# TED ROGERS SCHOOL
## Entrepreneurship & Strategy

# ENT 528
## New Venture Development
## Fall, 2025

# COURSE OUTLINE

*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.*

*We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.*

# ENT 528: New Venture Development - Fall, 2025

Classes will be held in room TRS2003 (unless otherwise indicated on the syllabus), on Wednesday, 8 – 11am

## Instructor Information

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|---|---|
| **Name:** | Dr. Charlene L. Nicholls-Nixon |
| **Office Telephone:** | Please use email. |
| **E-mail Address:** | cnichollsnixon@torontomu.ca |
| **Course website** | https://courses.torontomu.ca/d2l |
| **Office Location:** | TRS 3-085 |
| **Consultation Hours:** | After class or by appointment Tuesday 2-3 or Wednesday 11am – noon. Please use this link to my appointment page to reserve a time slot: https://calendar.app.google/r7Jv8vCk29YRLhAJ6 Alternate times may also be available |

## Email Policy

In accordance with the Policy on Student E-mail Accounts (Policy 157), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account. Faculty will not respond to student enquiries from any other e-mail address. Please ensure that you indicate your course number in the subject heading.

E-mail to the instructors should be reserved for questions or issues that are unsuitable for discussion in class, such as private or sensitive matters. Do not email instructors with questions that are already addressed in this syllabus; you are expected to be aware of all this information.

## Calendar Course Description

**Pre-requisites:** ENT 526, ENT 601
**Anti-requisites:** ENT 56AB, ENT 570, ENT 580, ENT 726, ENT 500

Students build on their entrepreneurial opportunities identified in ENT 601 and deepen their entrepreneurial skills to work on a New Venture Opportunity. This experiential course will help students identify potential customers, design value propositions and perform prototype testing in order to develop a potential new venture suitable for their Capstone ENT 78AB course. The new venture may be a new company, social innovation, or intrapreneurship within an existing venture.

## Course Details

### Course Overview

This course focuses on developing skills in opportunity creation and development. It continues applying the 'double-diamond' process for Design Thinking introduced in ENT601. While ENT601 focused on the 'problem' diamond and used tools to explore customer pains and jobs to be done, ENT528 focuses on the 'solution diamond.' Students will work in teams to prototype and test a real (not theoretical) solution to a problem they identified in ENT601 (or a new idea), by applying tools associated with Design Thinking and Lean/Agile Methodology, including iterative cycles of prototyping and hypothesis testing.

Individually, students will apply these methodologies and practice using effectual logic to develop a real (not theoretical) new business opportunity in an area where they have specific interests, skills, and/or connections. By the end of semester, they will demonstrate tangible progress in new venture creation and building entrepreneurial self-efficacy.

This is an intensive experiential learning course where **you will be expected to work a significant number of hours (10+ hours per week) outside of class developing real business opportunities**.

### Course Outcomes

It is intended that this course will help you acquire and practice the key skills and competencies required to be an entrepreneur (or intrapreneur, social entrepreneur). In addition, the assignments in this course will help you to refine and strengthen your skills in managing yourself, people, and projects. The course will help you hone your thinking skills, ability to communicate in written and oral forms, problem solving skills, and personal organization and time

management skills. You will flex and build your entrepreneurial muscles. Learning to exceed your current capacity is fundamental to building stronger muscles.

The following five principles should guide you in your approach to the assignments for this course:
1) *Be proactive* (e.g., get out of the building, meet people, discover and create opportunities)
2) *Make something* (e.g., brochures, websites, prototypes, MVPs, documentation)
3) *Build connections* (e.g., add to your team, advisors/coaches, funding, resources, suppliers)
4) *Be professional* (e.g., live up to your commitments, appointments, ensure high standards)
5) *Leverage knowledge* (e.g., use the course concepts, tools, resources from outside the course)

## Teaching Methods

This is an experiential learning course using project-based, student-centric learning pedagogies. It's about 'learning by doing'. The emphasis is on getting out of the classroom and building entrepreneurial skills by interacting with stakeholders to test/validate assumptions, access resources, and make connections that will help in the development of real (not theoretical) new business opportunities.

The in-class portion of this course is divided between mini-lectures and studio time where you will be assigned specific tasks required for the completion of the team and/or individual projects, work in groups, and receive peer feedback and faculty coaching. You are expected to proactively read the required textbooks as a minimum, and to go beyond the suggested resources to find additional relevant resources on your own.

