

Course ID:	Course Title:	Winter 2024
BUS 290 DVST 290 IND 290	Innovative and Entrepreneurial Thinking	<b>Prerequisite:</b> Completion of 18 credits
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Dr. Wilian Gatti Jr	<b>First Day of Class:</b>	January 10, 2024
<b>Days:</b>	W, F	<b>Email:</b>	wilian.gatti@ambrose.edu	<b>Last Day to Add/Drop:</b>	January 21, 2024
<b>Time:</b>	9:45 am to 11:00 am	<b>Phone:</b>	(403) 407-9474	<b>Last Day to Withdraw:</b>	March 28, 2024
<b>Room:</b>	A2210	<b>Office:</b>	L2109	<b>Last Day to Apply for Coursework Extension:</b>	April 2, 2024
<b>Lab/Tutorial:</b>	n/a	<b>Office Hours:</b>	Wednesdays 2:30 p.m. – 3:30 p.m.	<b>Last Day of Class:</b>	April 12, 2024
<b>Final Exam:</b>	n/a				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An exploration of creativity and innovation processes from ideation to problem solution and implementation. The course develops an entrepreneurial mindset through design thinking, creativity exercises, creative problem-solving strategies, and other approaches. Highly practical in nature, this course develops habits of thought that promote initiative, responsibility, and empowering passion.

### Expected Learning Outcomes

After successful completion of this course, students will be able to:

1. Understand creativity and the process of innovation (from ideation to implementation).
2. Develop an entrepreneurial mindset and frame it from a Christian perspective.
3. Scan their environment and context, in order to approach problems and more effectively.
4. Understand, apply, and rationally present validation methods for ideas, and support ideas with proper analysis (in realms such as business and social enterprise).

## Textbooks

None.

## Additional Resources:

Other resources may be provided during the semester via Moodle, handouts, pdf files, or email.

While this course does not require a textbook, the content has been informed by a variety of academic texts. These materials have been instrumental in the development of course lectures, discussions, and activities. A list of these reference books is provided for those who wish to explore the subject matter in greater depth or from different perspectives. Please note that the use of these references is entirely optional and supplementary to the course material:

Barringer, B. R., and R. Duane Ireland (2018). *Entrepreneurship: Successfully Launching New Ventures*. (6th. ed.). Boston: Pearson Education.

Martin, R. L. (2009). *The design of business: Why design thinking is the next competitive advantage*. Harvard Business Press.

Seelig, T. (2012). *inGenius: A crash course on creativity*. Hay House, Inc.

Ulwick, A. W. (2016). *Jobs to be done: Theory to practice*. Strategyn Holdings, LLC.

## Course Schedule

Week no.	Date	Topic
1	10 <sup>th</sup> Jan – 12 <sup>th</sup> Jan	Introductions Introduction to Entrepreneurship & Innovation Management
2	17 <sup>th</sup> Jan – 19 <sup>th</sup> Jan	Design Thinking <i>Company Project - TBD</i>
3	24 <sup>th</sup> Jan – 26 <sup>th</sup> Jan	<i>Story Web Presentations - TBD</i>
4	31 <sup>st</sup> Jan – 2 <sup>nd</sup> Feb	<b>Design Your Own Learning Challenge Pitch – Jan 31</b> <i>Story Web Presentation - TBD</i>
5	7 <sup>th</sup> Feb – 9 <sup>th</sup> Feb	Opportunity Identification and Creation <i>Story Web Presentation - TBD</i>
6	14 <sup>th</sup> Feb – 16 <sup>th</sup> Feb	Business Model and Planning <b>Group Projects Pitch – Feb 14</b> <i>Story Web Presentation - TBD</i>
7	21 <sup>st</sup> Feb – 23 <sup>rd</sup> Feb	READING WEEK
8	28 <sup>th</sup> Feb – 1 <sup>st</sup> Mar	New Product Development <i>Story Web Presentation - TBD</i>
9	6 <sup>th</sup> Mar – 8 <sup>th</sup> Mar	<b>Company Project Pitch – Mar 6</b> <i>Story Web Presentation - TBD</i>
10	13 <sup>th</sup> Mar – 15 <sup>th</sup> Mar	Group Activity <i>Story Web Presentation - TBD</i>
11	20 <sup>th</sup> Mar – 22 <sup>nd</sup> Mar	Industry Analysis
12	27 <sup>th</sup> Mar – 29 <sup>th</sup> Mar	Funding & Intellectual Property <b>Mar 29 – Good Friday – No class</b>
13	3 <sup>rd</sup> Apr – 5 <sup>th</sup> Apr	<b>Group Projects: Final Presentations</b>
14	10 <sup>th</sup> Apr – 12 <sup>th</sup> Apr	<b>Design Your Own Learning Challenge Presentations – Apr 10</b> <b>Company Projects Presentations – Apr 12</b>

