Videos:</b></p> <p><a href="#">How to Set Up a Team with No Money - How to start a team with no funds</a> [6:26]</p> <p><a href="#">Building Your Startup Team – 6 Must Have Roles</a> [6:59]</p>

		Online: <ul style="list-style-type: none"> <li>• <a href="#">Critical thinking for entrepreneurs by the Wall Street Journal</a></li> </ul>	
11	<p><b>Part 1 - Social Entrepreneurship</b> <i>What does it mean to do good while doing well?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Social Entrepreneurship Defined</li> <li>• Soc Ent vs CSR</li> <li>• Definition of Business Ethics &amp; Ethics in Entrepreneurship</li> </ul> <p><b>Part 2 - Indigenous Entrepreneurship</b> <i>Is Entrepreneurship really a new thing?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Indigenous Entrepreneurship</li> <li>• IE vs Soc Ent</li> <li>• IE vs traditional ENT</li> <li>• 7 Sacred Teachings</li> <li>• Indigenous Business Model Canvas</li> </ul> <p><b>Exercise:</b> Are all Pitches the Same? Watch <a href="#">Pow Wow Pitch</a> Watch: <b>Dragons' Den</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Finawear</a></li> <li>• <a href="#">Cheekbone Beauty</a></li> <li>• <a href="#">7 Virtues</a></li> <li>• <a href="#">Massago</a></li> <li>• <a href="#">Attitube</a></li> </ul>	<p>Part 1 Text: Chapter 15 D2L:</p> <ul style="list-style-type: none"> <li>• Martin, R. &amp; Osberg, S. (2007). Social Entrepreneurship: The Case for Definition. <i>Stanford Social Innovation Review</i>, pp. 34-39</li> </ul> <p>Part 2 Text: Chapter 15 Online:</p> <ul style="list-style-type: none"> <li>• Colbourne, Rick. "Indigenous entrepreneurship and hybrid ventures." Hybrid Ventures. Emerald Publishing Limited, 2017. Chapter 4, pp 93-12 <a href="https://tinyurl.com/yy4wnmkz">https://tinyurl.com/yy4wnmkz</a></li> </ul>	<p><b>Videos part 1:</b> <a href="#">Bruce Poon Tip</a> [49:03] <a href="#">Jeff Skoll: My journey into movies that matter</a> [15:22] <a href="#">Jessica Jackely, Kiva</a> [18:18]</p> <p><b>Videos part 2:</b> <a href="#">Jeff Ward TED talk on Indigenous Innovation</a> [14:03] <a href="#">Dr Wanda Wuttunee, Aboriginal Business Education Partners, Asper School of Business</a> [13:00:]</p>
12	<p><b>Managing for Growth Parts 1 &amp; 2: Good to Great &amp; Blue Ocean Strategy</b> <i>How can you Plan for future success? How can you Stand out from the Competition?</i></p>	<p>Text: Chapter 14 D2L:</p> <ul style="list-style-type: none"> <li>• Han, M. (2005). The Entrepreneurial</li> </ul>	<p><b>Videos (Part 1):</b> <a href="#">Good to Great</a> [3:17]</p>