*Class attendance and active participation is essential; if you do not intend to participate fully, do not take this course.*

## Required Course Materials

1) Ostwerwalder, A., et al. (2014) "Value Proposition Design: *How to create products and services customers want*," Wiley. The cost of this book is $31.50 in the TMU bookstore.
2) Constable, G. and Rimalovski, F. (2014) "Talking to Humans", ebook posted on D2L
3) Constable, G. and Rimalovski, F. (2018) "Testing with Humans", ebook posted on D2L.

Additional material may also be assigned from a variety of sources as indicated in the course schedule.

## Course Learning Outcomes

Upon completion of this course, students will have achieved the following learning outcomes:

- **ENT Goal 1: Opportunity Identification** –Students will practice identifying and analyzing opportunities using a variety of tools and techniques.
- **ENT Goal 2: Resource Acquisition** – Implementing design thinking and the lean start-up method multiple times to validate opportunities and bootstrap to obtain resources.
- **ENT Goal 4: Information Literacy** – Identifying, selecting, storing and processing information from a variety of sources and media; developing successful information seeking and retrieval strategies; and, presenting and communicating information clearly, logically, concisely and accurately.
- **ENT Goal 5: Adaptability** – Learning from iteration, experimentation, lean methodologies, rapid prototyping of minimum viable products, and dealing with ambiguity and uncertainty, design thinking, customer development, and developing resiliency and grit.
- **TRSM Goal 1: Communication** – Expressing ideas and information effectively and accurately using a range of media commonly used in business environments.
- **TRSM Goal 4:** Group and Individual Dynamics – Effectively self-managing and performing effectively within teams.

## Academic Integrity

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. Senate Policy 60: Academic Integrity defines academic misconduct, provides a non-exhaustive list of examples of behaviours that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the Faculty/Contract Lecturer, is considered a violation of Policy 60.

## Generative AI Course Policy

Students may use Generative AI (e.g. ChatGPT, Grammarly, Perplexity, DeepL Translator) in this course for the following purposes: to help with analysis of their original primary research (the source material must be generated by the student's personal interviews); to complement (not replace) their secondary research efforts; as source of advice to improve the organization, writing, and formatting of their own draft reports or presentations. However,

1. If you misrepresent source material (as AI often does), that will be considered a breach of Policy 60
2. If your citations are not genuine (AI often makes up references), that will be considered a breach of Policy 60

3.  Students are required to write a clear declarative statement describing how AI tools were used and document the extent of its contribution to the final submission. **Failure to disclose use of generative AI will be considered a breach of Policy 60**

## Turnitin or another originality detection software

Turnitin is a plagiarism prevention and detection service to which TMU 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. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors 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. Instructors can opt to have student's papers included in the Turnitin database or not. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin 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 instructor to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay.

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.

## Tentative Topics and Course Schedule

| Week/ Date | Lecture | Objectives | Advance Reading | In-class Activity | Assignment Due |
|---|---|---|---|---|---|
| 1 Sept 3 | Course introduction and review of double diamond DT process | • Understand how human centered design helps solve wicked problems and create new business opportunities | Read: VPD, p. 82-119 "Know Your Customers' Jobs to be Done": | • Random groups work on POV problem and VP statements • Present VP statements | Submit POV problem and VP statements to D2L Discussion Board |

| | | | | | |
|---|---|---|---|---|---|
| | | • Focus attention on a specific group of users and a problem that YOU will address (Team and indiv) | https://hbr.org/2016/09/know-your-customers-jobs-to-be-done | | |
| 2 Sept 10 | The Solution Diamond | Understand key actions needed and tools that can help you to ideate, validate, and turn a solution into a business opportunity | Read: VPD, p. 120-139, 178-195 | • Finalize Teams • Write Team Charter | |
| 3 Sept 17 | The Effectual Entrepreneur | Understand how principles of effectuation guide action and reduce uncertainty when developing a business opportunity | "What makes entrepreneurs entrepreneurial?": https://www.effectuation.org/sites/default/files/documents/what-makes-entrepreneurs-entrepreneurial-sarasvathy.pdf | Group exercise Team work | **Team Design Thinking Solution – Proposal** |
| 4 Sept 24 | Workshop I: Prototyping the solution | Learn different approaches to prototyping and how prototypes can be used to get meaningful feedback | Read: VPD, p. 74-81, 178-195 Talking to Humans, p. 11-29 http://bit.ly/2zeh4db | Teams develop prototypes | |
| 5 Oct 1 | • Workshop II: Refining the Prototype & Designing Hypothesis Tests • Feedback on Proposals | Learn how to surface and test key assumptions about the value proposition | Read: VPD, p. 196-214 Testing with Humans, p. 34-45 http://bit.ly/2Dc7YSB | Teams make test cards and design experiments | **Individual Opportunity Development Interim Report** |