## Requirements:

Item	Modality	Weighting	Deadlines Date(s)
1. Class Participation	Individual/Group	10%	
2. Insights Journal – Program Day Reflection	Individual	10%	Feb 2, 2024
3. Story Web Mapping	Individual	15%	Apr 5, 2024
4. Group Project	Group	25%	Apr 3 - 5, 2024
5. Design Your Own Learning Challenge	Group	20%	Apr 10, 2024
6. Company Project	Group	20%	Apr 12, 2024
Total		100%	

### 1. Class Participation

Class participation is an integral component of the learning experience, encompassing a range of activities and interactions within the classroom setting. It involves thoughtful contributions to group work and engaging in class activities.

### 2. Insights Journal – Program Day Reflection

On Program Day on Jan 25, you will be exposed to a series of presentations. This assignment requires you to create a reflective journal, capturing your insights and learnings from the day and connecting them to a central guiding question. The final report is a capstone to your journaling exercise, allowing you to articulate a cohesive and comprehensive reflection on the Program Day's learnings and how they apply to the guiding question.

#### Guiding Question

How can the topics discussed in Program Day's presentations drive transformative change in both personal and professional contexts?

#### Instructions

##### 1. Content Overview:

- **Synthesis of Key Learnings:** Summarize the most significant insights you gained from each presentation and activity. Focus on how these insights collectively enhance your understanding of entrepreneurial, innovative, and high-performance mindsets.
- **Reflection on the Guiding Question:** Discuss how the day's experiences collectively address the guiding question, integrating specific examples from your journal.
- **Personal and Professional Implications:** Reflect on how the learnings from the day can be applied in your personal development and future professional endeavours. Consider including specific goals or actions you plan to take as a result of these insights.

##### 2. Structure:

- **Introduction:** Briefly introduce the purpose of the report and your initial expectations for the Program Day.
- **Body:** Detail your synthesized learnings, reflections, and applications. Use headings to organize your thoughts coherently.
- **Conclusion:** Conclude with your overall impressions of the day, any lasting impacts, and how this experience might shape your future approaches in personal and professional contexts.

##### 3. Format:

- The report should be between 800-1000 words.
- Use a clear, professional format with appropriate headings and subheadings.
- Include references to specific parts of your journal where relevant.

##### 4. Submission:

- Submit this report by Feb 2 to Moodle.

## Tips

### Before Program Day:

- **Create Your Journal:** Prior to the Program Day, prepare a journal (either a physical notebook or a digital document) where you will document your insights. This journal should be organized according to the provided template structure.
- **Familiarize Yourself with the Guiding Question:** Reflect on the guiding question and consider what insights you might be looking for during the presentations and activities.

### During Program Day:

- For each presentation or activity, use the provided journal template to document your key insights and reflections.
- Focus on capturing specific examples, anecdotes, or quotes that resonate with you and relate to the guiding question.

