



Institute of Technology Entrepreneurship and Commercialization

TIMG 5002A Technology Entrepreneurship

Fall 2024 (September 4 to December 6, 2024)

CLASS TIME AND PLACE

- Monday, 14:35 p.m. - 17:25 p.m. Eastern Time (Ottawa time)
- In person: Nicol Building 5010
- Online: [Click here to enter Zoom classroom](#) (passcode = Focus)
- This is a HyFlex course. You can attend in person, online, or a combination of both.

WEBSITE FOR COURSE RESOURCES AND ONLINE PARTICIPATION

- [Click here to enter "Brightspace" – the online course environment](#)

INSTRUCTOR

- Professor Eduardo Bailetti
- Eduardobailletti@cunet.carleton.ca
- Office: Nicol Building 5060
- Office hours available Mon-Fri: Request by email.

COURSE CALENDAR DESCRIPTION

TIMG 5002 Technology Entrepreneurship [0.5 credits]

Key theories and models of technology entrepreneurship. Topics include the nature of technology products, collaborative experimentation and production of new products, assets, and their attributes, and the firm's asset ownership rights.

TARGET AUDIENCE

TIMG 5002 Technology Entrepreneurship is a required course addressing the needs of graduate students registered in the Technology Innovation Management (TIM) program's Master of Applied Business Analytics (MABA), Master of Engineering (MEng), Master of Entrepreneurship (MEnt), Master of Digital Transformation & Entrepreneurship (MDTE), or Master of Applied Science (MASc) pathways. Students in other programs are welcome to attend this course.

ABOUT THIS COURSE OUTLINE

This course outline serves as an essential guide for your success in this course. It provides a overview of the course's goals, expectations, and structure, ensuring you are well-prepared to engage with the learning experience created for you.

This course outline is organized into the following sections:

1. Introduction (page 3)
 - Purpose of course
 - Focus on the student
2. Learning and course structure (pages 4-7)
 - Learning outcomes
 - Learning environment
 - Important dates
 - Schedule
3. Evaluation and assignments (pages 8-13)
 - Student evaluation
 - Assignments
4. Standards of behaviour (pages 14-18)
 - TIM Program's brand
 - Expectations
 - Rules of conduct
5. Support and resources (pages 19-21)
 - Academic accommodations
 - Mental health
6. Closing remarks (page 21)

Please read this document in its entirety. Familiarizing yourself with the content in this course outline will help you stay organized, manage your responsibilities, and get the most value out of this course.

1 – INTRODUCTION

Course purpose

An entrepreneurship course must be about value creation. Entrepreneurs create value for themselves by creating value for others. Value is created when you solve problems and complete jobs that need doing. Entrepreneurs identify where value can be created, ideate how to create the most value given the context they are in, and mobilize resources to create that value. Developing the mindset, knowledge and skills required to create value in today's world is worthy use of your time, regardless of the career path you are on.

- Resources is a catch-all term for people, capital, assets, processes and priorities.
- Value is an umbrella term for a multitude of possible positive financial and non-financial benefits, such as money, equity, time, power, reputation, knowledge, connections, efficiency, comfort, love, sense of belonging, etc.

Everyone can learn to become more entrepreneurial. The purpose of this course is to develop your entrepreneurial competence so that you are more employable, more resilient in turbulent times, and a more effective agent of change. By becoming more entrepreneurial, you will be able to identify and exploit more opportunities in life.

To develop your entrepreneurial competence, the course engages you through 1) a project to design a new initiative that orchestrates the creation of value for others, 2) metacognitive practice to reflect and act on lessons learned and feedback received, and 3) consistent active learning sessions with peers and artificial intelligence that support exploring and practicing the application of entrepreneurship concepts and cognitive strategies.

The final artefacts produced as course deliverables are intended to be assets that you can use to further your personal goals. You will be encouraged to share these assets publicly or directly with the focused audiences you wish to work with in the future.

Focus on the student

This course is designed with your personal and professional growth in mind. The time and effort you invest in your coursework should be seen as a direct contribution to your life and future endeavors. Rather than merely focusing on grades, you are encouraged to draw motivation from your own goals and aspirations. This course places you at the center, empowering you to take control of your learning journey. You have the opportunity to shape how you apply the knowledge and skills gained here to create meaningful value in your life.

Make the most of this opportunity.