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|---|---|---|---|---|---|
| 6<br>Oct 8 | • **Mandatory Team Coaching** | Teams sign up for coaching slots during class time to review results of hypothesis testing | Read VPD.<br>p. 214-253<br>Testing with Humans, p. 59-67<br>http://bit.ly/2Dc7YSB | In-class work on DT project | **Team Update Presentation** |
| Oct 15 | Reading Week | | | | |
| 7<br>Oct 22 | • Workshop III: Building the Business Model<br>• Feedback on Interim Reports<br>• **Set-up for Showcase** | Revisit the BMC to identify and test assumptions most critical to success of the opportunity | Review prior material as needed<br>Read:<br>VPD, P. 142-157<br>Testing with Humans<br>http://bit.ly/2Dc7YSB | • Teams report results/learning from testing<br>• Teams develop next set of Test cards | |
| 8<br>Oct 29<br>SLC | Individual Opportunity Showcase (Group 1) | Students present a Poster explaining their business opportunity, methods used to validate, and key assumptions | Review prior material as needed | Groups rotate through indiv posters to provide feedback | **Poster and Write-up** |
| 9<br>Nov 5<br>SLC | Individual Opportunity Showcase (Group 2) | Students present a Poster explaining their business opportunity, methods used to validate, and key assumptions | Review prior material as needed | • Students rotate through indiv posters to provide feedback | **Poster and Write-up** |
| 10<br>Nov 12 | Workshop IV: Expanding Resources and Finding Partners | Learn approaches to making "The Effectual ask", and co-creating the opportunity with stakeholders, and bootstrapping | Read VPD.<br>p. 214-253<br>Testing with Humans<br>http://bit.ly/2Dc7YSB | • Teams report results/learning from testing<br>• Teams identify resource needs and prepare "Asks" | |
| 11<br>Nov 19 | Workshop V: Fine-tuning "Asks" and | Getting stakeholder commitment and evaluating | Read VPD.<br>p. 214-253<br>Testing with Humans | • Teams report results from "Asks" | |

| | planning next steps | opportunity attractiveness | http://bit.ly/2Dc7YSB | • Develop concrete action plans | |
|---|---|---|---|---|---|
| 12 Nov 26 | DT Team Final Presentations and Course Wrap-up | • Teams present progress on developing their business opportunities and get peer feedback<br>• Course review and preparation for ENT78 | Review prior material as needed | | **Team Design Thinking solution – Final Report** |
| Nov 27 | **Due after last class** | | | | **Individual Peer Assessment** |
| Nov 28 | **Due after last class** | | | | **Individual Opportunity Development Final Report** |

## Evaluation

This course requires you to demonstrate understanding and application of the Double-Diamond design thinking methodology, and related tools and principles, by developing real new business opportunities during the semester**.** An "opportunity" includes both a problem and solution. A "viable" opportunity is something *you* are capable of exploiting based on your current personal resources, capabilities, connections, and on your ability to acquire or build these by establishing relationships in your ecosystem. ***This is not a theoretical project, so there can be no assumptions of magic tech or any other missing element. For both the team and indivdual projects, you are expected to serve customers by the end of the course.***

All team and individual assignments should be written in *report format* with a Table of contents, page numbers, headings/subheadings, clear narrative explaining the key elements of the report and specifically referencing/explaining the relevance of the supporting attachments included in the Appendices. NO ESSAY FORMAT!

Students are expected to proofread their work and use spell checkers and other writing tools (such as Grammarly) before submission. **Reports that do not meet expectations for university-level writing will receive a grade of zero.**

Assignments must be submitted through Dropbox on D2L. Grades will be returned within two weeks of submission accompanied by feedback using a grading rubric. Make sure that you *review the grading rubrics posted on D2L.* The rubrics help you understand how the assignment requirements will be evaluated (and the distinction between different grade categories).