### After Program Day:

- Synthesize your reflections from each session, linking them to the guiding question.
- Consider how the collective wisdom of the day impacts your understanding of the entrepreneurial, innovative, and high-performance mindsets.
- Reflect on how you can apply these insights in your personal life and future career.

## Journal Template - Session Reflections

(Replicate the following section for each presentation or activity on the Program Day.)

### [Session Title/Activity]

- **Time & Speaker/Instructor:**
  - [Insert time and name of the speaker or instructor]
- **Initial Thoughts (Before the Session):**
  - What do you expect to learn or hear about in this session?
- **Key Insights (During the Session):**
  - Note down significant points, interesting ideas, or specific quotes from the session.
- **Reflection on Guiding Question (After the Session):**
  - What specific ideas or examples from this session contribute to your understanding of the entrepreneurial, innovative, and high-performance mindsets?
  - How do these insights relate to transformative change in personal and professional contexts?

### Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Direct References to Sessions	Minimal or irrelevant references to the sessions. Lacks specific details or quotes.	Clear references to the sessions with some specific details or quotes.	Extensive and highly relevant references to the sessions, with detailed quotes and examples.	15%
Reflection on Guiding Question	Reflections are vague or irrelevant to the guiding question; lacks specific references to the day's sessions.	Provides relevant reflections that relate well to the guiding question; includes specific references to the day's sessions.	Reflections are insightful and deeply connected to the guiding question; skillfully integrates specific and detailed references from the day's sessions.	25%
Application to Personal and Professional Growth	Offers limited or generic insights on applying learnings	Adequately discusses practical applications of learnings to personal	Thoughtfully and creatively explores specific, actionable ways to apply learnings to	25%

	to personal and professional growth; lacks specificity.	development and professional aspirations.	personal and professional growth.	
Clarity and Depth of Synthesized Key Learnings	Provides minimal or superficial summary of key learnings; lacks depth.	Clearly summarizes key learnings with adequate depth; shows understanding of the day's content.	Offers a detailed and insightful summary of key learnings; demonstrates deep comprehension and integration of the day's content.	20%
Overall Coherence, Organization, and Writing Quality	Report is poorly organized and written; lacks coherence and proper structure.	Report is well-organized and clearly written; follows a logical structure and format.	Report is exceptionally well-organized, articulate, and engaging; demonstrates a high standard of writing and structural coherence.	15%

### 3. Story Web Mapping

Students will create a dynamic and visual "Story Web" throughout the term, integrating the stories, innovations, and societal impacts shared by each guest speaker. This assignment aims to foster deep reflection on individual stories, encourage the identification of thematic similarities and contrasts, and inspire contemplation on lessons learned and potential real-world applications.

Instructions:

Initial Setup: After the first guest speaker, begin your Story Web Mapping with key points from their presentation. This can include their background, challenges, innovative solutions, and societal impacts.

Continuous Development: After each subsequent speaker session, expand your Story Web. Add new elements from the latest speaker, drawing connections to previous ones where applicable.

Elements to Include:

- Key innovation themes.
- Challenges faced and solutions developed.
- Impact on society or industry.
- Personal reflections and insights.
- Connections between speakers (similarities and contrasts).

Tools:

Students are encouraged to use digital mind mapping tools (like MindMeister, Coggle, or Lucidchart) for creating their Story Webs. Hand-drawn maps are also acceptable if they are clear and well-organized.