2 – LEARNING AND COURSE STRUCTURE

Learning outcomes

Through your active engagement in this course, you will have the opportunity to develop the ability to:

1. Critically analyze a context to identify and assess opportunities for value creation.
2. Formulate the conceptualization of a new venture, clearly articulating the underlying logic and assumptions that support its growth potential.
3. Design and develop a prototype that demonstrates the value of a new initiative to strategically important stakeholders.
4. Craft a complete and resonating value proposition tailored to engage and persuade a defined stakeholder of the value of an offer.
5. Create a professional digital asset that showcases your project, skills, and personal brand to potential employers, collaborators, or clients.
6. Engage in structured self-reflection to enhance competence development, critically assess personal growth, and productively integrate constructive feedback from others.

Learning environment

You will participate in a dynamic learning environment where you and your peers define what is valuable, engage deeply with your work, and strive to achieve your goals.

To effectively learn as a student, you must:

- Desire the change that education can bring – Genuine learning requires a willingness to evolve and adapt.
- Pay attention throughout the process – Focused engagement is essential for understanding and retaining new concepts.
- Manage the uncertainty inherent in learning and innovation – Embracing the unknown is critical to mastering new skills and knowledge.

While the instructor can support you in navigating uncertainty, your motivation and attention are crucial for your success.

Each week, you will engage in learning activities asynchronously (on your own time) and in synchronously (together at the same time – e.g., our three-hour classes). The asynchronous and synchronous components of this course are designed to complement each other. Completing asynchronous work provides the foundation for richer, more informed participation during synchronous sessions, ultimately deepening your learning experience.

Asynchronous learning

You are expected to manage your time effectively to fulfill your responsibilities to this course, yourself, and your other commitments.

Asynchronous learning activities typically include:

- Reviewing lectures, videos, articles, and slides
- Taking notes and completing quizzes
- Conducting independent research
- Participating in online discussions
- Engaging in self-reflection
- Completing and submitting course assignments

Synchronous learning

During synchronous sessions, you will actively engage with your peers and the instructor in activities such as discussions, presentations, reflections, and exercises inspired by inquiry-based learning and problem-based learning.

To be prepared to fully participate:

- Complete all assigned asynchronous activities beforehand
- Ensure your personal laptop is ready
- Approach each session with an open and curious mindset

While some lectures will still be part of these sessions, expect to take high-quality notes, share your perspectives, and actively participate. Passive listening is discouraged, whether you are attending in person or online. Active participation is a critical component of the learning process. Engaging fully in discussions, presentations, and exercises will deepen your understanding of the material and foster a collaborative learning environment that benefits all participants.

Hybrid mode of classes

Attending class in person is recommended, as it often enriches your learning experience through direct human connection. However, the choice of how you attend is yours. Regardless of the mode, active participation and attention are essential.

Ensure that you are comfortable with the online tools and platforms used in this course. If you need assistance, ask the instructor, use the resources available on Brightspace, or independently find tutorials or guides online to help you navigate the course technology effectively.

Sickness and childcare

If you are feeling unwell, please stay home and connect online to protect the health of others. If you need to bring your child to class, they are welcome to sit quietly with us. In either case, notifying the instructor via email in advance is appreciated.

If you encounter other challenges that affect your participation in the course, please communicate with the instructor as soon as possible. We are committed to creating a supportive and understanding learning environment.

Online course infrastructure

All course content, instructions, links, and submission portals are available online here: <https://brightspace.carleton.ca/d2l/home>. To access the course Brightspace webpage, go to the link, submit your credentials, select the academic term, and click this course.

Asking questions

Course-related questions – An anonymous discussion forum is available to you to ask course related questions to the professor. It's called "Ask the Prof" and you can find it on Brightspace.

- Tip: Click subscribe on the Ask the Prof discussion forum to keep track of all Q&A posts.
- Tip: Review your Brightspace settings to ensure you receive notifications from the course.

Accommodations and non-course related questions – If you want guidance on private items or are seeking accommodation, please email the instructor directly. Note that accommodations are to be requested prior to a submission deadline, not after.

In-class – The instructor will always dedicate time in each class for questions to be asked.

