

## **ECDEV 605**

### **Innovation, Entrepreneurship & Sustainable Business Development**

Course Instructor:	Amy Cervenán EV3 Room 4301	E-mail: <a href="mailto:amy.cervenán@uwaterloo.ca">amy.cervenán@uwaterloo.ca</a> Office hours: Thursdays, noon – 1pm (or by appointment)
Class Time / Location:	Thursdays 8:30 am - 11:20 am	RCH 212

### **Course Objectives and Description**

Innovation and entrepreneurship are now seen as paramount for economic growth and prosperity in the 21<sup>st</sup> Century. This graduate seminar is designed to give students in economic development, geography, planning and related disciplines the opportunity to engage with core debates about the nature of innovation and entrepreneurship. During this course, we will critically examine the role(s) of key stakeholders in supporting innovation and entrepreneurship including the state, universities, and a variety of local and regional development institutions. We will also examine how entrepreneurship and innovation strategies are used to achieve economic development goals and evaluate programs and policies that are designed and implemented to promote innovation and entrepreneurship in different contexts. This includes broader regional innovation policies like clusters, regional innovation systems, and smart specialization as well as more targeted approaches like tax incentives and funding programs. Throughout the course, students are encouraged to think critically about the underlying implications of the key concepts in this course for economic development policy and practice.

Students will also learn about the entrepreneurship process and gain a greater understanding of the key drivers, challenges, and support available for entrepreneurs. Students will also gain professional skills including mentorship, team work, meeting deadlines, speaking and writing succinctly, opportunity-recognition, and decision-making.

NOTE: The course will be managed via LEARN, the University of Waterloo's on-line course management system. It is imperative that you visit LEARN regularly for notices, updates and course material. Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password.

### **Required Text and Readings**

There is no required textbook for this course. All required readings and other relevant materials will be made available via reserve at Dana Porter Library, LEARN or can be accessed via the Internet.

### **Electronic Communication and Classroom Etiquette**

**E-mail:** Send all electronic communication for this course through LEARN. The instructor will try to reply to student inquiries within 3 business days. Please ensure that you include the course number in the subject line, as well as a meaningful descriptor of the topic of your inquiry. Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries.

**Laptop use in-class:** This is a seminar class so laptop use should be minimal. Laptops may be used for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, Facebook, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g. games, movies, music), will be asked to leave the class.

**Cell phones and other mobile devices:** Please make sure that mobile devices or similar are turned off while in-class.

**Classroom etiquette:** Students are expected to behave in a professional and respectful manner in class, by arriving on time, not interrupting, offering constructive comments and feedback, and by completing all reading and other work on time.

### Assessment and Evaluation: Summary, Weighting and Due Dates

Component	Due Date	Value (%)
Classroom Engagement	Ongoing	10
Reading Responses		30
Weekly responses	Ongoing	
Submit one (P/F)	January 31	
Resubmit three w/ reflection	April 4	
Seminar Presentation	Per agreed upon schedule	15
Research Project		45
Proposal (10)	February 14	
Pitch presentation (5)	April 4	
Term paper (30)	April 11	
<b>Total</b>		<b>100</b>

NOTE: Students requiring academic accommodations should make arrangements at the beginning of the semester with AccessAbility Services.

### Assessment and Evaluation: Details

NOTE: Refer to the [guidelines](#) on LEARN for additional instructions and information regarding due dates.

**Classroom Engagement (10%)** – Attendance is a necessary but not sufficient condition for classroom engagement. Perfect attendance (with the exception of excused absences due to illness, religious holidays or family emergencies) and routine participation are expected from all students. You are expected to do all of the required readings thoughtfully and carefully, with time to think them over critically before you arrive in class. Thus, all members of the seminar are expected to have completed (at minimum) the required readings prior to class and are expected to be active participants in classroom discussions. The instructor will provide additional materials that relate to the weekly topic to enhance your learning.