Deliverables:

1. For each Story Web presentation submit a digital version of your Story Web along with a brief write-up summarizing your key takeaways and reflections for that presentation. Each Story Web worth 5% of the total assignment grade.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Integration of Speaker's Points	Key points from the speaker's presentation are missing or inadequately integrated.	Adequately integrates key points from the speaker's presentation.	Excellent integrates key points, showing a clear understanding of the presentation's content.	30%
Reflection on Challenges & Solutions	Limited or no reflection on the challenges and solutions presented by the speaker.	Provides basic reflection on the challenges faced and solutions developed by the speaker.	Offers deep and insightful reflection on challenges and solutions, adding personal insights.	30%

Impact and Personal Insights	Minimal or irrelevant reflection on the presentation's societal or industry impact.	Provides relevant reflections on the societal or industry impact.	Delivers insightful reflections on societal or industry impact, with meaningful personal insights.	30%
Quality of Submission	Submission is poorly organized, with several spelling and grammatical errors.	Well-organized submission with few spelling and grammatical errors.	Exceptionally well-organized, clear, and free of spelling and grammatical errors.	10%

- Present the final and complete Story Web connecting all presentations with a brief write-up summarizing your key takeaways and reflections for this series of presentations. This final report worth 60% of the total assignment grade.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Comprehensiveness	Story Web includes limited details from the speakers, missing key themes or insights.	Story Web adequately captures key points from the speakers, including themes and insights.	Story Web is exceptionally detailed, capturing nuanced themes and insights not immediately apparent.	25%
Analysis & Reflection	Reflections are superficial or generic, with little evidence of deep analysis.	Reflections demonstrate a good understanding of the speakers' stories, with clear analysis and personal insights.	Reflections are insightful and demonstrate a deep, critical analysis of the speakers' stories, providing unique perspectives.	25%
Connections & Comparisons	Makes few or irrelevant connections between speakers; lacks comparison of themes.	Clearly identifies and articulates connections and comparisons between different speakers.	Offers insightful, creative connections and comparisons, showing a high level of understanding and synthesis.	20%
Presentation & Clarity	The Story Web is disorganized or unclear; presentation lacks coherence.	The Story Web is organized and clear; the presentation effectively communicates the main points.	The Story Web is exceptionally well-organized and visually engaging; the presentation is compelling and highly articulate.	15%
Innovation & Creativity	Little to no creative effort in the design and structure of the Story Web.	Demonstrates creativity in the design and structure of the Story Web, making it engaging and informative.	Showcases exceptional creativity and innovation in the design and structure, enhancing the depth and clarity of information presented.	15%

#### 4. Group Project

The goal of this project is to design or mod a tabletop game or simulation that can be used as an educational tool for entrepreneurship or innovation management education. Students incorporate their knowledge and perceptions about the course topics to create an original, engaging, educational, and entertaining game. This is a semester-long project that includes activities in-class. To conduct this project, students form groups of up to four members. This project offers an opportunity to enhance teamwork and communication skills. The group component of this assignment represents 90% of the grade split into 2 stages:

Stage 1 – Group Projects Pitch – Feb 14 - 10% of the group component grade

Groups present their game ideas.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Originality Level of uniqueness and creativity demonstrated in the game design (novel	The game design lacks originality and creativity. The game design may use familiar mechanics or themes without adding anything new or innovative, or it may be a copy or imitation of other games.	The game design shows unique and creative ideas that are not commonly seen in other games. The game design may demonstrate an innovative approach to business education.	The game design shows some originality and creativity, with ideas that are somewhat unique or creative. The game design may incorporate some elements that are not commonly seen in other games.	50%

concepts, themes, and mechanics).				
Learning Objectives  Refers to the educational goals of the game. An effective educational game should reinforce key business concepts and skills, helping students to develop a deeper understanding of the subject matter.	The game does not reinforce business concepts effectively, leaving students with a shallow understanding of the subject matter. The game may fail to provide adequate instruction, feedback, or reinforcement of key concepts and skills.	The game effectively reinforces business concepts, helping students to develop a deeper understanding of the subject matter. The game may provide players with opportunities to apply their knowledge in practical situations or provide feedback that helps them learn from their mistakes.	The game somewhat reinforces business concepts but may not provide as many opportunities for practical application or feedback. The game may provide basic reinforcement of key concepts and skills, but not necessarily in a way that challenges players to think critically.	50%

### Stage 2 – Group Projects: Final Presentations - 90% of the group component grade

Groups present their final prototype. The final prototype must present an actual playing board. Students must create a physical board, game pieces, and written rules. The board can be crafted from any material, and the pieces can be handmade or repurposed from other games. They must also write clear game rules and provide enough elements to play the game from start to finish.

