SVENT 325: Fall 2020
Leading a social venture

This course is reserved for students with a demonstrated commitment to social innovation and experiential learning. SVENT 325 is a Student-Led Individually Created Course (SLICC), which is unlike most other courses at the University of Waterloo. The course instructor defines the learning outcomes. Then, each student proposes a custom plan for how they will achieve those outcomes through a set of entrepreneurial experiences and reflections. Instead of lecturing, the instructor provides mentorship and coaching as each student works through the course they have created for themselves.

The nature of the course allows students to create and define their own learning experiences and to engage in learning for learning's sake. The experiences students engage in are directly related to entrepreneurship and social innovation.

Instructor Consent Required

Instructors:

Brendan Wylie-Toal
bwylieto@uwaterloo.ca
Office hours: Thursday from 10:00 am-1:00 PM (or by appointment)

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(519) 885-1460

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<tr>
<th>Time:</th>
<th>Resource Materials:</th>
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<tr>
<td>By appointment</td>
<td>Resource materials will be made available on LEARN and PebblePad</td>
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Course Description

This is an experiential learning course offered by GreenHouse for students who have a demonstrated commitment to social entrepreneurship and social innovation. The course is focused on helping students develop the skills, mindsets, and competencies required to be successful in the development of social innovations. Unlike most courses, SVENT 325 is student-led. The instructor defines the learning outcomes to be achieved, but the student proposes how they will achieve them. Students are provided with guidance and coaching from the instructor and peers.

Entrepreneurship is an inherently self-directed, ambiguous, and variable process. To prepare students for this reality, there is a need to recreate some of these dimensions in the learning environment. That is one of the advantages of the way SVENT 325 is designed.

Another advantage of this course structure is that it gives you, the student, creative freedom around course design. There are no lectures, but rather coaching and mentoring. Also, you get to define what the course activities will be. This means you need to be prepared to think carefully about what you want to learn through the course, and why?

The general structure of the course is as follows:

1. Define a project to give your term some structure. The project can be anything, as long as it is related to entrepreneurship. For example, your project might be to develop and test a business model, or research a given problem to identify opportunities to create new products and services.
   a. This project will provide the experience required to work on and achieve each of the 5 learning outcomes for the course. Completing your project is not the primary goal of the course. Rather, using the project to develop knowledge, skills and mindsets about entrepreneurship is the primary goal.

2. Develop a proposal for how you will use that experience to acquire new knowledge, develop new skills, cultivate an entrepreneurial mindset, and improve your ability to manage and reflect on your development.

3. Once approved by the instructor, start to execute on the proposal and self assess along the way through:
   a. Weekly reflective blogs
   b. Interim report
   c. Final Reflective report

Students are required to take two introductory workshops, which will provide you with the understanding and tools required to complete the course effectively.

The five learning outcomes students need to achieve are described below, along with an example of how a student might approach each outcome based on the nature of the experience they’ve selected for themselves. To clarify the process, each student taking the course will propose for themselves how they will reach each of the following 5 outcomes. The proposed plan becomes the course syllabus for the student.
Learning Outcome 1: Conducting research and analysis

- What does this mean? It means you will be able to demonstrate how you have actively developed your understanding of social innovation and/or the topics related to the project you are working on.
- For example, a student participating in the Workplace Innovation Program will need to learn about how to manage needs-based innovation. The student could propose how their understanding of this management process will be developed, and why they are interested in learning about it.

Learning Outcome 2: Application of current skills and attributes to social innovation

- What does this mean? It means you will be able to draw on and apply a range of relevant skills and attributes (academic, professional and/or personal) to engage effectively with the project you’re working on. By the end of the course, you should be able to identify where you need to improve and/or develop new skills and attributes.
- For example, a student who is competing for funding may recognize that a proposal for funding or a start-up pitch requires the same critical thinking and communication skills that were required in some of the sales jobs the student has had. That student could then propose how those skills and experiences could be applied as part of the course to enhance the chances of getting funding.

Learning Outcome 3: Recognising and developing new skills

- What does this mean? It means that by the end of the course, you will be able to demonstrate how you have used your experiences during the term to actively develop a new skill set.
- For this outcome, you must select one skill from the University of Waterloo’s Future Ready Talent Framework.
- For example, a student who is interested in creating a documentary to raise awareness about a poorly understood social issue may recognize the need to develop stronger technological agility. This student could then propose how they will go about actively developing relevant technical skills, such as video editing and digital storytelling, and why they are important to work required to create the documentary.

Learning Outcome 4: Recognising and developing entrepreneurial mindsets:

- What does this mean? It means you can demonstrate how you have used your experiences during the course to actively explore one of three entrepreneurial mindsets. The mindsets to select from are:
  - Self-starting and proactivity: You draw on your initiative and experience to take action without being told to do so. Paired with a reflective approach, you maximize your potential by taking personal responsibility for proactively goal setting and identifying opportunities to overcome barriers.
  - Positive outlook and perseverance: You draw on the quality, depth and breadth of your experiences to maintain a positive mindset and engage with the communities and world around you. You manage risk by learning from mistakes and actively seek new insights to help you better contribute positively, ethically and respectfully.
Lifelong learning and long-term planning: You seek personal and academic learning that makes a positive difference to you and the world around you. You have a vision that is both inspiring and workable and can plan for the long-term learning and actions that will be required to realize such a vision.