Important dates

- September 4th (Wednesday) – Start of term
- September 17th (Tuesday) – Last day to register and change courses
- September 30th (Monday) – Last day to withdraw with full fee adjustment
- October 14th (Monday) – University closed
- October 21-25 – Break week
- November 15th (Friday) – Last day for academic withdrawal
- December 6th (Friday) – Last day for classes and assignments, follows a Monday schedule

Schedule

	Class	Topic	Deliverable due before class	
Orient	1* Sep 5	Course orientation *Thursday class combined with 5002A. Zoom link is different – check Brightspace	-	
	2 Sep 9	Entrepreneurship theory and the competences for value creation		
	3 Sep 16	Identifying and assessing opportunities	Personal Profile (PP) – Parts 1&2	
Prepare	4* Sep 23	Opportunities to create value *Modified week to have 1:1 meetings with instructor – 2.5 hour class instead	Reflection entry (RE) on PP deliverables	
	5 Sep 30	How to find and model cases	RE on meeting with instructor	
	6* Oct 18	Proposal presentations *Class is on a Friday, 6pm-9pm	VCP Proposal	
	Break week: No classes Oct 21 – Oct 25			
	7 Oct 28	Strategic priorities	RE on proposal feedback	
Launch	8 Nov 4	Ways to demonstrate value with a prototype	-	
	9 Nov 11	Resource orchestration	RE on class 8 activity	
	10 Nov 18	VCP Prototype presentations	VCP Prototype	
	11 Nov 25	Setting up assets on cuPortfolio Narrative and storytelling	RE on prototype feedback	
Deliver	12 Dec 2	Help with Digital Asset	Reflection Journal	
	13 Dec 6	Wrap up	VCP Digital Asset	
	Exams	-	Oral Reflection	

3 – EVALUATION AND ASSIGNMENTS

Student evaluation

Assignments and deliverables	Final evaluation weight
Value Creation Project (60%)	
VCP Proposal	12%
VCP Prototype	18%
VCP Digital Asset	30%
Reflective Learning Review (30%)	
Reflection Entries	15%
Reflection Journal	5%
Oral Reflection	10%
Personal Profile (10%)	
Part 1: Two questionnaires	3%
Part 2: Future goals declaration	4%
Part 2: Personal video introduction	3%

The total score from the three assignments will be weighted and added together to determine your letter grade.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Assignments

The course has three assignments, the Value Creation Project – a main project to create new value for others, the Reflective Learning Review – a review of your reflections on what you are going to do about what you learned in the term, and the Personal Profile – a professional profile you build on yourself early on to set goals and help decide on the focus of your project.

This section introduces you to each assignment, their deliverables, and the criteria used to evaluate your output. Full assignment instructions and rubrics are provided on Brightspace.

Value Creation Project

The Value Creation Project (VCP) is the cornerstone of this course, guiding you through the process of identifying and developing opportunities for value creation. You will take on the role of a value creator, identifying a compelling opportunity, conceptualizing a feasible venture, and developing a prototype to demonstrate its potential to key stakeholders. Whether your focus is a business idea, product innovation, service, or organizational initiative, the VCP equips you with the tools and mindset needed to create value in any context.

This project allows you to apply course concepts to a real-world scenario, honing your ability to analyze external factors, formulate strategic initiatives, and implement meaningful solutions. The VCP is more than an academic exercise; it's an opportunity to build a career-advancing asset that showcases your competence as a value creator.

To succeed, approach the project with a strategic mindset, aligning it with your personal goals and areas of interest. Focus on the problems you want to solve, unmet challenges, or innovation opportunities that match your career aspirations. As you progress, each deliverable builds on the last, culminating in a professional digital asset that highlights your work.

The VCP is an individual assignment, ensuring alignment with your personal goals. If you choose to collaborate with a peer (e.g., to start a company), inform the instructor and submit your own version of each deliverable, along with a brief explanation of the collaboration's relevance and value to your project.

There are three deliverables involved in completing the Value Creation Project. The following table identifies the three deliverables, what you will do, and the value to you.

1. VCP Proposal	
The initial presentation of your venture concept, laying out the fundamental elements of the opportunity to create value and its relevance to you.	
What you do	Value to you
You will compose and submit a conceptualization of a new venture using a standardized slide deck and present it to your peers for feedback. You will also listen to and provide feedback on the presentations of your peers.	Helps you establish a clear direction for your project, improve your communication skills, stay on track, and receive initial feedback to refine your approach. Enhances your ability to critically assess and improve your own ideas by doing the same for others.
2. VCP Prototype	