The game:

should be not only fun and interactive but also instructive;

1. must cover key concepts, as defined in the syllabus, to ensure it functions as an effective teaching tool;
2. can be either newly designed from scratch or modified from a commercial game to align with the course's learning objectives;
3. should have a theme, layout, and design related to the course's focus, regardless of what the students choose to simulate;
4. should be creative, colourful, and organized.

### Rubric Group Component (90% of the total assignment grade):

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Originality  Level of uniqueness and creativity demonstrated in the game design (novel concepts, themes, and mechanics).	The game design lacks originality and creativity. The game design may use familiar mechanics or themes without adding anything new or innovative, or it may be a copy or imitation of other games.	The game design shows unique and creative ideas that are not commonly seen in other games. The game design may demonstrate an innovative approach to business education.	The game design shows some originality and creativity, with ideas that are somewhat unique or creative. The game design may incorporate some elements that are not commonly seen in other games.	10%
Game Mechanisms  Refers to the rules and systems that govern gameplay.	The game mechanics are confusing or uninteresting, making the game less engaging for players. The mechanics may be overly complicated, poorly explained, or not well-suited to the game's educational goals.	The game mechanics are engaging, well-designed, and perfectly suited for the game's educational goals. The mechanics may provide players with meaningful choices, allow for varied playstyles, and offer a high degree of re-playability.	The game mechanics are functional, enjoyable, and support the game's educational goals. The mechanics may be straightforward and easy to understand, provide players with some choices, and offer some degree of re-playability.	10%
Learning Objectives	The game does not reinforce business concepts effectively, leaving students with a shallow	The game effectively reinforces business concepts, helping students to develop a deeper understanding	The game somewhat reinforces business concepts but may not provide as many opportunities	30%

Refers to the educational goals of the game. An effective educational game should reinforce key business concepts and skills, helping students to develop a deeper understanding of the subject matter.	understanding of the subject matter. The game may fail to provide adequate instruction, feedback, or reinforcement of key concepts and skills.	of the subject matter. The game may provide players with opportunities to apply their knowledge in practical situations or provide feedback that helps them learn from their mistakes.	for practical application or feedback. The game may provide basic reinforcement of key concepts and skills, but not necessarily in a way that challenges players to think critically.	
<b>Playability</b>  Refers to the ease of use of the game. A user-friendly game should be intuitive and easy to navigate, with clear instructions and helpful feedback for players.	The game is difficult to use or has technical problems that hinder the player's ability to play the game. Players may encounter bugs, glitches, or other issues that prevent them from fully experiencing the game.	The game is user-friendly and easy to navigate, with clear instructions and a well-designed user interface. Players should be able to start playing the game without any difficulties or confusion.	The game is somewhat user-friendly and navigable but may have some areas where players could become confused or need additional instruction. The game may require some trial and error or exploration to fully understand how to play.	10%
<b>Aesthetics</b>  The visual and sensory appeal of the game, covering aspects like graphic design, and other elements that contribute to the look and feel of the game.	The game lacks a compelling visual. The artwork and overall sensory experience may be inconsistent, low-quality, or fail to contribute positively to the game's atmosphere and player experience. The aesthetic elements may not align well with the game's theme or enhance the storyline and gameplay.	The game has an outstanding visual and auditory appeal. The artwork, and overall sensory experience is highly polished, unique, and immersive, contributing significantly to the game's atmosphere and player experience. The aesthetic elements align well with the game's theme and enhance the storyline and gameplay.	The game has a good level of visual appeal. The artwork is of decent quality and contribute to the game's atmosphere and player experience. The aesthetic elements generally match the game's theme and complement the storyline and gameplay.	20%
<b>Final Presentation</b>  Students' ability to articulate their game's design, mechanics, aesthetics, and other features in a clear, compelling, and concise manner.	The student's pitch is unclear, disorganized, or lacks compelling details. They struggle to effectively communicate their game's concept, design, mechanics, aesthetics, and player engagement strategies. The pitch fails to hold the audience's attention or convince them of the game's unique value. The student struggles to respond effectively to questions and feedback.	The student delivers a compelling, clear, and well-structured pitch. They effectively communicate their game's concept, design, mechanics, aesthetics, and player engagement strategies. The pitch captivates the audience's attention and successfully explains why the game is unique and worth playing. The student also handles questions and feedback with grace and professionalism.	The student delivers a clear and organized pitch. They communicate their game's concept, design, mechanics, aesthetics, and player engagement strategies satisfactorily. The pitch holds the audience's attention and explains the game's main features and value. The student responds to questions and feedback in a professional manner.	20%