For example, a student interested in prototyping communication software to help people recovering from stroke may recognize that testing new ideas is fraught with setbacks, roadblocks, and multiple iterations. As a result, this student might propose that they will actively explore the positive outlook and perseverance mindset as a way to reframe the difficulties being encountered as learning opportunities rather than sources of frustration.

Learning Outcome 5: Reflection and evaluation

- What does this mean? It means you can evaluate and critically reflect upon your approach, your learning, and your development throughout the course.

- All students are required to submit twice-weekly updates on PebblePad that document:
  - Evidence of learning
  - How you are progressing concerning the proposal submitted
  - What is holding you back from progressing towards each of the learning outcomes, or how your plans are changing

- There is also a written report at the half-way point of the term, and a final report at the end. While students are required to complete these activities, they must include in their proposal what their evidence of learning might look like, and where it might come from. For each of the outcomes, the student should give several examples of ways in which learning and achievement of that outcome could be evidenced.

- For example
  - The student participating in the Workplace Innovation Program might decide to self evaluate their understanding of needs-based innovation at different points in the course as a way to gather evidence of progress towards outcome #1.
  - The student applying for funding might decide to keep a journal that documents the moments when the student reflected on their sales skills and used them to inform their proposal or pitch writing strategy for outcome #2.
  - The student creating the documentary might propose to recap key insights from LinkedIn Learning courses on documentaries and video editing as evidence of progress towards outcome #3.
  - Lastly, the student prototyping software might keep a record of times in which they had to actively reframe what felt like a failure or a set back as learning.
Course Evaluation

The course will use a specifications-based grading system. The tiers and requirements for each tier are provided below. You may also be asked to self-assess your work, as well as the work of your peers.

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<th>Percentage Range</th>
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| 0-49%            | Complete the learning proposal  
Attend 50% or fewer meetings  
Complete 50% or fewer blog posts  
Receive an average of "Insufficient" on the final report |
| 50-59            | Complete the learning proposal  
Attend 50% or fewer meetings  
Complete 50% or fewer blog posts  
Receive an average of "Sufficient" on the final report |
| 60-69            | Complete the learning proposal  
Attend 60%-69% of meetings  
Complete 60%-69% of blog posts  
Receive an average of "Sufficient" on the final report |
| 70-79            | Complete the learning proposal  
Attend 70%-79% of meetings  
Complete 70%-79% of blog posts  
Receive an average of "Sufficient" on the final report |
| 80-89            | Complete the learning proposal  
Attend 80%-89% of meetings  
Complete 80%-89% of blog posts  
Receive an average of "Good" on the final report |
| 90-100           | Complete the learning proposal  
Attend 90%-100% of meetings  
Complete 90%-100% of blog posts  
Receive average of "Excellent" on final report |
Learning Outcome Proposal

The first assignment that is due for this course is a proposal from the student that outlines how the student plans to achieve and document progress towards each of the five learning outcomes. A full assignment description will be provided separately.

This proposal allows the student to define how the course will be structured and allows them to define how progress will be tracked and assessed. This allows for the learning experience to be more genuine and tailored to each student’s needs and stage of development. The proposal will be submitted to the instructor and needs to be approved before the assignment can be considered complete.

The proposal will be assessed both by the instructor and by the student. The self-assessment will not be reviewed until after the instructor has completed their assessment. In some cases, 3rd parties or peers may also be asked to assess the proposal.

*The proposal will be due Sept 20th*

Mid Term and Final Reports

For both the mid-term and final reports, students will be required to reflect on their progress towards achieving each of the five learning outcomes, as defined in their initial proposal. A complete assignment description will be provided separately.

To support both the midterm and final reflections, students will be required to showcase the results of weekly blogs/posts and reflections. The frequency, format, focus, and content of these posts will be described in the student’s proposal. The posts need to include both written/recorded reflections, and evidence of learning.

Like with the proposal, the reports will be both self assessed by the student and assess by the instructor. A third party or peer may also be asked to complete an assessment. *The mid-term report will be on on Oct 19th. The final report is due Dec 15th.* Both can be submitted to the instructor by email.
Class Format

SVENT 325 is a mostly self-directed course, with instructor support and guidance provided throughout. While there are no required classes, the student is required to meet regularly with the instructor virtually/by phone. The focus of these meetings will be to review assignments and course deliverables, and to provide coaching and feedback to improve student learning.

Students are encouraged to attend weekly stand-up meetings. These meetings will last approximately 15-30min, and will help you connect with other students taking the course. The meetings will also allow you to get quick and frequent feedback from the course instructor.
♦ 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 TA or used by the instructor or TA 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, TA 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, TA 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).

♦ 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. The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: http://uwaterloo.ca/academicintegrity/Students/index.html

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

♦ 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.

♦ 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.

♦ 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. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

♦ 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) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

♦ Unclaimed assignments:
Unclaimed assignments will be retained for ... [period of time*; or: “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 and 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 or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Course Policy Regarding Late Assignments:
1. Electronic submissions of assignments must be uploaded by 11:59PM on the dates indicated in the course outline. 5% will be immediately deducted if submitted after the date and time. An additional 5% will be deducted every 24 hours thereafter (including weekends) until the assignment is submitted.
2. Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source e.g. doctor's certificate, copy of obituary, police report, etc. Students with acceptable documentation must contact the instructor no later than 48 hours after a due date to make alternative arrangements. In special unforeseeable circumstances where due dates cannot be met, it is the student’s responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline. When there are exceptional circumstances, there will be no penalty assigned; if no contact is made, a mark of “zero” will be given.