Classroom engagement includes: making meaningful contributions to discussions in class; synthesizing ideas; offering critical appraisals and analysis of research, articles and ideas; and asking thoughtful questions. Participation also includes engaging with material outside of the classroom. Students are encouraged to share relevant newspaper articles, policy reports or other current materials related to the weekly topics with other members of the classroom via LEARN, comment on posts, and post questions for discussion related to the weekly readings. Debate, discussion, disagreement and differences of opinion are

anticipated and encouraged; however, these activities are expected to take place in a manner that is respectful and considerate of others.

**Reading Responses (30%)** – Students are expected to write weekly reading responses to the assigned material, which are due prior to the related class (i.e. submitted to the appropriate LEARN dropbox by 8:29 am). Students must submit a minimum of **six** reading responses, and may choose from among the 10 weeks of class with assigned readings. Students are encouraged to write a response for all 10 weeks.

- **Weekly responses** ongoing: Students are to provide a written response engaging each week's readings (1-2 pages, single spaced). These weekly responses are due prior to class via the appropriate LEARN dropbox by 8:29 am. The reading responses should go beyond summary, to provide some critical engagement with the work. There should also be some evidence that graduate students are situating the material as appropriate (e.g. who are the authors, field or discipline, wider debates). These responses are an opportunity to practice summarizing key findings, use concepts and theory from class, and engage the work of others by considering what the authors set out to do, how well they accomplished this, whether their arguments were convincing, and (sometimes) what was omitted or diminished through their research. Reading responses are a chance to write about academic content in a less formal tone, react to readings, push your understanding of the field, connect theory with the real world, and practice useful critique. As well, the purpose of these responses is to ensure students keep up with the readings throughout the semester, as doing so will help students prepare for in-class discussions and improve the overall caliber of weekly seminars. ***No late submissions will be accepted.***
- **Submit one** (P/F: 0%) due January 31 (11:59 pm via LEARN dropbox): Students have the opportunity to submit one of their reading responses from the first few weeks of class for feedback. This is optional and primarily serves as an opportunity for students to get constructive feedback on the quality of their work. It does not count for grades, and is recorded simply as Pass/Fail (worth 0% of final grade). Please include a brief statement outlining why you selected the response you have submitted, and the kind of feedback that you would find useful.
- **Resubmit three with personal reflection** due April 4 (11:59 pm via LEARN dropbox): At the end of term, students will select and resubmit three reading responses, along with a one-page personal reflection addressing: 1) Why they consider the three responses they are submitting as their most significant, and; 2) What they learned through the process of writing regular reading responses throughout the term. (Note, this is not an opportunity for students to edit or amend their previously written reading response submissions.) Developing the capacity for self-assessment is an important skill and additional objective of this assignment.

A holistic grade for the reading responses will be posted at the end of term. Assessment of student reading responses is based on three factors. First, students submitting reading responses throughout the course, on time and in good faith. (For this reason, late reading responses during the term will not be accepted.) Second, the quality of the three reading responses they provide at the end of term. Third, their written self-reflection.

**Seminar presentation (15%)** – Throughout the term, students will share in the responsibility of facilitating seminars for this course. Each week, students (assigned individuals or groups, depending on class size) will be responsible for introducing and leading discussion on particular readings and the broader topic for that week. Seminar leaders are expected to have read well beyond the minimum required readings, provide a brief summary and critique of the articles, and present a synthesis of the key themes and issues. Being the seminar leader will require you to actively and critically engaged with the reading material, form opinions

and questions related to the readings, and be prepared to discuss them with the other seminar participants in-depth. I encourage you to think creatively about how to engage your peers in discussion. I encourage you to communicate with me ahead of time if you would like feedback or plan to introduce *relevant* case studies/ activities. Seminar leaders are expected to come up with 3-4 questions that will provide a springboard for discussion and debate in class. See the [guidelines](#) on LEARN for more information.

**Research Project (45%)** – The major research project comprises three parts: a proposal, a research paper, and a 3-minute pitch-style presentation of your research.