As an individual component of this project (the remaining 10% of the grade), students will submit a reflective report. This report will enhance learning, encourage self-reflection, and help develop critical thinking skills. The process of reflection encourages to think more deeply about this learning experience, internalize the knowledge gained, and connect theory to practice. Furthermore, group



projects involve teamwork, and sometimes conflicts arise. A reflective report can be a safe space for you to explore these experiences, learn from them, and improve your collaboration and leadership skills.

Rubric Individual Report (10% of the total assignment grade):

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
<p>Depth of Reflection</p> <p>The depth, personal insight, and critical thinking exhibited in the student's reflective report.</p>	<p>Reflections are shallow or superficial, focusing mainly on describing events or tasks without much introspection, analysis, or critical thinking about the experiences and their implications for the student's understanding of management.</p>	<p>Reflections demonstrate some depth, showing an effort to analyze and think critically about the experiences. Report contains some personal insight but may lack consistency or detail in exploring the underlying thoughts, feelings, and implications of these experiences on their understanding of management.</p>	<p>Reflections consistently demonstrate significant depth, insight, and critical thinking. Report thoroughly explores the student's experiences, thoughts, feelings, and the implications of these on their understanding of management. They show a high level of introspection and consideration of multiple perspectives.</p>	30%
<p>Connection to Management Concepts</p> <p>The ability to make clear and thoughtful connections between their reflections and the management concepts discussed in class.</p>	<p>Reflections have limited or no connections to management concepts. Report mostly consists of personal reflections without applying or relating these to the management concepts taught in the course.</p>	<p>Reflections show some clear connections to management concepts. The student tries to relate their experiences and insights to the concepts taught in the course, but these connections could be more consistently made or more deeply explored.</p>	<p>Reflections consistently and thoughtfully connect to management concepts. The student skillfully relates their experiences and insights to the concepts taught in the course, demonstrating a deep understanding of how these concepts are applied in real-world scenarios.</p>	30%
<p>Evidence of Learning</p> <p>The extent to which a student's report show clear evidence of learning, personal growth, and understanding of the project and management concepts.</p>	<p>Report shows minimal understanding or application of management concepts. Reflections lack insights or evidence of personal growth, critical thinking, or learning from the project and group interactions.</p>	<p>Report demonstrates some understanding and application of management concepts. Reflections contain some insights indicating personal growth, critical thinking, or learning from the project and group interactions. However, the depth or consistency of these insights could be improved.</p>	<p>Report consistently demonstrates a strong understanding and application of management concepts. Reflections are rich with insights, showing clear evidence of personal growth, critical thinking, and substantial learning from the project and group interactions.</p>	30%
<p>Quality of Writing</p> <p>The clarity and organization of the student's writing, assessing their ability to communicate their thoughts effectively.</p>	<p>Writing lacks clarity and is disorganized. The student's thoughts and reflections are difficult to follow due to a lack of structure.</p>	<p>Writing is mostly clear and organized. The student's thoughts and reflections are generally easy to follow, but there may be some areas where the structure could be improved.</p>	<p>Writing is very clear and well-organized. The student's thoughts and reflections are logically structured and easy to follow throughout, demonstrating an excellent understanding of effective communication and flow of ideas.</p>	10%

5. Design Your Own Learning Challenge

To empower students to take charge of their learning by designing their own assignments that align with the course's learning objectives. To conduct this assignment, students form groups of up to four members.