	<p><b>Topics:</b></p> <p><b>Part 1 – Good to Great:</b></p> <ul style="list-style-type: none"> <li>• The S Curve Revisited</li> <li>• When is a startup no longer a startup?</li> <li>• The Hedgehog</li> <li>• The Bus Theory</li> <li>• The Stockdale Paradox</li> <li>• Level V Leadership</li> <li>• Leaders vs. Managers</li> </ul> <p><b>Part 2 – Blue Ocean Strategy:</b></p> <ul style="list-style-type: none"> <li>• Blue Ocean Strategy</li> <li>• Value Innovation</li> <li>• Netflix, Cirque du Soleil, Wii</li> <li>• Course Review</li> </ul> <p><b>Exercise (Part 1):</b> Finding Your Personal Hedgehog</p> <p><b>Exercise (Part 2):</b> BOS &amp; the University</p>	<p>S-Curve: A Conceptual Model for Entrepreneurial Life Cycle. <i>International Council for Small Business and Entrepreneurship 2005 Annual Conference.</i></p> <ul style="list-style-type: none"> <li>• Kim, W.C. &amp; Mauborgne, R. (2006). Blue Ocean Strategy. <i>Business Strategies Magazine: Book Review.</i></li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Collins, J. (2001). <a href="#">Good to Great</a>. Fast Company.</li> <li>• Collins, J. (2001). <a href="#">The Hedgehog Concept</a>.</li> <li>• Collins, J. (2001). <a href="#">Level 5 Leadership</a>.</li> <li>• Overall, J &amp; Wise, S. (2015). An S-Curve Model of the Start-Up Life Cycle Through the Lens of Customer Development. <i>The Journal of Private Equity</i>.</li> </ul>	<p><a href="#">Level V Leaders</a> [2:34]</p> <p><a href="#">The Hedgehog</a> [1:55]</p> <p><a href="#">The Bus Theory</a> [2:02]</p> <p><b>Videos (Part 2):</b> Renee Mauborgne: <a href="#">Blue Ocean Strategy. Create New Markets and Leave the Competition Behind</a> [6:01]</p> <p><a href="#">An Introduction to Blue Ocean Strategy</a> [7:45]</p> <p><a href="#">Cirque du Soleil - Case Study</a> [5:12]</p> <p><a href="#">Guy Laliberte, the founder of Cirque du Soleil, on 20/20</a> [7:52]</p>
13	<p><b>Course review and Wrapping up with Guest Speakers</b></p> <ul style="list-style-type: none"> <li>• Jeopardy game</li> <li>• TMU Startup Founders join us to tell their story firsthand.</li> <li>• Ask Me Anything with Dr. Wise</li> </ul>	<p>There are no required readings for this week.</p> <p>Begin studying and preparing for the Final Exam.</p>	

## Assessment Weighting Breakdown

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Percentage of Final Grade	Due Dates
Weekly Exercises	40%	Weekly
Midterm Exam	25%	Week 7
Final Exam	35%	Exam Period
<b>Total:</b>	<b>100%</b>	

## Additional Information

- All work submitted for grading must be your own work. There is zero tolerance for the use of AI or generative AI tools, except during specific activities where their use is explicitly directed by the instructor.
- You are expected to arrive on time for class and attend all classes. If you arrive after the class has already begun, please wait until the break to join the class.
- Be sure to keep an extra copy of all assignments that you hand in. You are responsible for obtaining and keeping a copy of the Turnitin receipt you receive for submitting to D2L. This may be necessary to address any discrepancies in submissions.

## Critical Information

- All assignments must include citations in proper academic form. For more information, see the TMU's Library for APA style guide references or contact Writing Support services.
- ASSIGNMENTS MUST be a product of the student's original work and effort and not previously or concurrently been written or presented as part of any other course taken at TMU or elsewhere. If it is not, then a grade of zero will be given (even retroactively) and it will be construed and recorded as academic misconduct in the student's file.
- Students agree that by taking this course all assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.
- There are no Rubrics in this course. Use the instructions given, review samples shared and learn to use your own judgement.
- Remember grades are both Absolute (how well your assignment meets the

requirements outlined) and Relative (how well your assignment stands up beside your classmates' work).

Week	1	2	3	4	5	6	7	8	9	10	11	12	13
Topic	Entrepreneurs	Opportunities	Business Models	The Lean Startup	Financials	Reading Week	Midterm Exam	Pitching	Funding	Founding Teams	Social & Indigenous Ventures	Growth after Startup	Exam Review & AMA
Exercise in class, 2%	Branson	Purple Cow	Lean Canvas	Hypothesis Testing	Unit Economics			Elevator Pitches	Valuation	Critical Thinking Quiz	Bruce Poon Tip	Personal Hedgehog	Jeopardy
Exercise after class, 3%		My Opportunity	Lean Canvas	Customer Discovery Interviews	Financial Literacy Workbook			Investor Slides	Valuation Math	Critical Thinking Workbook	Pow Wow Pitch	Blue Ocean Strategy	
				In class exercises are due by the end of class. After class exercises are due before the start of next class.									
	Group			Only exercises from weeks 3, 4, 5, 8, 9, 10, 11, 12 contribute to Exercises 40%.									
		Individual		If you are not in class, you cannot contribute to peer learning so, you forfeit that week's in class exercise marks.									

## Assessments

### Weekly Exercises (40%)

Only exercises from weeks 3, 4, 5, 8, 9, 10, 11, 12 contribute to the 40%.