<p>Proposal for a prototype that demonstrates the venture’s potential value to strategically important stakeholders. Is directly linked to a key strategic initiative within your venture. A prototype in this context includes a thing that shows how your venture will deliver value.</p>	
<p>What you do</p>	<p>Value to you</p>
<p>You will craft a detailed prototype proposal using a standardized slide deck and present it to your peers. You will demonstrate how the prototype conveys the value of your new venture to key stakeholders. You will submit the prototype slide deck, including the revised venture concept, and provide feedback on your peers' presentations.</p>	<p>Helps you refine your project’s direction by making your thinking more specific through the design of a prototype. Enhances your ability to integrate or discard critical feedback from others and improves your ability to strengthen your conceptualization of a strategic initiative and the link between it and your prototype's design.</p>
<p>3. VCP Digital Asset</p>	
<p>The final, polished compilation of your Value Creation Project. It includes a 10-minute video presentation of your venture concept, a prototype, a brief bio that introduces you professionally, and an explanation of how the VCP aligns with your career goals.</p>	
<p>What you do</p>	<p>Value to you</p>
<p>You will design and build a digital asset using your creativity and the university’s cuPortfolio platform. You will revise the prototype slide deck, develop and iterate the prototype, create a personal bio that ties into the project, and craft a message that clearly links your career goals to the focus of the VCP. Finally, you will submit the final iteration of the prototype slide deck to the instructor.</p>	<p>Provides you with tangible proof of your entrepreneurial competence that you can use as you seek to advance your career. Supports your future claims that you have the attitudes, knowledge, and skills required to create new value in uncertain circumstances. Positions you as a value creator.</p>

By completing this project to create something new, you will enhance your entrepreneurial competences, sharpen your strategic thinking, and produce a tangible asset that demonstrates your ability to create meaningful value.

The specific instructions, assessment criteria and grading rubrics for the Value Creation Project will be made available to you on Brightspace.

Reflective Learning Review

Entrepreneurs and the entrepreneurially minded engage in consistent and thoughtful reflection as they cultivate a mindset of continuous learning. This ability makes them more adaptive to changing environments and new challenges.

The Reflective Learning Review is designed to deepen your understanding of how you think and learn, a process called metacognition, and to enhance your ability to apply what you've learned to improve what you are working on. This reflection assignment serves as both a tool for continuous improvement and a personal record of your intellectual journey.

There are three deliverables involved in completing the Reflective Learning Review. The following table identifies the three deliverables, what you will do, and the value to you.

1. Reflection Entries	
What you do	Value to you
You will submit reflections on experiences gained through the course using a standard structure that includes four elements.	Helps you build a habit of self-reflection, enabling you to internalize key concepts, improve decision-making, and enhance your approach to entrepreneurial challenges.
2. Reflection Journal	
What you do	Value to you
You will compile, organize and submit a complete collection of your submitted Reflection Entries in a single file that includes a 300–500-word summary of what you discovered in the collection of entries using ChatGPT or similar technology.	Helps you track your progress over time, identify patterns in your thinking, and make informed decisions about your personal development.
3. Oral Reflection	
What you do	Value to you
You will have a short 1:1 meeting with the instructor via Zoom to answer questions about your Reflection Journal, Value Creation Project, and your personal growth.	Sharpens your ability to articulate and deepen your understanding, while practicing essential communication skills that are vital for professional development.

By completing this reflection process, it is intended for you to be more aware of your learning journey and how to develop the entrepreneurial competencies necessary for your professional endeavors.

The specific instructions, assessment criteria and grading rubrics for the Reflective Learning Review are available to you on Brightspace.

An overview of the assessment for this assignment is in the table below.

Deliverable	Assessment type and criteria	Weight for final grade
Reflection Entries	Specifications grading for each submission: <ul style="list-style-type: none"> • Met specifications – 5 points • Needs modification to meet specifications – 3 points • Does not meet specifications – 0 points 	15%
Reflection Journal	Rubric-based assessment criteria include: <ul style="list-style-type: none"> • Summary quality (40%) • Organization and completeness (30%) • LLM analysis (30%) 	5%
Oral Reflection	Rubric-based assessment criteria include: <ul style="list-style-type: none"> • Depth of reflection (30%) • Identification of key insights (25%) • Application to future goals (25%) • Communication skills (20%) 	10%

Personal Profile

The Personal Profile assignment is an essential first step on your journey to improve your entrepreneurial competence within this course. It is designed to help you take stock of your current position – who you are today – and to clarify where you aim to go in the future. By engaging in self-reflection and goal setting, this assignment lays the groundwork for your Value Creation Project. Building your Personal Profile will help you clarify where you wish to take the project to create value in your future career. It will also help your professor gain insights into your background and needs, facilitate the creation of your first digital asset, and enable you to introduce yourself to your peers in a more meaningful way.