Instructions:

1. Assignment Proposal:
  - Develop a detailed proposal for your self-designed assignment.
  - Include in your proposal:
    - Title and Description: A clear and concise title with a brief description of the assignment.
    - Learning Objectives: Specific objectives you aim to achieve, aligning with the course’s learning objectives.
    - Rationale: Justification for the relevance and importance of your assignment.
    - Methodology: Outline the methods or activities you plan to undertake.
    - Expected Outcomes: Clearly define the expected results or learning outcomes.
  - Evaluation Criteria: Suggest how your assignment should be evaluated, with specific criteria.
2. Alignment with Course Objectives:
  - Your assignment must align with at least one of the course’s learning objectives.
  - Show how your assignment integrates course concepts, theories, or skills.
3. Innovative and Creative Deliverable:
  - The final deliverable of your assignment must include a presentation component but **cannot include a traditional written report or rely solely on a standard class presentation.**
4. Feasibility and Scope:
  - Ensure that the assignment is achievable within the course timeline and available resources.
  - The scope should be appropriate – not too broad or too narrow.
5. Reflective Component:
  - Include a reflective element where you assess your learning journey, the challenges faced, and insights gained.
  - This reflection can be part of your innovative deliverable.
6. Presentation and Feedback:
  - Initially, present your proposal to the class for feedback.
  - Upon completion, present your final deliverable in the format you have chosen, demonstrating your learning and outcomes.
7. Submission Guidelines:
  - Proposal due by Jan 31 – 20% of the assignment grade

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Proposal Quality	The proposal is incomplete, lacks clarity, or significantly deviates from assignment guidelines.	The proposal is clear and structured with defined learning objectives, rationale, outcomes, and evaluation criteria.	The proposal is exceptionally clear, well-structured, and detailed, including comprehensive learning objectives and a strong rationale.	50%
Alignment with Course Objectives	The assignment shows little to no alignment with the course objectives.	The assignment shows some alignment with course objectives but may miss key aspects.	The assignment is perfectly aligned with course objectives, demonstrating a deep understanding of the course material.	50%

- Final deliverable due by Apr 10 – 80% of the assignment grade
  - Evaluation Criteria:
    - The final deliverable will be evaluated based on two key components:
      - 50% Rubric-Based Evaluation: Based on the provided rubric, focusing on alignment with course objectives, execution, reflection, and presentation effectiveness.
      - 50% Proposal Evaluation created by the group.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Proposal Quality	The proposal is incomplete, lacks clarity, or significantly deviates from assignment guidelines.	The proposal is clear and structured with defined learning objectives, rationale, outcomes, and evaluation criteria.	The proposal is exceptionally clear, well-structured, and detailed, including comprehensive learning objectives and a strong rationale.	20%
Alignment with Course Objectives	The assignment shows little to no alignment with the course objectives.	The assignment shows some alignment with course objectives but may miss key aspects.	The assignment is perfectly aligned with course objectives, demonstrating a deep understanding of the course material.	20%
Execution of the Assignment	The assignment is poorly executed, lacks depth, creativity, and engagement, or significantly deviates from the proposed plan.	The assignment meets basic expectations in terms of execution but may lack some elements of creativity or critical thinking.	The assignment is executed with exceptional depth and thoroughness, demonstrating creativity, critical thinking, and a high level of engagement.	20%
Reflective Analysis	The analysis is minimal, lacks reflection, or does not effectively connect experiences with learning objectives.	The analysis covers basic reflections on the assignment but is superficial or lacks introspection.	The reflective analysis is insightful, deeply introspective, and clearly articulates learning, challenges, and personal growth.	20%
Presentation and Communication	The presentation is poorly organized, unclear, or unengaging. Communication is ineffective or significantly flawed.	The presentation is organized and clear with adequate communication but may have some issues.	The presentation is exceptionally well-organized, clear, and engaging. Communication is effective and articulate.	20%