**Individual Participation (10%)**

This is an experiential course that requires students to actively participate in weekly class sessions**.** Failing to attend every class will affect your participation grade.

Class sessions are designed to help you make progress on the team deliverables and give you insights about how to move forward on your individual projects. To do this effectively, students are expected to gain understanding of foundational material through advance preparation and then make meaningful contributions to class discussions and activities. **Participation will be assessed on a weekly basis and involves:**
- attending and engaging in discussion during lectures and workshops to explore concepts and methods more deeply
- using class time to work with your team to apply the material and to plan and consolidate research conducted outside of class.

**Team based Assignments**

Students will form their own teams (6 students per team) to develop a business opportunity (building on their previous work in ENT601 or a new idea) that uses design thinking and other entrepreneurial principles and tools to solve a well-defined problem for a specific customer group. Student generated problem statements presented in class will be used to help facilitate team formation.

The assignment descriptions below provide details about the requirements.

> 1. *Team Design Thinking Solution – Proposal (10%)*

The proposal is written in report format and describes the business opportunity that you want to create by solving a specific customer problem (Approx. 5 pages single spaced <u>plus</u> supporting appendices). It includes, but is not limited to the following elements:
- provide a clear point of view statement that explains the specific problem/job to be done facing a particular customer group that you want to help
- provide evidence of primary research used to gain insight about the user and pains associated with the job to be done

- provide and explain your value proposition statement, including an explanation of alternative solutions that exist and why yours is superior
- a visualization of the proposed solution
- provide and explain your *preliminary* Business Model Canvas (BMC)/Lean canvas (this is very early stage - focus on providing clarity about your customer segment(s), your specific offering, how you will make money)
- identify the resources available to the team, the resource gaps that need to be addressed, and why this opportunity is a good fit for your team members to pursue.
- provide a Team Charter and a preliminary workplan for the next 9 weeks (including a team meeting schedule and assignment of individual tasks– make sure it aligns with the requirements for the Final report).

2. *Team Update Presentation (5%)*

Delivered in a coaching session with the Professor, your DT Update presentation on October 8 (submitted to D2L in advance of the session) should focus on demonstrating your team's progress since the proposal submission. It is your job to run the meeting, give a clear explanation of what you have accomplished, and let me know if you have any questions/concerns that I can help you with. The presentation should include, but is not limited to the following:

- Your current value proposition statement and prototype (including any additional customer discovery research conducted)
- Specific hypotheses you have tested, what you have learned, and how the results have helped you move forward
    - Be prepared walk me through your test cards and explain what you have done
- Be specific about each team member's contribution to your efforts. Provide a GANTT chart to support your explanation
- Discussion of any obstacles/issues that you are facing

3. *Team Design Thinking Solution – Final Report (15%)*

Whereas the proposal assignment sets out what you want to do and why, the final report is about execution. It responds to feedback from the Professor and provides clear evidence of the concrete actions taken by the team to develop the business opportunity by working through the 'solution diamond' (Approx. 15 pages single spaced <u>plus</u> appendices). This includes, but is not limited to the following elements:
- producing physical prototypes

- interacting with multiple objective stakeholder groups to get feedback throughout the opportunity development process
- refining the prototype based on feedback
- identifying and testing key assumptions in the BMC through multiple cycles of hypothesis testing
- applying principles of Effectuation and relevant tools of Design Thinking and Lean/Agile methodology to develop the business opportunity
- explaining how the opportunity changed as a result of the actions taken above
- assessing the feasibility of the business opportunity and most critical next steps needed to move forward
- providing supporting documentation of your efforts
- include a GANTT chart that clearly demonstrates your key activities over the twelve weeks of the course and how each team member has contributed to the project.

**Individual Assignments**

The individual assignments require students to develop a new business opportunity that leverages their interests, resources, connections and knowledge of entrepreneurial methods.