There are two deliverables involved in completing the Personal Profile. The following table identifies the two deliverables, what you will do, and the value to you.

Part 1	
What you do	Value to you
You will complete two online questionnaires that capture your past education and professional experiences, as well as your latent preferences relevant to learning and entrepreneurship.	Helps you reflect on where you are today, uncover motivational drivers that you may not be consciously aware of, and share that information with the professor to better provide tailored guidance.
Part 2	
What you do	Value to you
You will 1) submit a document where you declare your career goals and post-graduation aspirations, and 2) create and share a personal video where you introduce yourself to your peers, outlining your goals, incentives, and the resources that will help you toward these goals.	1) Sets the direction needed to start your Value Creation Project. 2) Helps you practice communicating your vision, a key entrepreneurial skill, while fostering connections with your peers, who can provide support and feedback throughout the course.

By completing the Personal Profile, you will establish a concrete starting point in the course and better understand the how the course will help you get to a future that you value. This assignment supports the development of your Value Creation Project and enhances your self-awareness and communication skills – essential attributes for any entrepreneur. The profile serves as a personal reference that you can revisit as you progress through the course, ensuring that your efforts remain aligned with your goals.

The specific instructions, assessment criteria and grading rubrics for the Reflective Learning Review are available to you on Brightspace.

An overview of assessment for the Personal Profile assignment is in the table below. The weights for this assignment add up to 10% of your final grade.

Deliverable	Assessment type and criteria	Weight for final grade
Part 1: Two questionnaires	Specifications grading: <ul style="list-style-type: none"> • Met specifications – 5 points • Needs modification to meet specifications – 3 points Does not meet specifications – 0 points	3%
Part 2: Future goals declaration	Specifications grading: <ul style="list-style-type: none"> • Met specifications – 5 points • Needs modification to meet specifications – 3 points • Does not meet specifications – 0 points 	4%
Part 2: Personal video introduction	Specifications grading: <ul style="list-style-type: none"> • Met specifications – 5 points • Needs modification to meet specifications – 3 points • Does not meet specifications – 0 points 	3%

4 – STANDARDS OF BEHAVIOUR

TIM brand and values

The brand of the TIM program is an asset that is valuable. All TIM alumni and students work hard to protect and enhance both their own brand and the TIM brand.

The table below identifies our expectations (what we value) and what is not acceptable in our value system. Individuals registered in this course must act accordingly.

	What the instructor expects	What the instructor finds unacceptable
Course assignments	<ul style="list-style-type: none"> • Original work • High-quality work delivered on-time for public examination 	<ul style="list-style-type: none"> • Plagiarized work • Low-quality work delivered late with excuses
Focus	<ul style="list-style-type: none"> • Co-create innovation to make a difference in our university, disciplines, and communities 	<ul style="list-style-type: none"> • Knowledge that fills menial gaps and has little or no impact on communities, our region, country, or world
Source of information	<ul style="list-style-type: none"> • Reputable scholarly journals 	<ul style="list-style-type: none"> • Low quality journals, individual opinions, and stories
Mode in which students acquire knowledge and skills	<ul style="list-style-type: none"> • Independent and critical thinking • Application of new knowledge to gain insights on how to launch and grow technology companies 	<ul style="list-style-type: none"> • Memorization and regurgitation of information • Application of superficial opinions, stories, management fads, generalities
Challenge	<ul style="list-style-type: none"> • Trying new things, destroying boundaries, and being deep thinkers 	<ul style="list-style-type: none"> • Over-extending yourself by taking on so many things that you no longer have the capacity to do a respectable job at any of them.
Environment	<ul style="list-style-type: none"> • Relevant, substantive, fun, positive, 24x7 experiential learning 	<ul style="list-style-type: none"> • Only 3 hrs/week listening, worthless, trivial, theatre, boring, negative

Expectations of students

The instructor expects you as a student to:

- Comply with the university's [academic integrity standards](#).
- Ensure assignments meet grading specifications before submitting.
- Deliver clear, influential, organized, and error-free professional-quality work.
- Complete individual work independently.
- Avoid permitting or engaging in freeloading in group projects.
- Be prepared and actively participate in all classes.
- Avoid disturbances in class, including device alerts and side talking.
- Submit assignments on time and show up to class on time.
- Collaborate and interact respectfully with others.
- Engage with peers and instructors to produce new knowledge.
- Take initiative in tasks benefiting the venture team.
- Use the Carleton email for course-related correspondence.
- Respond to emails promptly and professionally.
- Deliver clear, concise, insightful presentations within the allotted time.
- Schedule assignments and study time in personal calendars.
- Navigate adversity and disagreements with a positive, respectful mindset.
- Deal with uncertainty productively.