There are two types of exercises: 1) in class peer learning exercises (8, each worth 2%) and, 2) after class individual assignments (8 in total each worth 3%). All in class exercises are due at the end of class. Exercises done after class individually are due before the start of the next class. See below for more on deadlines.

Some weeks students will be assigned into random groups to complete an in-class weekly group activity. The activity will be announced in class and may include case studies, reflection exercises and/or other activities related to topics presented throughout the class. Groups will be given a set amount of time in class to complete the activity. These are peer learning activities and if you are not present, you can not contribute. **Students who are not present in class to participate will not receive marks for the weekly in-class exercises.** All groups are required to submit their work results via D2L under assignments before the end of class. Grades will be counted towards the student's final grade beginning week 3. ONE member of each group will need to submit their work on D2L. For each submission, please have all the group members full names and student numbers at the top of the first page.

After class, there are individual assignments. Students have the entire week to complete the assignment individually, but must submit before next week's class. You may not collaborate with other students, as this is an individual assignment.

All assignments must be submitted to turnitin.com, using the Assignment Dropbox on D2L. The assignment due dates are identified in the course outline. The assignments must be submitted to turnitin.com no later than 11:30 PM the night before the assignment is due. For example, if an assignment is due in class 5, then it must be submitted to Turnitin no later than 11:30 PM the night before class 5. A small grace period of 10 minutes is given. A submission at 11:39 is late but within the grace period, so no penalty. After the grace period, a late submission receives a 0. For this course, “late” is defined as one minute after the deadline, and “day” refers to a consecutive 24-hour period.

NOTE: Failure to hand in an assignment will always result in a mark of zero.

### **Midterm Exam (25%)**

Students will be required to apply as many concepts from the course as possible during this 2-hour exam. The midterm will consist of short-answer questions that primarily focus on business lexicon, terms, definitions and key facts from the lectures and readings since Week 1. The midterm will include knowledge acquired through the exercises. The midterm will be closed-book.

### **Final Exam (35%)**

The 3-hour final exam will test the ability of the student to synthesize all course material since Week 1. There will be a comprehensive short answer portion based equally on all material in the course. The final exam will include knowledge acquired through the exercises. The final exam will be closed-book.

### **Bonus A (5%)**

**Entrepreneurship requires lifelong learning.** An additional 5% will be awarded to students who register and complete the Startup Certified program. The program organizers will provide a list of all students who have completed the program. It is the student’s responsibility to ensure they are on that list.

### **Bonus B (5%)**

**Entrepreneurship is a participation sport.** We encourage all students to make the most of campus run events to further your entrepreneurial dreams and enhance your social network. Up to an additional 5% will be awarded to students who register and participate in approved Zone Learning / Enactus / Entrepreneurship / DMZ events on campus. You will receive 0.5% for each event you participate in, up to a max of 5% (e.g. 8 events equals 4% bonus). Students must submit their event attendance sheet form before the start of week 13’s class. This form can be

found on D2L and requires the signature of the host of each event you wish to submit for marks. i.e. No signature, no bonus marks. The faculty/contract lecturer shall have the final say, if an event attended is appropriate for marks. Finally, a reminder that submitting false materials to elicit a grade is a breach of academic integrity and will be prosecuted. See below for more.

## **University Policies**

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Students are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

### **Academic Integrity**

- Plagiarism is a serious academic offence and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.
- It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of team projects arranged for and approved by the course faculty/contract lecturer. Submitting the same work to more than one course, without instructors' approval, is also considered plagiarism.
- Students are strongly encouraged to visit the Academic Integrity Website at [for more detail](#) and to refer to Policy #60: Student Code of Academic Conduct at.

## **Department Policies**

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**Timeliness.** The Department encourages all students to be on time for all things, being late is not an entrepreneurial behavior.

**Accommodations.** The Department adheres to and fully supports university policies for accommodations (including academic consideration, religious accommodations, etc.), but only as specifically detailed in those policies. We will not entertain any requests made after-the-fact, outside of the timelines prescribed by policy, without required documentation, etc. See below for more.

**Communications.** Students must use appropriate professional language in all course communications (e.g., assignments, emails to faculty/contract lecturers). This includes spelling, grammar, and format (e.g., using salutations and paragraphs). Faculty/contract lecturers may



wish to remind students that they have access to a variety of helpful writing aids (spellcheckers, Grammarly, etc.). Anything students send us that do not meet this standard may be refused or ignored.