- **Proposal (10%)** – Approval of term paper topics must be accomplished by submitting a two-page proposal that outlines the project you have selected and demonstrates that you have begun the research process. It should include a statement of the research problem, the chief question(s) to be addressed, method to be employed, and a preliminary list of references. ***If you do not submit a proposal and/or you do not receive approval of your topic, this will result in a zero on the research project component of the course (45% of your final grade).***
- **Presentation (5%)** – Students will give a “3-minute pitch” style presentation of their *completed* research project on the final day of class. Each student will have 3-minutes (only) to communicate their project. The format is open, but modeled after an entrepreneur’s pitch session. Students are also expected to provide feedback on their peers’ presentations.
- **Term paper (30%)** – Students must complete a research paper on a topic of their own choosing which explores ways to support entrepreneurship, innovation *or* small business development. Approval of topics must be accomplished by submitting a two-page proposal (see above). Generally, papers will include empirical work in which data will be gathered, analyzed, and applied to a critical appraisal of theory or policy. The empirical analysis should be framed within the appropriate academic literature and pertain to a specified case study. If a student would prefer to write a purely conceptual paper, the instructor is willing to consider such proposals. Further details and instruction will be given in class.

### **Preparing Course Work: Referencing, Citations and Writing**

Students are expected to present all of their work (written, oral) in a professional manner. The quality of students’ writing and presentations should reflect graduate level outputs. Students are expected to draw upon the relevant academic and policy literature when conducting research and completing assignments.

Students are strongly advised to refer to De Loë, R. 2010. *Writing effective essay and reports, 6<sup>th</sup> edition*. [http://www.environment.uwaterloo.ca/u/rdeloe/writing\\_booklet/](http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/)

When referencing the work of others, be consistent in the style you choose. There are several different referencing and citation styles that are used when preparing written work in a university setting. Two of the most common formats used in this field are: the APA (American Psychological Association) style and the Council of Science Editors (CSE) style. Variants on these two common formats are often used by academic journals in economic geography and related disciplines. The reference section in Dana Porter Library has hard copies of the complete style guides and there are many guides available on-line as well.

## Grading and Late Policy

**Grading expectations:** The following table provides students with a basic guideline to grading in this course.

Mark/100	Expectations/Requirements
>90	<b>Exceptional.</b> Demonstrates a very strong grasp of subject matter and underlying substantive material. Few or no technical errors (typos, spelling, grammar). Clarity in writing style; coherent structure and flow; a degree of true originality; appropriate reference to source materials; paper presents a coherent and persuasive point of view.
80 to 90	<b>Very good.</b> Demonstrates a strong grasp of subject matter and underlying substantive material. Few technical errors; appropriate reference to source material; some attempt at originality; perhaps a few unreferenced points; paper well structured.
70 to 80	<b>Good.</b> Demonstrates solid understanding of material; few technical errors; well referenced.
65 to 70	<b>Satisfactory.</b> Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references.
50 to 65	<b>Marginal.</b> An unacceptable number of technical errors; little attempt to present coherent viewpoint; demonstrates a weak or superficial understanding of material; inappropriate or missing references; lack of structure
< 50	<b>Inadequate</b>

**Submitting assignments:** All assignments must be submitted electronically via the appropriate LEARN dropbox before midnight (i.e., 11:59PM) on the due date using Microsoft Word (or an equivalent) format unless otherwise specified. It is a student's responsibility to ensure that the file has been uploaded correctly. If a student encounters a problem with LEARN, it is their responsibility to 1) email the instructor before the submission deadline, and 2) submit the paper in hard copy before the start of class. By submitting an assignment to LEARN, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of any group project)
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Your assignments (including marks and comments) will be returned to you via LEARN.

**Policy on late submissions:** Unless you have made arrangements with the instructor in advance of the deadline, the following late penalty will be applied. Submissions received up to one week after the due date and time indicated above will have a **10% penalty** applied to them. **Students not handing in their submissions within ONE WEEK of the due date and time will receive a mark of zero on that assignment.**

Exceptions will be made in extraordinary circumstances (usually related to medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time. An assessment of lateness will be based on the time stamp produced through LEARN.

## Faculty and University Requirements

**Academic integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

*It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.*

**Intellectual Property:** Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or used by the instructor with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases,

instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Recording lectures:** Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

**Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

**Religious Observances:** Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Unclaimed assignments:** Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

**Communications with Instructor / Teaching Assistants:** All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

**LEARN:** Users can login to LEARN via: <http://learn.uwaterloo.ca/> using your WatIAM/Quest username and password.