## 6. Company Project

This assignment is designed to provide students with hands-on experience in managing a real-world project. Students will apply their skills in a practical setting. In an effort to enhance the experiential learning component of these projects, we are actively considering the possibility of partnering with local businesses. Such collaborations could provide an authentic, real-world context to student research, thereby enriching their learning experience.

While these partnerships are currently prospective, we believe they offer an exciting opportunity for mutual growth. For students, they present a chance to see how their expertise can directly impact a business. For businesses, it's an opportunity to gain fresh insights from the next generation of business professionals.

### Deliverables:

The nature of the projects brought to us by the companies will determine specific deliverables. We have planned two key presentations:

#### Initial Ideas Presentation (Mar 06):

Present your initial concepts and approaches for the project.

This presentation is an opportunity to receive early feedback, ensuring alignment with project objectives and scope.

Emphasize areas where you seek specific guidance or input.

#### Final Submission and Presentation (Apr 12):

Submit the detailed final report, encapsulating the full scope of your project work.

Deliver a comprehensive presentation outlining the project's development, key findings, and recommendations.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
<p>Understanding and Analysis</p> <p>Evaluates the depth of understanding and analytical skills related to the business model, market environment, customer needs, and stakeholder dynamics.</p>	Limited or shallow understanding and analysis. Struggles to identify key issues or provide a coherent critique of the existing business strategy.	Good understanding and analysis. Able to identify key issues and provides a well-structured critique of the existing business strategy.	Exceptional understanding and analysis. Insightful and detailed critique of the existing business strategy.	30%
<p>Research Quality</p> <p>Assesses the effort and effectiveness in gathering and analyzing relevant information, including the use of primary research methods.</p>	Limited research effort and insufficient use of primary research methods.	Adequate amount of research with use of primary research methods, though it may lack depth.	Extensive and detailed research, with well-conducted primary research methods.	20%
<p>Strategy Quality</p> <p>Evaluates the depth, originality, and practicality of the proposed business strategy.</p>	Proposed strategy lacks depth and originality. Offers little or no improvement over existing approaches.	Proposed strategy shows improvement over existing approaches and demonstrates good understanding of business concepts.	Innovative and exceptional strategy demonstrating a deep understanding of business concepts. Clear potential for significant improvement over existing approaches.	30%
<p>Presentation Quality</p> <p>Assesses the clarity, structure, and overall effectiveness of the report and presentation, including the use of visual aids.</p>	Lacks structure and clarity in the report and presentation. Limited use of visual aids.	Well-structured and clear report and presentation. Good use of visual aids.	Exceptionally clear, well-structured, and engaging report and presentation. Excellent use of visual aids.	20%

**Attendance:**

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.



## Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points	% Grade
A+	Excellent	4.00	95% to 100%
A		4.00	90% to 94%
A-		3.70	85% to 89%
B+	Good	3.30	80% to 84%
B		3.00	76% to 79%
B-		2.70	72% to 75%
C+	Satisfactory	2.30	68% to 71%
C		2.00	64% to 67%
C-		1.70	60% to 63%
D+	Poor	1.30	55% to 59%
D	Minimal Pass	1.0	50% to 54%
F	Failure	0.00	0% to 49%
P	Pass	No Grade Points	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework

completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that

deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

**Sexual Violence Support**

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.