**Names.** Students are expected to be respectful in addressing classmates and faculty/contract lecturers. This includes the use of preferred names and pronouns for others. It also includes calling faculty/contract lecturers by their preferred form of address (no “Hey Miss” or “Yo”). To support this, all faculty/contract lecturers will explicitly state in their syllabus how they wish to be addressed.

**Nametags.** Students in an ENT classroom will display a nametag at all times, showing the name they wish to be called by.

**Behaviour.** There is zero tolerance for behaviour that is disruptive to the learning of other students, or disrespectful to the faculty/contract lecturer. This include coming late to class, leaving early, holding side conversations, interrupting, etc. Students arriving late must sit in whatever place the faculty/contract lecturer tells them (e.g., closest to door, closest to front). Persistently disruptive students will be asked to leave.

**Agency.** Students are expected to make reasonable attempts to solve their own problems before requesting help from faculty/contract lecturers. For example, they should not be emailing questions of course management that are already answered in the course syllabus. We will not enable learned helplessness by doing their work for them. Instead, we will (gently) refuse to answer the question and point them to the place where they could have solved their own problem (e.g., “Your question is already covered on page 4 of the syllabus. Check it out, and let me know if you have any further questions after that”).

### **Standards for Written Work**

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and faculty/contract lecturers. This includes all email communication with the faculty/contract lecturer and other students, as well as group chats. Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.
- You are encouraged to obtain assistance from for help with your written communications as needed. (See the Student Life and Learning Support unit for [writing and language support](#)).

Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it!

**Professionalism** Your participation in all components of this course reflects on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times.

**Turnitin** Turnitin.com is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist faculty/contract lecturers 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. While it does not contain all possible sources, it gives faculty/contract lecturers some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which faculty/contract lecturers must evaluate to judge if something is plagiarized. Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Faculty/contract lecturers can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their faculty/contract lecturer to make alternate arrangements.

Even when a faculty/contract lecturer 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 faculty/contract lecturer has reason to suspect that an individual piece of work has been plagiarized, the faculty/contract lecturer is permitted to submit that work in a non-identifying way to any plagiarism detection service.

**Examinations.** All students must display a valid and relevant student photo-identification card during the course of an examination. Students are expected to refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course faculty/contract lecturer. Students are also not permitted to wear hats or to have food during the exam unless medically required (you may bring water into the exam room provided it is in a transparent plastic bottle without labels).

- For more detailed information on examination policies, refer to [Policy 135: Final](#)

## [Examinations](#)

### **Important Resources Available at Toronto Metropolitan University**

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- [The University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online.
- [Student Life and 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 radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For Extenuating Circumstances, [Policy 167: Academic Consideration](#) allows for a once per semester ACR request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, always require documentation. Students must notify their faculty/contract lecturer once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

Longer absences are not addressed through Policy 167 and should be discussed with your Chair/Director/Program to be advised on next steps.

- [FAQs Academic Considerations and Appeals](#)
- Information on Copyright for [Faculty/Contract Lecturers](#) and [students](#).
- Information on Academic Integrity for [Faculty/Contract Lecturers](#) and [students](#).

## Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about [Academic Accommodation Support](#).
- Learn [how to register with AAS](#).
- Learn about [Policy 159: Academic Accommodation of Students with Disabilities](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

## Wellbeing Support

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At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a 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.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also 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)
- [Keep.meSAFE](#): 24/7 access to confidential support through counsellors via [My SSP app](#) or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- **Centre for Student Development and Counselling:** 416-979-5195 or email [csdc@torontomu.ca](mailto:csdc@torontomu.ca)
- **Consent Comes First – Office of Sexual Violence Support and Education:** 416-919-5000 ext 3596 or email [osvse@torontomu.ca](mailto:osvse@torontomu.ca)
- **Medical Centre:** call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University's Wellbeing Central](#) website.

## Academic Grading Policy

Evaluation of student performance will follow the established academic grading policy outlined in Policy #170(a): Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate at [www.torontomu.ca/senate/policies/](http://www.torontomu.ca/senate/policies/).

Definition	Letter Grade	Grade Point	Percentage Range (%)
<b>Excellent</b>	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
<b>Good</b>	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
<b>Satisfactory</b>	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
<b>Marginal</b>	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
<b>Unsatisfactory</b>	F	0.00	0-49

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