1. *Individual Opportunity Development – Interim Report (20%)*

The report explains the progress you have made in identifying and developing a real business opportunity that you will launch during the semester (Approx. 10 pages single spaced plus Appendices). The focus is on demonstrating how you have applied design thinking methodology, principles of effectuation, and other relevant course material and tools to support your efforts. It includes the following elements:

- Identify a specific problem/job to be done that you really care about, describe the specific users who are affected by the problem, and the current product/services they use to address it (don't say that there aren't any – people use workarounds and they make due with suboptimal solutions!).
- Demonstrate your understanding of the problem by interviewing at least 20 people about their experiences. Learn about their pains, the challenges they face in getting the job done, their needs and wants, etc. NOTE: you cannot do this assignment based on your intuition or opinion or by asking AI to do it – you have to validate the problem by getting outside your comfort zone and engaging with *objective* stakeholders (not immediate family and friends). Document your actions with interview notes and other artifacts (e.g., pictures, screenshots) as appropriate.
- Use tools that help you synthesize your primary research into a clear explanation of the potential customer (e.g., Empathy Map, Customer Profile Canvas, Customer Journey

Maps, POV/HMWH tool). These tools are based on interactions with real people. You cannot make it up.

- Brainstorm at least three possible solutions to the problem and choose the solution that has the greatest potential to be a real business opportunity for you. *Make sure that the solution doesn't already exist (or explain how yours is different/better)*. Provide a simple visualization of the proposed solution.
- Explain how this opportunity aligns with your specific 'Bird in the hand' and 'affordable loss' position.
- Describe how you currently have, or may acquire through your connections, the resources you will need to exploit this opportunity.

2. *Individual Opportunity Showcase Poster and Write-up (10%)*

Prepare and present a physical poster (approx. 36" x 48") that provides a succinct and visually compelling explanation of your product or service offering (there must be a prototype) and the actions you have taken to develop it into a business opportunity (submit a digital image of the poster and prototype to D2L in advance of the session). You may use your laptop to share your prototype, but everything else should be on a poster that will be easy for people to see and read. Consider the feedback you have received in your Interim Report and pivot as necessary. The poster should include:
- Your name and your company/product name
- A physical prototype of the solution you are offering and a clear statement of the value proposition
- A clear explanation of the target customer (e.g., customer profile/persona)
- Identify and prioritize the top three key assumptions in your business model (e.g. customer segment - interest/relevance; value proposition - features/preferences, WTP; accessing needed resources; forming partnerships for co-creation, etc.), the specific hypothesis test card(s) associated with each, and the results
- Clearly distinguish between things you know are true (because of research you've already conducted) and things that you are still trying to figure out, and explain how you plan to proceed
- The D2L upload of the poster should be accompanied by a brief narrative (1 page) that explains the content, focusing on the concrete actions you have taken and the evidence you have gathered to help develop your business opportunity

***You will be assigned to present your poster during the Opportunity Showcase sessions on October 29 and November 5.***

3. *Individual Opportunity Development – Final Report (25%)*

The Final Report explains your journey developing an entrepreneurial opportunity using the tools and methods learned in this course (Approx. 20 pages single spaced plus appendices). It documents the specific actions you have taken and the outcomes you have achieved in solving the problem you identified in your Interim Report (or the 'pivoted' solution that you have chosen to develop instead). It should address the following issues:

- provide a timeline of your activities over the twelve weeks of the course. Explain and document your progress by providing evidence of the actions you have taken to develop the opportunity through prototyping and iterative cycles of hypothesis testing with real stakeholders
  - Focus on explaining how/why the opportunity has evolved since the Interim report (changes to the value proposition? market segment? product/service features? other aspects of BMC?)
  - if you had to go back to problem discovery, explain your research approach
- demonstrate how you used specific course tools (e.g., customer journey maps, profiles, personas, etc.) to help you refine and develop the business opportunity
- explain and document the specific hypothesis tests you conducted (and how), the key learning/insights you gained from them, and how the learning from one round of testing informed the tests undertaken in the next round
- include the poster you presented at the **Opportunity Showcase session** (October 29 and November 5) and explain if/how feedback received affected your approach in moving forward.
- explain whether or not this is a viable business opportunity and identify specific priorities and concrete actions needed to move the venture forward over the next three months
- provide your personal reflection on this experience by (a) discussing the extent to which you have demonstrated effectual entrepreneurship during the process of developing your new business opportunity and (b) explaining three (or more) key lessons you have learned about how to approach the identification and development of new business opportunities and how you came to this understanding through experiential learning.