You are here for your growth, so we believe in and expect the highest standards for you.

Rules of conduct

Engagement

Your engagement with your peers and the course content is important for learning. Your success depends on the extent and intensity of your engagement.

You are expected to show up prepared to and actively engage in class discussions.

Respect and integrity

You are to interact with your peers, the instructor, and the learning space with respect and integrity. Students come from different places, cultures, religions, legal systems, family dynamics, and experiences, and possess different perspectives, sexual orientations, beliefs, and norms. Abusive, intolerant or prejudice behaviour or sentiment will not be tolerated in our learning environment at any point in time. Ever. The TIM alumni form a unified community, and students will inevitably be alumni together; you are expected to behave accordingly.

Submission responsibility

You are to submit each deliverable, regardless of whether it was worked on in groups.

Academic Integrity

This is a graduate course at an academic institution of higher learning. You are to support claims with well-researched facts, cite your sources using accepted citation practices, and produce work and correspondence that meets high standards of professionalism. **Plagiarism is not acceptable in any form.** You are expected to familiarize yourself with what plagiarism is and with the university's standards on plagiarism because you will be held accountable to it. Penalty for plagiarism can be severe (see section on plagiarism).

ChatGPT and other generative AI technology

You are encouraged to use generative artificial intelligence (genAI) applications such as ChatGPT (<https://chat.openai.com/chat>) within this course. ChatGPT will be actively taught and used throughout the course. To be considered "responsible" when using these technologies, you are expected to 1) submit record of your conversation with the genAI application, 2) check, verify, and provide proper citations to the claims and ideas used, and 3) apply critical thinking skills to increase the value created by the machine. Assignment submissions that appear unedited, unthinking, copy-paste text from the machine will be flagged and penalized.

Example uses of ChatGPT:

- Improve the quality of the venture presentation slide deck and presentation
- Translate text
- Generate text

- Summarize text
- Explore concepts and brainstorm options
- Propose research method steps
- Engage in question answering and role playing
- Improve the explanation of data acquisition and data analysis
- Eliminate all errors in grammar spelling, capitalization, and punctuation
- Ensure that citations and references are complete and correct

Plagiarism

Plagiarism, including copying and handing in for credit someone else's work, is a serious instructional offence that will not be tolerated. Please refer to the [website on Academic Integrity from the Carleton Registrar's Office](#) for additional information. Plagiarism is against the TIM culture. A case of plagiarism will be referred to the Dean of the Faculty of Graduate and Postdoctoral Affairs (FGPA). The instructor will not deal with the matter directly. Carleton University has a clear process to deal with allegations of plagiarism.

The [University Academic Integrity Policy](#) defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- Using another's data or research findings without appropriate acknowledgement
- Submitting work developed in whole or in part by someone else, with or without modifications, as one's own; and
- Failing to acknowledge sources using proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

5 – Support and resources

Information on accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Informal accommodation due to short-term incapacitation

If you require short-term informal accommodations due to the need to travel to Canada, sickness, or emergency. Provide your request in writing to the instructor in advance. If accommodations are due to an emergency, contact the instructor as soon as possible to alert him of the situation. Undue delay to inform the instructor may result in denial of request for accommodations. In the case of sickness, provide the instructor with your completed Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>).

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or <mailto:pmc@carleton.ca> for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the

first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Mental health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

Carleton provides a list of support services available here: <https://carleton.ca/wellness/>

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>

- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Final note:

This learning experience is for YOU and the career you envision for yourself. Remember this!

You are not here to make the professor happy; you are here to maximize your personal development so that you give your future self more options for happiness and success.

Learning is difficult so recognize this early and be conscious of both your thinking and your growth as you go through the process. Embrace the new, push through the uncertainty.

This is your opportunity to achieve another level as a person. Use it.

I am delighted to have the opportunity to work with you and can't wait to see how you develop this term.

HAVE A GREAT TERM LEARNING!

-Eduardo