4. *Individual Peer Assessment for the Design Thinking project (5%)*

It is important that you understand your personal strengths and weaknesses as well as those of your team members and your team's processes. If you accept sub-par or average performance, then you and your ventures will never achieve high performance. If you cannot adequately articulate how to improve, then improvement will be impossible. Upon completion of the Team-based Design thinking project, each student will prepare a peer assessment which will be used in assigning individual grades for the project.

This report is to be completely individually. Collaboration among team members is strictly prohibited. The report should include an analysis of each team member's strengths and weaknesses, how you functioned together as a team (what went well, what went wrong and why), what *you personally* did to make things better, and what the team could have done differently to achieve higher performance. Since entrepreneurship is a philosophy of personal empowerment, you should focus on what *you* can control and do differently yourself, more than any discussion of what others can do to improve.

In addition, you must fairly and realistically rate each person's contribution (including your own). This rating will be used to adjust each individual's grades in Final DT Report, as described above. So be very clear about how you think each person's grade should be adjusted. Use the following table as a guide (you can also add criteria that you feel are appropriate) to help you consider the different ways in which your group members have helped with the team project. You must give each person a numerical score (0-100) for each metric:

| Evaluation Component | Name 1 | Name 2 | Name 3 | Etc. |
|---|---|---|---|---|
| Trustworthy and reliable (does what they say they will do) | | | | |
| Proactively contributes; takes initiative | | | | |
| Delivers high-quality work | | | | |
| Comes to meetings prepared | | | | |
| Easy to work with, collaborative | | | | |
| Behaves with professionalism | | | | |
| Average Score /100 | | | | |
| **% of Group Grade Earned** | | | | |

In the final shaded row, you must assign a numerical score (from 0-100%) for each group member. This rating will be used to adjust each individual's grade on the DT reports. A score of 100% means you believe this person's individual grade should the same as the group grade. For example, a score of 80% would mean that person should only get 80% of the group

grade (e.g., a 70% group grade would translate to an individual grade of 56%, and a group grade of 80% would become an individual grade of 64%). **If you are recommending that any individual receive less than 50% of the group grade you must include additional supporting information – in particular, you should have evidence that you provided that person with fair notice of the problem(s) and an opportunity to improve – just like in the real world.**

**Late submissions**

The assignment Due Dates are specified in the course outline and posted on D2L. **Late material will not be accepted (a grade of zero will be assigned)**. There are no exceptions unless negotiated *in advance* and for good reason (such as an approved accommodation or academic consideration request). You can also arrange for an *early* submission. Any absence from class does not excuse you from assignment deadlines.

## Assessment Weighting Breakdown

| Evaluation Component | Weight | Due date |
|---|---|---|
| Participation | 10% | Cumulative |
| Team-based Assignments (30%) | | |
| #1 Design Thinking Solution – Proposal | 10% | Sept. 20, 11:30pm |
| #2 Design Thinking Solution – Update presentation | 5% | Oct. 8, 8:00am |
| #3 Design Thinking Solution – Final Report | 15% | Nov. 26, 11:30pm |
| Individual Assignments (60%) | | |
| #1 Individual Opportunity Development – Interim Report | 20% | Oct. 4, 11:30pm |
| #2 Individual Opportunity Development – Opportunity Showcase Poster | 10% | Oct 29/Nov 5, 8:00am |
| #3 Individual Opportunity Development – Final Report | 25% | Nov. 28, 11:30pm |
| #4 Individual Peer Assessment for the Design Thinking project | 5% | Nov. 27, 11:30am |
| Total | 100% | |

## Additional Comments:

- Professional communication is expected; poorly written emails or assignments may be ignored entirely or receive a grade of zero.

- You are expected to arrive on time for class and attend all classes.
- Professional behaviour is expected in interactions with the Professor and your classmates.
- Be present. Put your phones away during the session and use laptops only for notetaking. You will have breaks that allow time for checking messages, etc.
- All discussions in this class are considered to be confidential.
- You may not make recordings in the classroom nor use the materials posted on D2L for any purpose unrelated to this course without the express permission of the instructors.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

Class Rules:

TMU has many policies that govern how courses operate. As a senior student you are expected to know all of them (they are available on the Senate website). In addition, the D2L site for this course contains a "***Course Policies, Standards, and Support***" document with information specific to this course (which is hereby incorporated into this syllabus by reference). If you stay in this course past the first week you are **indicating that you have read and are agreeing** to abide by all of these.